

PSY 324: THE SOCIAL PSYCHOLOGY OF RELATIONSHIPS
SPRING 2016
JANUARY 25-MAY 6

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|-------------------|------------------|------------------|
| | SECTION A | SECTION B |
| CLASS TIME | TR 1-2:20pm | TR 10-11:20am |
| LOCATION | Psychology 127 | Psychology 204 |

| CONTACT INFORMATION | OFFICE HOURS | OFFICE | EMAIL |
|----------------------------|-------------------------------|----------------|---------------------|
| Dr. Molly Metz | M 1-3pm, or by appointment | Psychology 320 | metzma2@miamioh.edu |

PREREQUISITES: Psy 293/294, Psy 221

COURSE WEBSITE: Canvas, at <https://miamioh.instructure.com>

REQUIRED TEXT: Miller, R. S. (2014). *Intimate Relationships* (7th Edition). New York: McGraw-Hill.

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

In addition, many course materials will be posted on the course website, including the syllabus, readings/handouts, and links to external sources. Therefore, internet access is crucial to your performance in the class. Please make sure to check your email frequently for important announcements and reminders.

EMAILING YOUR INSTRUCTORS: If you have any questions at all, please don't hesitate to email me. When emailing me (or any instructors), please use a descriptive subject line, a greeting, complete and grammatically correct sentences, and a signature with your full name (in other words, think of email as professional communication). In addition, please include "PSY324" and the section letter in the subject line. I will try to respond to all emails within 2 business days. Finally, I may not respond to emails between the hours of 8pm and 8am, so please keep this in mind when deciding whether to resend the message.

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 Canvas after each class, but keep in mind that they will *not* include all of the information that we go over.

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 exams.

b. EMPIRICAL ARTICLES

As this is an upper-level 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 exams.

i. **READING QUESTIONS.** To facilitate class discussion of our articles, please submit at least two (but no more than 3) discussion question 24hrs before the beginning of the class where that reading is due (e.g., if we will be discussing article 1 on Tuesday, then section B should submit a discussion question no later than 10am on Monday, and Section A should submit a discussion question no later than 1pm on Monday.). **Reading questions will comprise 10% of your course total.**

ii. **ARTICLE DISCUSSIONS.** For each article, you will complete a discussion guide with a small group in class. Details on this assignment will be posted on the course website and reviewed in class. **These guides will be worth 5% of your final grade.**

C. WRITING

a. SEMESTER-LONG CLASS BLOG PROJECT

[ALL OBJECTIVES]

To help you think *scientifically* about relationships, gain practice in dissecting empirical journal articles in our field, and become comfortable communicating scientific findings to a general audience, we will be keeping a class blog. Each student will contribute at least 5 entries of specific formats over the semester (due dates TBA). Details on this assignment will be posted on the course website and reviewed in class. **Work contributing to this project will be worth 30% of your final grade.**

D. EXAMS [OBJECTIVES 1 AND 2]

There will be 3 non-cumulative midterm exams and 1 cumulative final exam. The exams will be multiple choice, short answer, and brief essay, and will cover information from lectures, class discussions and activities, videos, journal articles, and the text. These exams will be closed-book, closed-note, and completed individually.

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

Your lowest midterm exam score will be dropped. If you miss one of the 3 exams for whatever reason, that is the score that will be dropped. There will be no additional makeup exam opportunities. **Each midterm will count for 12.5% of your course total, and the final exam will count for 15% of your course total.**

E. ACTIVE ENGAGEMENT

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.

Active engagement will be assessed by an assortment of unannounced in-class activities, small homeworks, Canvas activities, and so on. **Active engagement points make up 15% of your course total.** If you miss a class during which we complete a graded activity, you may not make it up, regardless of reason or documentation.

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.

All final grades will be rounded to the nearest full percent. Your grade will then be determined by the scale below. Per university policy, final grades are non-negotiable. Grade changes will be made *only* to correct for grading errors.

