



**PSY 149: THE SOCIAL PSYCHOLOGY OF RELATIONSHIPS**  
**SUMMER 2012 – SESSION B**  
**AUG 6 – SEPT 14**

**M/T/W 12:30-1:55PM**  
**PSYCH 1924**

CONTACT INFORMATION		OFFICE HOURS	OFFICE	EMAIL
INSTRUCTOR	Molly Metz	M/W 2-3 or by appointment	Bldg 429 - 218	metz@psych.ucsb.edu
TA	██████████	T 2-3; R 12-1	Bldg 429 - 118	██████████

**PREREQUISITES:** Psychology or Biopsychology major status

**COURSE WEBSITE:** <https://gauchospace.ucsb.edu>

**REQUIRED TEXT:** Miller, R. S. (2012). *Intimate Relationships (6th Edition)*. New York: McGraw-Hill.

A small number of additional readings will be posted on our website

**RECOMMENDED READING:** <http://www.scienceofrelationships.com>

**COURSE OBJECTIVES**

1. Define and apply classic theories, current research, and common methods in the field of relationship science.
2. Analyze, report, and interpret results of empirical studies to maintain comprehension of concepts and principles of psychology *as a science*.
3. Identify relationship science in pop culture and evaluate it according to the principles discussed in class.
4. Synthesize a body of empirical findings and apply conclusions to issues relevant to everyday life.
5. Reflect on your own relationships and assess when it is (and is not) appropriate to apply findings from relationship science to your own relationships.

**COURSE STRUCTURE**

**A. LECTURE**

[ALL OBJECTIVES]

In order to succeed in this course, you are expected to attend (and pay attention in) lectures.

During lectures, I will present material not covered in the textbook, expand on important points in the text, and discuss new developments in the field. Classes will be a mixture of lecture and discussion, and I encourage you to participate in the discussions and learn from your classmates. I *will* post lecture slides on Gauchospace prior to each class, but keep in mind that they will *not* include all of the information that we go over.

Being present in class is a great first step toward success, but learning doesn't happen by passively absorbing rogue information from the atmosphere. In order to get the most out of this (or any) class, *active engagement* is key. This may include: participation in class discussion or

activities, taking notes, or even just actually thinking about questions that are posed, even if you don't speak up in class. This definitely does not include: reading the newspaper, doing other work, texting or engaging in side conversations, listening to your headphones, sleeping, etc.

Finally, I welcome your input, insight, and questions. However, I remind you that this is a semi-professional setting, and you should only share things you are comfortable with complete strangers knowing. This applies to both in-class discussion and writing assignments.

## **B. READING**

[OBJECTIVES 1-4]

### **a. TEXTBOOK**

The textbook is a supplement to the lectures; some assigned chapters will review or expand on what we discuss in class, while others will expose you to important topics that we will *not* be discussing together. To get the most out of lecture, please complete all readings *before coming to class*. You will be responsible for assigned chapters on quizzes.

### **b. EMPIRICAL ARTICLES**

As this is an upper-division course, you should have exposure to a variety of empirical and review papers related to the topics we will be discussing. Most weeks, you will be assigned 1-2 peer-reviewed article related to that week's topics. *Before coming to class*, you should be able to summarize the main points of the article: the research question, how they tested it, what they found, and why it matters. We will discuss these in some detail in class, and you will be responsible for this material on quizzes.

## **C. WRITING**

### **a. PAPER 1: JOURNAL CRITIQUE (2-3 pages)**

[OBJECTIVES 1 AND 2]

To help you think *scientifically* about relationships and gain practice in dissecting empirical journal articles in our field, you will write a brief summary and critique of an empirical article on a close relationships topic. Details on this assignment will be posted on the course website and reviewed in class.

### **b. PAPER 2: CHOOSE ONE (4-5 pages)**

[ALL OBJECTIVES]

*Details on this assignment will be posted on the website and reviewed in class.*

#### **i. RELATIONSHIP SCIENCE IN POP CULTURE**

You will compare relationship advice from a popular source (e.g., a popular magazine like *Cosmopolitan* or *Men's Health*) with actual research on the same topic.

