



PSY 3341-002: Close Relationships; Fall 2011 – Texas Tech University

Meeting times: Tues & Thurs 9:30 – 10:50
Instructor: Michelle F. Guthrie
Office: 207B Psychology
Prerequisite: General Psychology (PSY 1300)

Location: English 105
E-mail: michelle.guthrie@ttu.edu
Office hours: Tues 1-3 & by appt.

Course Description

This course provides an introduction to close relationships using social psychological theory and research. Topics include interpersonal attraction, relationship initiation and maintenance, theories of love, conflict in relationships, and diverse relationships. Although the course emphasizes romantic relationships, friendships, families, and diverse relationships (e.g., same-sex relationships, interracial relationships) will be incorporated. The goal of this course is to gain an in-depth understanding of the psychological processes involved in close relationships and to apply this understanding to student's own lives.

Required Text

- Hendrick, S.S. (2004). *Understanding close relationships*. Pearson: Boston.
- Supplemental journal articles and book chapters will be made available through Blackboard.

Where is my office?

The psychology building is on the corner of 18th Street and Boston Avenue, in front of the library and next to Maedgen Theater. My office is on the second floor of the Psychology Building, across from the elevator.

Course Objectives

Objective	Assessment
Show a basic understanding of recent trends and theories in the areas of close relationships	Exams / Discussion Responses / Group Presentation
Integrate and critically think about close relationships from different psychological viewpoints	Class Activities / Discussion Responses / Exams
Use psychological theories to predict and explain behavior	Class Activities / Discussion Responses
Relate current theory and research in psychology to everyday experiences	Class Activities and Discussions / Facebook Postings

Apply your knowledge of close relationship theories to explain and understand behavior within a variety of cultural contexts.	Class Activities and Discussions / Group Presentation
Express psychologically-relevant topics in written and oral form	Discussion Responses / Facebook Postings / Group Presentation
Improve your ability to evaluate psychological studies and findings	Exams / Group Presentation / Discussion Responses

Note: Please refer to p. 3 for a description of class activities.

Blackboard

I will post the lecture notes, assignments, and grades on Blackboard’s website: <http://blackboard.ttu.edu>. To calculate your current grade, I have provided charts at the end of the syllabus.

E-mail

The best way to contact me will be through e-mail. Please include the course number and a subject (e.g., PSY 1300 – Meeting) in your e-mail. Please provide reasonable time for me to respond to your e-mail. If your e-mail is about a grade, please visit me during my office hours or set-up an appointment. When necessary, I will be communicating with the entire class through the Texas Tech e-mail system and on the course’s Facebook page. I do not check BlackBoard e-mail, so please make sure that you e-mail me directly at michelle.guthrie@ttu.edu. If you use another e-mail account (e.g., yahoo, gmail), double check to make sure you have forwarded your Texas Tech e-mail to your current e-mail account.

Facebook

Announcements, interesting videos, websites, etc., will be posted on the course Facebook page. If you use Facebook, search the group page entitled “TTU Close Relationships.” Please make sure you place the group page on high security. If you would prefer not to use Facebook, or do not have Facebook, please send me a short e-mail so I can be sure to continue to post information on BlackBoard. If you do not have Facebook or would prefer to not join the class Facebook page, you may e-mail me a relevant link and the associated description for extra credit. I will then anonymously post this information on Facebook for you. **Sign up for Facebook (or e-mail your desire to participate) by Friday, September 9th at 11 pm for 5 extra credit points!**

Lecture Notes

I will post the lecture notes **after class** on Blackboard. When taking notes, you do not need to write down every piece of information on the slides, as you will receive the PowerPoint slides later. Try to take notes on the information that is not contained in the PowerPoint slides and on the activities and demonstrations in class. You are responsible for the material in the book, in addition to the material we discuss in class.

Assessment / Course Requirements

Attendance and Participation in Class Activities (21 days @ 10 points each day = 210 points)

Attendance and participation in class is important to your learning experience. You will receive 10 points each day for attending class and participating in discussions and activities. Class activities will include group discussions, class debates, completing self-report measures and non-graded quizzes, critically evaluating theoretical perspectives, and interpreting everyday behavior from a certain psychological theory (for instance, explaining the behavior in a movie clip or a song with a close relationships theory). I think we learn best (and have more fun!) when we actively participate in our own learning.