Class Blog (30%)

Planning – 5%

Blog Posts – 20%

Blog Audit – 5%

Empirical Articles (15%)

Reading Questions – 10%

Discussion Guides – 5%

Exams (40%)

Midterm 1 – 12.5%

Midterm 2 – 12.5%

Final – 15%

Active Engagement (15%)

| PERCENTAGE | GRADE |
|--------------|-------|
| 93 and above | A |
| 90 – 92 | A- |
| 87 – 89 | B+ |
| 83 – 86 | B |
| 80 – 82 | B- |
| 77 – 79 | C+ |
| 73 – 76 | C |
| 70 – 72 | C- |
| 67 – 69 | D+ |
| 60 – 66 | D |
| 59 and below | F |

COURSE POLICIES

LATE WORK AND MAKE-UP POLICY

If participation in university-sponsored events (e.g., athletics) or observance of a religious holiday or other sanctioned event prevents your attendance, you must contact me prior to the relevant date, and you must have any appropriate documentation. If an assignment is due on that date, arrangements must be made to complete the assignment ahead of time.

Unless otherwise stated, all assignments are due **at the beginning of class** (unless otherwise noted for electronic assignments). Late assignments will only be accepted in the case of extraordinary circumstances and appropriate documentation, and may involve point deductions. Please alert me to these extraordinary circumstances by email within 12 hours of the missed class, and we will set up a time to discuss these on a case-by-case basis. **Without appropriate circumstances and documentation, early exams or exam make-ups will not be granted.**

However, I recognize that sometimes life happens; therefore, I have built some flexibility into the course to allow for illness, other obligations, and bad days. First, the lowest of your 3 midterm exam grades will be dropped at the end of the semester, no questions asked (so if you miss an exam, that zero will be dropped). In addition, I will build a 5% cushion into your engagement grade; that is, your engagement grade will be computed by dividing the total number of points you earn by 95% of the total available points.

GRADE DISPUTE POLICY

24/7 Policy: You must wait for at least 24 hours following the return of an assignment before bringing a grade concern to me; use this time to reflect upon your performance and grade. Additionally, grade concerns must be brought to my attention within 7 days of the return of the assignment. Please write a short paragraph detailing your grade concern, including a copy or scan of the original assignment, if relevant, and email it to me. Only reasonable and well-justified concerns will be considered, and all decisions are final.

TECHNOLOGY POLICIES

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.

LAPTOP POLICY

Research indicates that taking notes by hand results in significantly better retention of conceptual information than taking notes on a laptop (see Mueller & Oppenheimer, 2014), even when students are engaged in the material (i.e., are not also checking their email or Facebook feed). Further, laptop use can be distracting in various ways to the entire class. Because my goal is to maximize the likelihood of a favorable learning environment, I **strongly** recommend that you not use laptops in class. However, laptops will be permitted on a probationary basis; should the use of laptops be taken advantage of or prove distracting to other students, I will revisit this policy then.

STUDENT RESOURCES

Center for Psychological Inquiry (CPI): The CPI is a resource for psychology students to facilitate their learning and engagement with psychology. The CPI serves many functions, from a quiet study space, access to SPSS software, access to textbooks and the APA manual, graduate school preparation and advice, tutoring, writing feedback, and homework help. Visit the Center on the first floor of Psychology for operating hours and more information, or visit the website at <http://miamioh.edu/cas/academics/departments/psychology/academics/undergraduate-studies/undergraduate-programs/center-for-psychological-inquiry/index.html>.

Howe Writing Center (HWC): “Miami’s goal is to provide the best undergraduate experience in the nation by promoting a vibrant learning and discovery environment that produces extraordinary graduates. A central part of that environment and of student success is learning to write and to write well.” – President David Hodge, from the HWC website. The Howe Writing Center, located in King Library, serves all members of the Miami community by providing support at all stages of the writing process. To make an appointment, contact HWC at (513) 529-6100 or visit their website at <http://miamioh.edu/howe/>.

