

## PSY 3341-001 (CRN 33482): Close Relationships; Spring 2013-Texas Tech University

Meeting times: TTH 11AM-12:20  
Instructor: Jennifer McAdams  
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Location: Media & Communication 055  
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Office hours: Tuesday 2-4pm  
& by appointment

### Invitation to students:

Welcome to Close Relationships! This is an exciting course that will give you an in-depth look at a variety of relationship types. This course will give you an opportunity to discuss your own relationship experiences as well as hear about classmates and the instructor's relationship experiences. I am really looking forward to getting to know you!

### Course Description

This course provides an introduction to close relationships using social psychological theory and research. Topics include relationship development, relationship processes (love, sexuality, maintenance), relationship dissolution, and diversity in 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 students' own lives.

### Required Text

- Hendrick, S.S. (2004). *Understanding close relationships*. Boston: Pearson.
- Regan, P.C. (2008). *The mating game: A primer on love, sex, and marriage*. (2nd ed.) Los Angeles: Sage.

### Course Objectives

Objective	Assessment
Show a basic understanding of recent trends and theories in the areas of close relationships	Exams
Integrate and critically think about close relationships from different psychological viewpoints	In-class activities / Personal Relationship Journal
Use psychological theories to predict and explain behavior	Exams / Personal Relationship Journal
Relate current theory and research in psychology to everyday experiences	In-class activities / Class Discussions / Personal Relationship Journal
To gain a broader understanding of theories beyond your own cultural context and perspectives	In-class activities / Class Discussions
Express psychologically-relevant topics in written and oral form	Personal Relationship Journal / In-class activities/What is Love Assignment
Improve your ability to evaluate psychological studies and findings	Exams / Class Discussions

## Blackboard

I will post the lecture notes, assignments, and grades on Blackboard's website:

<http://blackboard.ttu.edu>.

## E-mail

The best way to contact me will be through e-mail. When necessary, I will be communicating with the entire class through the Texas Tech e-mail system.

## Lecture Notes

I will post the lecture notes on Blackboard. Try to take notes on the information that is not contained in the PowerPoint slides and on the activities and demonstrations in class. If you miss a lecture for any reason, you will be responsible for all material covered and any announcements made in your absence. Please try to get the phone number or email address of a few fellow students in the class so you can exchange notes if you are absent. I encourage students to invest time in honing their note-taking skills and taking careful notes during lecture. Students might benefit from recording the lectures (audio recording) if they are not able to take notes quickly, but do please ask me first.

## Study Tips

If students are struggling in the class, I always encourage students to join study groups with one another, share notes, and work together on preparing for examinations (like by going over review sheets together, etc). I, of course, am always willing to meet a student if they are struggling in understanding material so please do not hesitate to ask for help in that regard.

## Extra Credit

There may be occasional opportunities for extra-credit throughout the course. They will not be scheduled far in advance, and they might only be available in class (perhaps that's another reason to regularly attend). Extra credit will *not* be provided to individual students upon request. When it is offered, it will be offered to everyone (and usually at my suggestion, not yours). Extra credit will not be worth a great deal. It will be an opportunity to pick up a few points (and maybe bump up a marginal grade), *not* to radically change prevailing grades. I want extra credit to be a pleasant surprise, not a failed expectation so keep your eyes open, but don't keep your fingers crossed.

## **Assessment / Course Requirements**

### Attendance/Class Participation (50 points)

Attendance and participation in class is important to your learning experience. You will receive 2 points each day for **attending and participating** in discussions and activities. There are 28 non-exam class days (where I will count attendance), but as you can see on the grading scheme,

only 25 are included for grading. This means you get 3 "freebie" absences, which will not count against you. The maximum number of points you can earn for attendance is 50 points (out of 500 points for the entire class). If you ever wonder where you stand on your attendance/participation grade, feel free to contact me, but I will let students know their attendance/participation grade at the mid-semester point on Blackboard.

Your standing assignment is to think about the reading material before class in terms of its relevance to your daily life: How does the concept at hand manifest in your life, if at all? What are some experiences that you have had that apply to the material? Discussions will be informal and candid. The class will be respectful of opinions expressed by others in the classroom.

### Exams (3 x 100 points)

You will have a total of 3 non-cumulative, closed-book, in-class exams throughout the semester, including the final. The exams will be 50 multiple choice questions. Exams will cover the book chapters and other relevant information discussed in class. In general, exams will only include new material covered since the previous exam. However, some topics build on old topics, and as such, these older topics may come up again on new exams. The last exam, which will occur during the "final examination" time, is the same format as the other two exams.

Please bring one orange-print Scantron grid and a #2 pencil to each exam. It is very important that you record and bubble in your R number correctly when filling out the Scantron.