Short Discussion Responses (12 Responses @ 10 points each = 120 points)

We will be discussing scholarly articles in class that elaborate on a recent topic relevant to the chapter. The articles will give you exposure to current trends and issues in close relationships. For every journal article, I will post a discussion question on Blackboard. The discussion question will ask you to link class concepts to the article or ask you to relate the article to your personal experiences. The goal of the discussion question is to stimulate your thoughts for class discussion and to provide you with guidance as you read the article. You may either write your own discussion response or respond to one of your peers' responses. The length of your response should not exceed 5 sentences. As long as you respond adequately to the question, you will receive the 10 points.

I will post the discussion question at least four days before it is due. Responses to discussion questions will be due at **5 pm prior to the day the article is due for class discussion**. For instance, if the article will be discussed on Thursday, then post your response by Wednesday at 5 pm. Please note, that two days require two article readings. I suggest writing your responses to the questions in Microsoft Word, then copying and pasting the answer into the BlackBoard textbox (I have lost several responses by typing responses directly in BlackBoard).

Exams (Total: 300)

You will have a total of three exams throughout the semester. The exams will be multiple choice, fill-in-the-blank, and matching questions. Exams will cover the book chapters, scholarly articles, and other relevant information discussed in class. I have provided the point value for each exam below.

Exam	% of Overall Grade
Exam 1: 100	12%
Exam 2: 100	12%
Exam 3: 100	12%
Total Exam: 300	36%

Special Topics Pecha Kucha 20X20 Group Presentation (200 points)

Groups of four students will provide a modified Pecha Kucha presentation on a special topic on close relationships that we did not cover in-depth during class. I have provided some initial information about the presentation below. Later in the semester, I will provide a rubric for your presentation. For the presentation, each group should:

1. Find and read 1 scholarly journal article related to your selected topic; please e-mail the article to me at least one week before your presentation. The article should be an empirical article (this means the authors should have conducted a study or experiment, instead of simply reviewing the research).
2. Develop a Pecha Kucha presentation. A Pecha Kucha 20X20 PowerPoint presentation lasts for 6-minutes, 40 seconds. During this time, 20-slides are shown for 20 seconds. I am bending the rules for this presentation. The presentation should be between 6-8 minutes, with about 30 seconds spent on each slide. The goal with a Pecha Kucha presentation is to convey the main point using a memorable image with as few words as possible on the PowerPoint slide. The presenters should discuss and explain the information, instead of placing every piece of information on the slide. For information on the Pecha Kucha style, visit <http://www.pecha-kucha.org/>
3. Your presentation topic should be approved by me by **Thursday, October 20th, 2011 at 5 pm.**
4. I would be happy to discuss your topic with your group at any time, just send me an e-mail.
5. Please provide me with a PowerPoint print-out on the day of your presentation (if you e-mail me your presentation 24 hours before, I will print it out).
6. Some special topics include:
 - Type of Relationships: Elderly, Step-family, Parent, Grandparent, Homosexual, Newlywed, Long-distance, Interracial, Friendships, Open
 - Polygamy
 - Arranged marriages
 - Singleness
 - Cohabitation
 - Emotions and Relationships (e.g., missing, love, jealousy)
 - Loneliness, Need to Belong, Separation
 - Relationship Initiation / Attraction
 - Relationship Dissolution / Divorce
 - Relationship Maintenance
 - Commitment, Intimacy
 - Communication (e.g., sexual communication, nonverbal communication)
 - Infidelity (emotional, physical)
 - Unrequited Love / Stalking
 - Condom Use
 - “Hooking-up” / Casual Sex / Sexual risk taking
 - Internet and relationships (e.g., cyberflirting, initiation, online dating)
 - Social Networking Sites and Relationships
 - Humor in relationships
 - Pets and relationships
 - Cultural differences
 - Evolution / mate selection

- Power
- Psychological Disorders and Relationships
- Therapeutic Interventions and Relationships
- Happiness, Well-being, and Relationships
- Attachment Styles
- Brain and Relationships (e.g., brain and love)
- Empathy, Forgiveness
- Attitudes
- ***Any other topics that peak your interest!*

7. Suggested Journal Sources:

- Journal of Social and Personal Relationships
- Personal Relationships
- Psychological Science
- Current Directions in Psychological Science
- Journal of Sex Research
- Journal of Marriage and Family
- Family Relations
- Journal of Family Theory and Review
- Sex Roles
- Personality and Social Psychology Bulletin
- Personality and Social Psychology Review
- Journal of Personality and Social Psychology
- Journal of Experimental Social Psychology
- Psychological Bulletin
- Social Psychological and Personality Science

Extra Credit

I will provide extra credit opportunities in class. Because one goal of the class is to apply psychological concepts to your own life, I will provide extra credit if you post a video or article that is relevant to the class on Facebook (make sure to indicate how the video or link relates to a certain concept). If the posting is relevant, I will provide 5 points of extra credit for every posting. You may gain extra credit points with 3 Facebook postings (but feel free to continue posting information beyond the limit of 3!). This means you can earn 15 extra credit points with Facebook postings!