Student Disability Services (SDS): Miami University is committed to ensuring equal access to students with disabilities. Miami's Office of Student Disability Services (SDS) assists students with determining eligibility for services and accommodation planning. Students who are entitled to disability-related academic adjustments, auxiliary aids, etc., must register with SDS to receive accommodations in university courses. Please understand that formal communication from SDS must be presented prior to the coordination of accommodations for this course. For more information, students may contact SDS at (513) 529-1541 or visit their website at <http://miamioh.edu/student-life/sds/>.

Student Counseling Services: If you are experiencing any difficulties meeting class requirements, or any difficulties in your personal life, please contact Student Counseling Service. Miami's Student Counseling Service provides primary, secondary, and tertiary level interventions in an effort to achieve and/or maintain a mentally healthy status for each student and to create a learning environment that facilitates and supports that status. Services include both individual and group counseling, workshops on special topics (like stress management, romantic relationships), substance use treatment, ADHD screening, and more. For more information, please call (513) 529-4634 or visit their website at <http://miamioh.edu/student-life/student-counseling-service/index.html>.

Campus Learning Centers: If you do not feel comfortable visiting a counselor but still would like to talk to someone about how best to succeed in your classes, consider visiting the Rinella Learning Center (Main Campus) or the Office of Learning Assistance (Hamilton Campus). These offices offer a wide range of academic support, from one-time consultations and workshops to sustained individual or group tutoring or supplemental instruction. For more information (Main Campus), call (513) 529-8741 or visit their website at <http://miamioh.edu/student-life/rinella-learning-center/index.html>. For more information (Hamilton Campus), call (513) 785-3139 or visit their website at <http://www.regionals.miamioh.edu/ola/>

SOME FINAL WORDS

A WORD ABOUT ACADEMIC INTEGRITY

Academic Integrity is at the heart of the mission and values of Miami University and is an expectation of all students. Maintaining academic integrity is a reflection of your character and a means to ensuring that you are achieving the outcomes of this course and that your grades accurately reflect your learning and understanding of the course material. In addition, your performance in the next course in this series depends heavily on your ability to truly learn this material and take it with you.

Academic misconduct will not be tolerated in any form. Academic misconduct includes, but is not limited to:

- Submitting the work of another (whether in part or in whole) as your own. This includes putting your name on group work that you did not contribute to.
- Possessing prohibited materials during an in-class quiz or examination.
- Providing or receiving assistance from another student unless explicitly permitted to do so by the instructor.

Plagiarism occurs when someone misrepresents the work of another as his or her own. Plagiarism may consist of using the ideas, sentences, paragraphs, or the whole text of another without appropriate acknowledgement, but it also includes employing or allowing another person to write or alter work that a student then submits as his or her own. Although some assignments or projects in this class will be completed in groups, all writing must be the work of the student whose name is on the assignment, and that student alone. If you are at all uncertain about what constitutes plagiarism, please see your instructor – do not risk your grade or integrity! I also encourage you to meet with me if you suspect that another student in the course has engaged in academic misconduct.

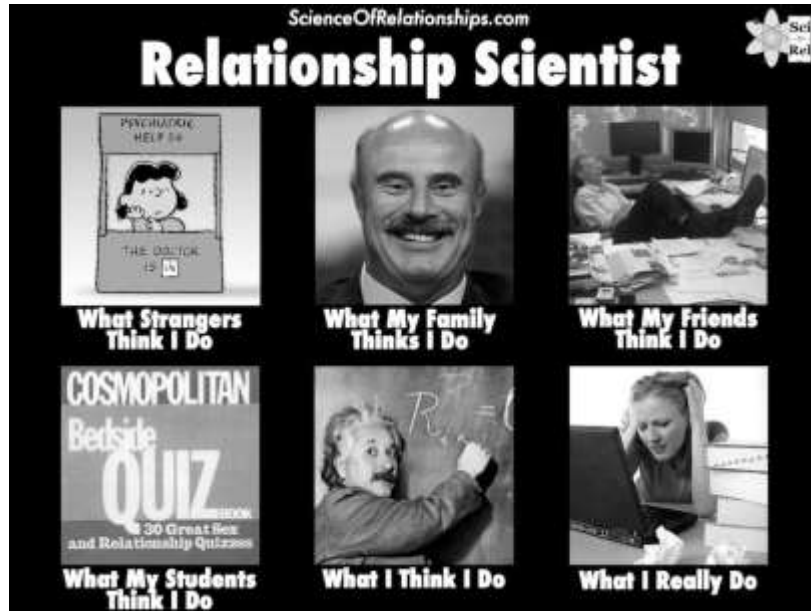
Any suspected instances of academic dishonesty will be handled under Miami University's Academic Integrity policy found in Part 1, Chapter 5 of the Student Handbook. Please review the policy at the link below, and note that lack of knowledge or understanding of the appropriate academic conduct is not an excuse for committing academic dishonesty. <http://blogs.miamioh.edu/miamipolicies/?p=1994>