### Picture

To help me memorize your names, please turn in a clear, good quality, color head-shot photograph with your name and class time (11am) on it by January 24th. This counts towards your attendance/participation grade for that date. Please go to CVS, Wal-Mart, etc. to get a picture developed if you do not already have one. You can paste it on an index card or just turn in the picture. It would also help if you wrote where you typically sit in the room and anything distinguishing about you physically to help me remember ("I wear a hat a lot", or facial tattoo, etc). Good pictures would include no hats, no sunglasses, good close up of your face, what you look like every day (not a glamour shot if you don't look like that in class), and nothing risqué. Do please turn this in during class and do not email me a picture. This picture is just for my usage to help remember you, and I will not use it for any other purpose. If you object to turning in a picture for some personal reason, you will not be penalized.

### Personal Relationship Journal (100 points)

The other source of points in this course is a journal you will keep during the entire semester. Focus on a few significant people in your life (family, friends, significant others, etc.) You will write at least one entry per week on incidents, ideas, or other *relationship events* that you observe or experience in your own life. There are roughly 13 weeks of class before the journal is due so there should be at least **13 entries**. One or two paragraphs (so a third to half a page typed, double spaced) per entry should be enough to describe that situation and your reaction to it. You do not need to date the entries, but do number or label them somehow so I can tell there are 13

separate entries. These 13 entries will not be graded on grammar, spelling, or punctuation. I want these to be your own informal, relaxed journal entries. Some students have asked if they can add pictures or poems in their journals or if they can make their journals more creative, so feel free to do that (in addition to the basic requirements), but it is not necessary.

At the end of the journal add **two pages of analysis**. These final two pages should draw on what you have learned in the class; you should apply *specific* information from the book and from lecture notes (such as theories, terms, or results of studies) to your own life/relationships. Include at least **5 class/book concepts** in your analysis and please underline those specific concepts so I can easily identify them. Try to include concepts from throughout the course (so not all concepts from one lecture and especially not all concepts from the "Love" lectures, as there is another paper on that subject). The more specific you can be about the concepts, the better. Within the analysis section, I want to see that you learned material from the class, so please show that to me explicitly. Within the analysis section, please also summarize or comment on themes you noticed in your entries. You might comment on if/how your life reflects things discussed in class and/or how you hope to apply things you learned in class to future relationships. The two pages of analysis *will* be graded on grammar, spelling, punctuation, etc.

The purpose of this assignment is to sensitize you to issues concerning relationships that occur in your daily life and to push you into processing the material in a deeper way. It will be easy to think of things to write about because the content of this course, close relationships, is ubiquitous and often very engrossing. **There are basically two requirements and your grade will reflect how well you address them: 1) you need to show me that you have been thinking about personal close relationships, and 2) you need to demonstrate that you understand content from the course (terms, theories, studies, etc).** The specific content is up to you.

Although grading will be based primarily on the quality of your ideas, the clarity of the writing (including grammar and punctuation) will be a factor (only for the 2 pages of analysis at the end). This assignment is worth 100 points total (80 points for content and 20 points for clarity of writing). The paper should be typed, double-spaced, 12 point font (Times New Roman) and should not exceed about 12 pages. This assignment is called a "journal," but in terms of format, it is just like a regular paper. For each day that papers are late, 10% will be taken off. Please staple your paper and put your class time (11am) and name in the header.

The grading scheme (for the content portion of the paper, which is out of 80 points) is as follows:

Grade	Points	Criteria
A	80-76	meets both requirements well
A-	76-72	nearly meets both requirements well
B+	72-68	meets both requirements adequately and then some
B-	68-64	meets both requirements adequately or one requirement well
C	64-60	meets one requirement adequately
C-	60-56	meets neither requirement but offers something interesting
D	56-48	meets neither requirement but offers something worthwhile
F	48-0	offers nothing worthwhile or did not follow directions

I am asking you to write about personal information that may include some sensitive information. You get to decide how much you want to reveal about yourself. If you are worried about anonymity, feel free to change names and details; they don't matter to me anyway. You may also focus on relationships of friends or family members (rather than yourself) if that makes you more comfortable. I promise that whatever you tell me will be held in strict confidence. Be yourself and know that I will not lower your grade or judge you if you do or write something embarrassing, taboo, or even illegal! There is one possible exception: if you describe a specific plan to physically hurt yourself or someone else, we should talk. Please see me if you have any concerns about privacy.

### **Sample Entry For Relationship Journal**

NOTE: This is just a short sample entry to show you what I am looking for. I expect your entries to be more detailed and your analysis to be more thorough. You will have more entries, with your final analysis at the end of all of the entries.

Wednesday, Jan. 21<sup>st</sup> (2:30 PM)

Saw Ben (my boyfriend) after class. He had just come out of a math test and was bummed. I tried to cheer him up but didn't really have time to say very much. He always overreacts to grades and acts like the whole world depends on his getting a certain grade. He is just so serious all the time. We agreed that we would go get something to eat tonight after I get off work. ...