Remember, signing up for Facebook by Friday, September 9th at 11 pm will also result in 5 extra credit points!

Grades

Your grade will be determined from a total of 830 points and based on the grade distribution below.

Point Distribution

Assessment/Course Requirement	Points	% Total
Attendance (23 days @ 10 pts each day)	210	25%
Discussion Responses	120	15%
Pecha Kucha Group Presentation	200	24%
Exams (Total: 300)	300	36%
Total Points	830	100%
Extra Credits: points in addition to the 830		

Grade Distribution

Grade	Percentage	Points
A	90-100	≥ 747
B	80 - <90	664 - <747
C	70 - <80	581 - <664
D	60 - <70	498 - <581
F	Below 60	<498

Class Policies

Missed Exams / Make-up Exams

Missed exams will receive a grade of **zero**.

I will give make-up exams when you provide an official, university-excused absence. Official, university-excused absences include illness, university-sanctioned travel, and observance of a religious holiday. Documentation of an excused absence will be requested (dean's office, medical doctor's office, funeral announcement).

Students are expected to make all reasonable efforts to notify me *in advance* of an excused absence. If you notify me in advance of your expected absence, I may arrange for you to take the exam early. If you have an outstanding circumstance and you know in advance that you will need to miss an exam, please discuss this matter with me by **Friday, September 9th, 2011**.

If you miss an exam due to illness or other unexpected (but excused event), the excused absence must be made known to me by the class period following your absence from the exam. If you fail to provide evidence of your excused absence by the next class period, you will be allowed to make up the exam with a 25% penalty. The exam must be completed within **one week** of the original absence. Failure to make up the exam within one week will result in a **zero** on the missed exam. Make-up exams will cover the same content as the missed exam, but will be comprised mostly of short answer and essay questions.

Missed / Late Assignments

Missed and late assignments will receive a zero. Homework assignments must be turned in to me on the day they are due at the beginning of class. If you do have an excused absence for the day the assignment is due, you must notify me immediately by e-mail, and turn in the assignment on the next day of class.

Questions about Grading or Grades

If you have specific questions about the grading of your exam or about your grade in general, please discuss these with me during office hours or make an appointment with me.

Accommodations for Disabilities

Student Disabilities Services at Texas Tech University states “Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services **during the instructor’s office hours**. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office in 335 West Hall or 806-742-2405.” Accommodations for a disability cannot be made until verification is received from Student Disability Services. Please present me with this verification as soon as possible, so that I may make the appropriate accommodations. The website for Student Disability Services is: <http://www.depts.ttu.edu/students/sds/>

Religious Holy Days

Students will be allowed to complete assignments within a reasonable time after absence due to observance of a legally defined religious holy day. If you will require an excuse due to a religious holy day, please e-mail me by **Friday September 9th, 2011**.

Academic Misconduct

Texas Tech University’s *Statement of Academic Integrity* states, “It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and high standard of integrity. The attempt of students to present as their own any work not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offenders liable to serious consequences, possibly suspension,” Student Handbook, 2010-2011, Part II, Section B.

Further, Texas Tech University states that “Academic dishonesty” includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor(s) or the attempt to commit such an act), *Code of Student Conduct*, Part IX, Section B, item number 3.

For a copy of the 2010-2011 Handbook, please visit the following website:
http://www.depts.ttu.edu/dos/docs/2010_2011_Handbook_and_Code.pdf

Evidence of academic misconduct will result in a **zero** for the exam, quiz, assignment, or paper for any student(s) involved and those student(s) will be formally reported to Student Judicial Services (SJS). A second offense will result in a failing grade for the entire course and a second report to SJS.

Classroom Behavior

In this class, we will adhere to Texas Tech University's Statement of Academic Integrity and Code of Student Conduct. Students will be expected to respect their classmates and their instructor. We will use the following rules as a guideline for classroom behavior:

1. During exams and classroom sessions cell phones, I-pods, MP3 players, pagers, and other electronics devices must be **turned off** and stored in a place that is **not visible to me or others around you**. If you need to answer your phone due to an emergency, please notify me before class begins.
2. Please **be on time** and **do not leave class early**. Arriving late, leaving early, or walking in and out of the room disrupts the classroom environment and is disrespectful to your classmates. If you will be late for a class or need to leave early, please mention this prior to class or e-mail me.
3. Please do not read/view other materials during class (e.g., newspapers, magazines, homework).
4. Please do not display disruptive postures, such as slouching, sleeping, laying on the desk, etc.
5. Please do not have side discussions during class. Side talk is disruptive to the classroom atmosphere and to your classmates.
6. Classroom behavior that is disrespectful based on ability, age, disability, ethnicity, gender, nationality, race, religion, sexual orientation, size, and social class will not be tolerated. We will respect and value each other's views, backgrounds, and opinions. We are all responsible for fostering an environment of openness and acceptance that does not disrupt learning or teaching.