#### **ii. RELATIONSHIP HOW-TO GUIDE**

You will synthesize a body of relationship literature and provide a practical guide on some relationship topic that would be suitable for public dissemination.

#### **iii. FILM CRITIQUE**

You will select a movie from a list that portrays a variety of relationship dynamics and then analyze its realism and ground it in the scientific literature, using a number of topics/theories we will cover in class.

## D. QUIZZES

[OBJECTIVES 1 AND 2]

There will be 2 quizzes, worth 30 points each. Quizzes will cover material from lecture, in-class activities, your textbook, and additional readings. They will include multiple choice and short answer questions. These quizzes *will not be cumulative*.

On quiz days, lateness will not be tolerated – **you may not take the quiz (and will earn a 0) if you arrive after the first quiz has been turned in.**

## E. PARTICIPATION

Participation will be assessed using an assortment of in-class and Gauchospace activities. If you miss a class during which we complete a graded activity, you may not make it up.

## FINAL GRADE CALCULATION

Final grades will be based on absolute points, rather than a curve – that is, it is completely possible for everyone to earn an A in this class (if they earn the points). There will be no extra credit opportunities.

Final grades are non-negotiable. Grade changes will be made *only* to correct for grading errors.

Complaints about grades on individual assignments must be issued to the instructor *in writing* before the beginning of the class immediately following the return of the assignment. Only reasonable and well-justified complaints will be considered, and all decisions are final.

Paper 1 - \_\_\_\_/40 pts

Paper 2 - \_\_\_\_/50 pts

Quiz 1 - \_\_\_\_/30 pts

Quiz 2 - \_\_\_\_/30 pts

Participation - \_\_\_\_/20 pts

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Total - \_\_\_\_/170 pts

[keep track of your own points here!]

APPROX. POINTS	PERCENTAGE	GRADE
165+	97 and above	A+
158.5-164.5	93 – 96.99	A
153-158	90 – 92.99	A-
148-152.5	87 – 89.99	B+
141.5-147.5	83 – 86.99	B
136-141	80 – 82.99	B-
131-135.5	77 – 79.99	C+
124.5-130.5	73 – 76.99	C
119-124	70 – 72.99	C-
114-118.5	67 – 69.99	D+
102-113.5	60 – 66.99	D
0-101.5	59.99 and below	F

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## COURSE POLICIES

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### LATE POLICY

Papers are due at the *beginning* of lecture on the due date. Late papers will be accepted *at the cost of a full letter grade (or 10%) per day late*. So, a B+ assignment turned in after class begins or the next day will receive a C+, two days late a D+, and so on.

### MAKE-UP POLICY

Exams make-ups will not be granted except in case of a medical emergency or a legally compelled absence. A doctor's note or some other formal verification will be required in order to take an *all-essay make-up test*.

You must be able to attend all tests – vacation is not an excuse, nor is having another class exam at the same time. If you can't make it to class on test days, please make other arrangements or consider enrolling in the class in a future quarter.

### CELL-PHONE POLICY

Out of respect for me and your classmates, your phones should be off (or on silent) and put away at all times. In particular, please refrain from texting during class –the view from the front of the room is excellent, and no matter how sneaky you think you are being, I assure you, you are not.

That being said: You are adults and know your priorities better than I possibly could. As such, if you have a call or text that is *important enough to miss class for*, by all means, please step outside to take care of it. HOWEVER – if the call or text is *not* important enough to miss class for, then please be respectful and save it for after class.

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## STUDENT RESOURCES

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**Disabled Students Program (DSP):** The DSP provides academic support services to eligible students with temporary and permanent disabilities. Please inform the instructor if you require special classroom accommodations due to a disability – you must register with DSP prior to receiving these accommodations. If you require additional time on an exam, please schedule your own proctor through the DSP and confirm the arrangements with our TA at least *one week prior to the exam*. Please contact the DSP office for information and assistance (2120 Student Resource building, 893-2668, [www.sa.ucsb.edu/dsp](http://www.sa.ucsb.edu/dsp)).