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.



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 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.



MAKE STUDY BUDDIES! RECORD THE CONTACT INFO FOR 2 NEW FRIENDS HERE:

NAME: _____

EMAIL: _____

PHONE: _____

NAME: _____

EMAIL: _____

PHONE: _____

CLASS CALENDAR – SPRING 2016

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

| WEEK | DAY | DATE | TOPIC | READING | BLOG ASSIGNMENTS |
|------|-----|------|---|-------------------------------|------------------|
| 1 | T | 1/26 | <i>NO LECTURE</i> | | |
| | R | 1/28 | | | |
| 2 | T | 2/2 | INTRODUCTION - OVERVIEW | | |
| | R | 2/4 | THE SCIENCE OF RELATIONSHIPS: METHODS | MILLER CH 2 <i>ARTICLE</i> | |
| 3 | T | 2/9 | WHY FORM RELATIONSHIPS? ATTACHMENT AND THE NEED TO BELONG | MILLER CH 1 | |
| | R | 2/11 | <i>BLOGGING WORKSHOP</i> | TBD | |
| 4 | T | 2/16 | ATTACHMENT II | <i>ARTICLE</i> | |
| | R | 2/18 | ATTRACTION | MILLER CH 3 | GROUP 1 |
| 5 | T | 2/23 | ATTRACTION | <i>ARTICLE</i> | |
| | R | 2/25 | LOVE | MILLER CH 8 | GROUP 2 |
| 6 | T | 3/1 | MIDTERM 1 | | |
| | R | 3/3 | INTERDEPENDENCE | MILLER CH 6 | GROUP 3 |
| 7 | T | 3/8 | RELATIONSHIP COGNITION & THE SELF | MILLER CH 4 | |
| | R | 3/10 | RELATIONSHIP COGNITION & THE SELF | <i>ARTICLE</i> | GROUP 4 |

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|--------|---|------|--------------------------------------|----------------------------------|---------|
| 8 | T | 3/15 | SEX & SEXUALITY | ARTICLE | |
| | R | 3/17 | SEX & SEXUALITY | MILLER CH 9 ARTICLE (NO DISC) | GROUP 1 |
| 9 | T | 3/22 | NO CLASS - SPRING BREAK! | | |
| | R | 3/24 | | | |
| 10 | T | 3/29 | MONOGAMY | ARTICLE | |
| | R | 3/31 | THE SINGLE LIFE | ARTICLE (NO DISC) | GROUP 3 |
| 11 | T | 4/5 | REJECTION & LONELINESS | MILLER CH 7 | |
| | R | 4/7 | MIDTERM 2 | | GROUP 4 |
| 12 | T | 4/12 | RELATIONSHIP STRESSORS | MILLER CH 10 | |
| | R | 4/14 | POWER & AGGRESSION | MILLER CH 12 ARTICLE | GROUP 1 |
| 13 | T | 4/19 | CONFLICT & COMMUNICATION | MILLER CH 11, 5 | |
| | R | 4/21 | PRO-RELATIONSHIP PROCESSES | MILLER CH 7 ARTICLE | GROUP 2 |
| 14 | T | 4/26 | PRO-RELATIONSHIP PROCESSES | MILLER CH 14 ARTICLE | |
| | R | 4/28 | MIDTERM 3 | | GROUP 3 |
| 15 | T | 5/3 | FILM: <i>FOR BETTER OR FOR WORSE</i> | | |
| | R | 5/5 | FILM DISCUSSION, REFLECTION & REVIEW | | GROUP 4 |
| FINALS | T | 5/10 | SECTION B: 10:15AM-12:15PM | | |
| | | | SECTION A: 12:45-2:45PM | | |