Suggestions or Concerns about Course

If you have any questions or concerns about the course (or anything unrelated to the course), please e-mail me as soon as possible. If you are struggling with any aspect of the course or with a personal matter, discussing this with me earlier in the semester gives me more opportunity to help you. If you would prefer to remain anonymous, you may provide me with suggestions or concerns by slipping a note in my mailbox in the Psychology building.

Right to Amend

This syllabus is subject to change by the instructor. I will maintain a current version of the syllabus reflecting any changes at all times on Blackboard. This version was last updated on August 26, 2011.

Helpful Resources

Learning Center: <http://www.lc.soar.ttu.edu>

Holden Hall, Room 80; (806) 742-3664

The learning center provides *free* onsite and online tutoring.

The learning center website offers useful information on studying, note-taking, preparing for exams, and managing time and stress.

University Writing Center: <http://english.ttu.edu/uwc01/>

English/Philosophy, Room 175; (806) 742-2011

The writing center provides free onsite and online writing assistance to students writing term papers.

The writing center website provides information and website links for students writing term papers (e.g., style guides, common errors).

Student Counseling Center: <http://www.depts.ttu.edu/scc/>

Student Wellness Center, Room 201 (2nd floor); corner of Flint Avenue and Main Street; (806) 742-3674.

Clinic Hours: M-F 8 am – 5 pm; **Walk-in Clinic Hours:** M-F 10:30 am – 3:30 pm

Individual, group, and couples counseling.

Mind/Body Lab: provides biofeedback for anxiety, stress and test anxiety.

Virtual Self-Help Resources (e.g., sleeping, stress, studying, relationships, suicide, relaxation audiotapes, mood enhancing playlist).

Student Disability Services: <http://www.depts.ttu.edu/students/sds/>

335 West Hall; (806) 742-2405.

For students with letters of accommodations.

Military and Veterans Programs: <http://www.depts.ttu.edu/diversity/mvp/>

108 Doak Hall; (806) 742-6877; mvp@ttu.edu

Provides educational assistance to veteran students and their families.

ATLC Computer Lab: <http://www.depts.ttu.edu/itts/labs/atlc/>

Basement of Library; (806) 742-1650.

PC and Macintosh computers available to students. Also provide “shortcourses” on software programs.

Library Contact

Brian Quinn, Social Sciences Librarian, (806) 742-2238 ext. 294, brian.quinn@ttu.edu.

Brian provides assistance to students writing research papers in the social sciences, who need to find resources in the library or through the library’s online databases.

Course Outline (Dates subject to change)
 Readings are due the day that they are listed.
 Chapter 1 will be due on August 30th.

Day	Topic	Readings
25-Aug	Syllabus / Intro	---
30-Aug	Need to Belong, Evolution, & Attachment Theories	Ch 1
1-Sep	Need to Belong, Evolution, & Attachment Theories	<p align="center">Ch 1</p> <p align="center">Reis, H.T., & Aron, A. (2008). Love: What is it, why does it matter, and how does it operate? <i>Perspectives on Psychological Science</i>, 3, 80-86.</p> <p align="center">and</p> <p align="center">Finkel, E. J., & Eastwick, P. W. (2008). Speed-dating. <i>Current Directions in Psychological Science</i>, 17, 193-197.</p> <p align="center"><i>Discussion Responses due Wed. 8/30 @ 5 pm</i></p>
6-Sep	Attraction	Ch 2
8-Sep	Development & Courtship	<p align="center">Ch 2</p> <p align="center">Pelham, B. W., Carvallo, M., & Jones, J. T. (2005). Implicit egotism. <i>Current Directions in Psychological Science</i>, 14, 106-110.</p> <p align="center"><i>Discussion Response due Wed. 9/7 @ 5 pm</i></p>
13-Sep	Friendship	Ch 3