**Counseling Services:** If you are experiencing any difficulties meeting class requirements, or any difficulties in your personal life, please contact **Counseling Services** (located in Building 599). Counseling Services offers individual and group counseling, crisis counseling, stress-management workshops, self-help information, and connections to off-campus mental health resources. For information, please call (893-4411) or visit their web site ([www.counseling.ucsb.edu](http://www.counseling.ucsb.edu)).

## SOME FINAL WORDS

### A WORD ABOUT ACADEMIC INTEGRITY

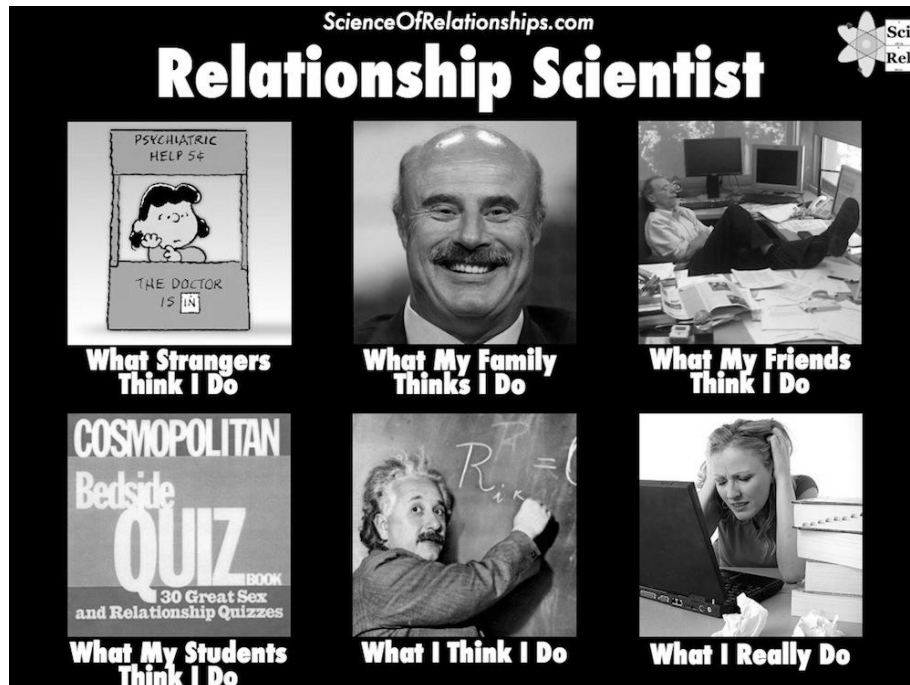
Academic dishonesty will not be tolerated in any form. This includes, but is not limited to, cheating, plagiarism, improper citations, or misrepresenting your work in any way. Students caught behaving in such a way will receive an automatic “0” on the assignment or an “F” in the class, depending on the extent of the infraction. At the discretion of the instructor, some students may be referred to Judicial Affairs for disciplinary action.

Please familiarize yourself with the university’s policy on academic dishonesty here:  
<http://judicialaffairs.sa.ucsb.edu/PDF/academicintegflyer.pdf>

### A CAUTIONARY NOTE

As you read about relationships and reflect on them, you may find yourself noticing and thinking about your own relationships and those of people to whom you are close. Efforts to understand what is happening in these relationships can facilitate your learning of the material you are studying – and this is great! ☺ However, I urge you not to take on the role of “expert” or “therapist” in your own relationships or those of other people, interpreting people’s behavior and explaining to others what it means. Not only is it inappropriate in your current role, it may also may be hurtful to those you love and care about. Instead, talk to people about what you are learning and solicit their ideas and observations to extend your own understanding of relationships and course material.