RESEARCH ARTICLE CITATIONS

| | |
|---------------|---|
| WEEK 1 | |
| WEEK 2 | |
| METHODS | Finkel, E.J., & Eastwick, P.W. (2008). Speed-dating. <i>Current Directions in Psychological Science</i> , 17(3), 193-197. (no formal discussion assignment; read for background) |
| WEEK 3 | |
| BLOG | Bolmont, M., & Cacioppo, J. T., & Cacioppo, S. (2014). Love is in the gaze: An eye-tracking study of love and sexual desire. <i>Psychological Science</i> , 25, 1748-1756. |
| WEEK 4 | |
| ATTACHMENT | Fraley, R.C., & Shaver, P.R. (1998). Airport separations: A naturalistic study of adult dynamics in separating couples. <i>Journal of Personality and Social Psychology</i> , 75(5), 1198-1212. |
| WEEK 5 | |
| ATTRACTION | <p>Groups 2 and 4 only: Buss, D. M. (1989). Sex differences in human mate preferences: Evolutionary hypotheses tested in 37 cultures. <i>Behavioral and Brain Sciences</i>, 12, 1-49. (pp. 1-14 assigned; commentaries optional but highly recommended)</p> <p>Groups 1 and 3 only: Eagly, A. H., & Wood, W. (1999). The origins of sex differences in human behavior: Evolved dispositions versus social roles. <i>American Psychologist</i>, 54, 408-423.</p> |
| WEEK 6 | |
| WEEK 7 | |
| SELF | 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. |

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| WEEK 8 | |
| SEXUALITY | Tuesday: Peplau, L.A., & Fingerhut, A.W. (2007). The close relationships of lesbians and gay men. <i>Annual Review of Psychology</i> , 58, 405-424. (no formal discussion assignment; read for background) |
| SEX | Thursday: Russell, V. M., & McNulty, J. K. (2011). Frequent sex protects intimates from the negative implications of their neuroticism. <i>Social Psychological and Personality Science</i> , 2(2), 220-227. |
| WEEK 9 | |
| WEEK 10 | |
| MONOGAMY | Tuesday: Conley, T. D., & Moors, A. C. (2014). More oxygen please!: How polyamorous relationship strategies might oxygenate marriage. <i>Psychological Inquiry</i> , 25(1), 56-63. |
| THE SINGLE LIFE | Thursday: DePaulo, B.M., & Morris, W.L. (2005). Singles in society and in science. <i>Psychological Inquiry</i> , 16(2&3), 57-83. (no formal discussion assignment; read for background) |
| WEEK 11 | |
| WEEK 12 | |
| POWER/AGGRESSION | McNulty, J. K. (2011). The dark side of forgiveness: The tendency to forgive predicts continued psychological and physical aggression in marriage. <i>Personality and Social Psychology Bulletin</i> , 37, 770-783. |
| WEEK 13 | |
| SS/CAP | Winczewski, L. A., Bowen, J. D., & Collins, N. L. (2016). Is empathic accuracy enough to facilitate responsive behavior in dyadic interaction? Distinguishing ability from motivation. <i>Psychological Science</i> . |
| WEEK 14 | |
| POSITIVE PROCESSES | Algoe, S. B., Gable, S. L., & Maisel, N. C. (2010). It's the little things: Everyday gratitude as a booster shot for romantic relationships. <i>Personal Relationships</i> , 17(2), 217-233. |
| WEEK 15 | |