15-Sep	Social Support	Ch 3 Busboom, A. L., Collins, D. M., Givertz, M. D., & Levin, L. A. (2002). Can we still be friends? Resources and barriers to friendship quality after romantic relationship dissolution. <i>Personal Relationships</i> , 9, 215-223. <i>Discussion Response due Wed. 9/14 @ 5 pm</i>
20-Sep		Library / Discuss Presentations
22-Sep		Exam 1: Chapters 1, 2, 3 & Articles
27-Sep	Theories of Love	Ch 4
29-Sep	Theories of Love and Biology of Love	Mikulincer, M., Florian, V., Birnbaum, G., & Malishkevich, S. (2002). The death-anxiety buffering function of close relationships: Exploring the effects of separation reminders on death-thought accessibility. <i>Personality and Social Psychology Bulletin</i> , 28, 287-299. Fisher, H., Aron, A., & Brown, L. L. (2005). Romantic love: An fMRI study of a neural mechanism for mate choice. <i>The Journal of Comparative Neurology</i> , 493, 58-62. <i>Discussion Responses due Wed. 9/28 @ 5 pm</i>
4-Oct	Sexuality	Ch 5
6-Oct	Sexuality	Ch 5 Paul, E. L., & Hayes, K. A. (2002). The casualties of 'casual' sex: A qualitative exploration of the phenomenology of college students' hookups. <i>Journal of Social and Personal Relationships</i> , 19, 639-661. <i>Discussion Response due Wed. 10/5 @ 5 pm</i>
11-Oct		ENJOY YOUR FALL BREAK ☺ ☺

13-Oct	Communication & Maintenance	Ch 6 Murray, S. L. (2005). Regulating the risks of closeness: A relationship-specific sense of felt security. <i>Current Directions in Psychological Science</i> , 14, 74-78. <i>Discussion Response due Wed. 10/12 @ 5 pm</i>
18-Oct		Exam 2: Chapters 4, 5, 6 & Articles
20-Oct	Conflict	Ch 7 ***Presentation Topic Due***
25-Oct	Abuse	Ch 7 Graham-Kevan, N., & Archer, J. (2009). Control tactics and partner violence in heterosexual relationships. <i>Evolution and Human Behavior</i> , 30, 445-452. <i>Discussion Response due Mon. 10/24 @ 5 pm</i>
27-Oct	Jealousy, Breakup, Divorce, & Therapy	Ch 8
1-Nov	Jealousy, Breakup, Divorce, & Therapy	Ch 8 Previti, D., & Amato, P. R. (2004). Is infidelity a cause or a consequence of poor marital quality? <i>Journal of Social and Personal Relationships</i> , 21, 217-230. <i>Discussion Response due Mon. 10/31 @ 5 pm</i>
3-Nov	Diverse Relationships	Ch 9

8-Nov	Diverse Relationships	Ch 9 Patterson, C. J. (2006). Children of Lesbian and Gay Parents. <i>Current Directions in Psychological Science</i> , 15, 241-244. <i>Discussion Response due Mon. 11/7 @ 5 pm</i>
10-Nov	Gender	Ch 10
15-Nov	Gender	Ch 10 Baumeister, R. F. (2004). Gender and erotic plasticity: Sociocultural influences on the sex drive. <i>Sexual and Relationship Therapy</i> , 19, 133-139. <i>Discussion Response due Mon. 11/14 @ 5 pm</i>
17-Nov		Exam 3: 7, 8, 9, 10 & Articles
22-Nov		TBA
24-Nov		Thanksgiving Break
29-Nov		Presentations
1-Dec		Presentations
6-Dec		Presentations

TRACK YOUR GRADES

ATTENDANCE / PARTICIPATION	What You Earned	What It's Worth
<i>21 days at 10 points each day</i>		210

PECHA KUCHA PRESENTATION	What You Earned	What It's Worth
<i>200 points</i>		200

EXAMS	Date	What You Earned	What It's Worth
Exam 1			100
Exam 2			100
Exam 3			100
Total Exam Points			300

DISCUSSION RESPONSES	Date	What You Earned	What It's Worth
			10
			10
			10
			10
			10
			10
			10
			10
			10
			10
Total Discussion Points			120

Adapted from Sue Frantz (2010) – Highline Community College Psychology 1300 Syllabus

EXTRA CREDIT	Date	What You Earned
Total Extra Credit		

To Estimate Your Current Overall Grade:

Assessment/Course Requirement	What You Earned	What It's Worth	% Total
Attendance/Participation (21 days @ 10 pts each day)		210	25%
Discussion Responses		120	15%
Pecha Kucha Presentation		200	24%
Exams		300	36%
Extra Credit (in addition to 830)		-	-
Total Points		830	100%

Adapted from Sue Frantz (2010) – Highline Community College Psychology 1300 Syllabus