- Dr. Nancy Collins



## CLASS CALENDAR - SUMMER 2012

WEEK	DAY	DATE	TOPIC	READING
1	M	8/6	COURSE OVERVIEW/INTRODUCTION	MILLER, CH 1
	T	8/7	THE SCIENCE OF RELATIONSHIPS: METHODS	MILLER, CH 2 READING 1
	W	8/8	WHY FORM RELATIONSHIPS? ATTACHMENT AND THE NEED TO BELONG	READING 2
2	M	8/13	CONFLICT & COMMUNICATION	MILLER, CH 5 (p166-172) MILLER CH 11
	T	8/14	ATTRACTION & MATE SELECTION	MILLER, CH 3 READING 3
	W	8/15	LOVE <b>PAPER 1 DUE</b>	MILLER, CH 8 READING 4
3	M	8/20	EQUITY & INTERDEPENDENCE COMMITMENT	MILLER, CH 6
	T	8/21	RELATIONSHIP COGNITION THE SELF & RELATIONSHIPS	MILLER, CH 4 READING 5
	W	8/22	<b>QUIZ 1</b>	
4	M	8/27	SEX & SEXUALITY	MILLER, CH 9 READING 7
	T	8/28	FRIENDSHIP ACROSS THE LIFE SPAN THE SINGLE LIFE	MILLER, CH 7 READING 6
	W	8/29	REJECTION & LONELINESS	MILLER, CH 10 (p305-312) READING 8
5	M	9/3	<i>NO CLASS – LABOR DAY HOLIDAY</i>	
	T	9/4	THE DARK SIDE: POWER & AGGRESSION	MILLER, CH 12 READING 9
	W	9/5	THE DARK SIDE: JEALOUSY & BETRAYAL RELATIONSHIP DISSOLUTION <b>PAPER 2 DUE</b>	MILLER, CH 10 (p312-335) MILLER, CH 13
6	M	9/10	SOCIAL SUPPORT & CAPITALIZATION	READING 10
	T	9/11	RELATIONSHIP MAINTENANCE & GROWTH	MILLER, CH 14 READING 11
	W	9/12	<b>QUIZ 2</b>	

*Tentative schedule; I reserve the right to adjust this timeline based on course progress*

## RESEARCH ARTICLE CITATIONS

DATE	
<b>WEEK 1</b>	
8/7	Finkel, E.J., & Eastwick, P.W. (2008). Speed-dating. <i>Current Directions in Psychological Science</i> , 17(3), 193-197.
8/8	Baumeister, R.F. & Leary, M.R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. <i>Psychological Bulletin</i> , 117, 497-529.
<b>WEEK 2</b>	
8/13	Haselton, M.G., Mortezaie, M., Pillsworth, E.G., Bleske-Rechek, A., & Frederick, D.A. (2007). Ovulatory shifts in human female ornamentation: Near ovulation, women dress to impress. <i>Hormones and Behavior</i> , 51, 40-45.
8/14	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(1), 80-86.
<b>WEEK 3</b>	
8/21	Slotter, E. B., Gardner, W. L., & Finkel, E. J. (2010). Who am I without you? The influence of romantic breakup on the self-concept. <i>Personality and Social Psychology Bulletin</i> , 36(2), 147-160.
8/22	DePaulo, B.M., & Morris, W.L. (2005). Singles in society and in science. <i>Psychological Inquiry</i> , 16(2&3), 57-83.
<b>WEEK 4</b>	
8/27	Peplau, L.A., & Fingerhut, A.W. (2007). The close relationships of lesbians and gay men. <i>Annual Review of Psychology</i> , 58, 405-424.
8/29	Cacioppo, J. T., Hawkley, L. C., & Bernston, G. G. (2003). The anatomy of loneliness. <i>Current Directions in Psychological Science</i> , 12, 71-74.
<b>WEEK 5</b>	
9/4	Rusbult, C.E., & Martz, J.M. (1995). Remaining in an abusive relationship: An investment model analysis of nonvoluntary dependence. <i>Personality and Social Psychology Bulletin (PSPB)</i> , 21(6), 558-571.
<b>WEEK 6</b>	
9/10	Schnall, S., Harber, K.D., Stefanucci, J.K., & Proffitt, D.R. (2008). Social support and the perception of geographical slant. <i>Journal of Experimental Social Psychology</i> , 44, 1246-1255.
9/11	Rusbult, C.E., Finkel, E.J., & Kumashiro, M. (2009). The Michelangelo phenomenon. <i>Current Directions in Psychological Science</i> , 18(6), 305-309.