Monday, Feb. 3<sup>rd</sup> (10:47 AM)

Home at apartment to change clothes to go to work. Marcy (my roommate) was home, and she was crying. She had a fight with her boyfriend and was really depressed. They have had a lot of fights lately, and Marcy thinks he may be getting ready to break off the relationship. I tried to tell her it would be all right, but of course I don't know if it will. I couldn't stay with her because I had to go to work. ...

Thursday, Feb. 15<sup>th</sup> (8:00 PM)

Ben and I went out to eat and talked. It was good to relax and just spend some time together. He wasn't upset about school, and I wasn't impatient. We wanted to watch a movie at my apartment, but we both have to study for exams tomorrow. We promised each other that we'd see a movie this weekend. ...

Analysis

It seems that "lack of time" is an issue for me in almost all of my relationships. I am too busy to give Ben, or Marcy, or even myself the time I need. Another theme is "social support," because I try to be supportive of other people most of the time. I gave Ben instrumental support when he needed a ride to school, and I gave Mary appraisal support when she needed advice. ...

### What is Love Assignment (50 points)

How do you define love? With this assignment, you will provide an example of your definition of love through the use of song, art, poetry, novel, fairy tale, etc and bring it to class on February 26th. For example, is there a love song that you think exemplifies love? If so, bring a written copy of the lyrics to class. If your example is a piece of art, for instance, but you do not have that artwork (or cannot bring it), then bring a picture of it if possible or a printout from Wikipedia about the artwork. **Bring something to class about your example**, even if you are unable to bring the example itself. We will discuss your examples in class on February 26th, and I will check that you brought them, but you will not need to turn them in to me.

You will also be asked to turn in a 2 page (double spaced, Times New Roman, 12 point font) hard copy **paper** on March 5th, describing your example and why in your opinion, your choice is a good example of love. You will also need to specifically tie in at least **three concepts** learned from the readings/lecture about love (such as theories of love, the love languages, or love styles) when you write about your example of love. I will explain more about this paper in class on February 26th. Please underline your concepts in the paper. Mostly this paper is opinion-based, and the grade is not based on how much I agree with you but rather that you express your opinion and clearly relate it to information from the readings/lecture. The entire assignment is worth 50 points total (10 points for bringing the example to class on February 26th, 35 points for the content of the paper turned in on March 5th, and 5 points for clarity of writing of the paper such as grammar, punctuation, and spelling). For each day that papers are late, 10% will be taken off. Please staple your assignment and put your class time (11am) and name in the header.

### Point Distribution

Assessment/Course Requirement	Points	% Total
Attendance/Participation (25 days @ 2 pts/day)	50	10
Personal Relationship Journal	100	20
What is Love Assignment	50	10
Exam 1	100	20
Exam 2	100	20
Exam 3	100	20
Total Points	500	100%

### Grade Distribution

Grade	Percentage	Points
A	89.5-100	447.5-500
B	79.5-89.4	397.5-447.4
C	69.5-79.4	347.5-397.4
D	59.5 -69.4	297.5-347.4
F	Below 59.5	<297.5

***\*\* I post your grades on BlackBoard so that you may monitor and calculate your grade. If you have any questions or concerns about your grade, please ask! An Excel spreadsheet will be available on blackboard to help you calculate your final grade, so please utilize that!***

## Class Policies

### Missed Exams / Make-up Exams / Late Assignments

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 as soon as possible.

If you miss an exam due to illness or other unexpected (but excused event), **the excused absence must be made known to me within a week after your absence from the exam.**

As per university policy, students should check the final examination schedule prior to registration in order to avoid an inconvenient overload during final exams or scheduling conflicts. It is university policy that final examination times may not be changed unless approved in advance by the dean, department chair, and Academic Support and Facilities Resources.

For each day that a writing assignment (such as the Personal Relationship Journal or What is Love assignment) is late, I will take off 10%. Please staple all writing assignments.

### 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. 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.

## 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.

## Classroom Behavior

I encourage you to actively participate in class and to share your relevant comments, questions, and ideas. It is my expectation that your behavior at all times will be respectful – of your classmates, yourself, and me. Language that is disrespectful based on race/ethnicity, sexual orientation, age, gender, religion, ability, social class, or size will not be tolerated. I will always end and begin class on time, so please do not ask about getting out early. Please arrive on time if possible. Please do not begin packing up your belongings (unless you can do so very discreetly) or leave before class is dismissed (unless it is an emergency, you need to go to the restroom, or you have discussed the reason with me previously) or engage in private conversations during class, which can be distracting. Finally, please be sure to silence your cell phones before class. If there are special circumstances which make it necessary that you have your phone available to you, please do what you must to take care of that situation in a way that causes the least disruption to your classmates and the instructor. In general, pestering about class assignments, due dates, how you do not like the format of the tests, etc will not be received positively. **Please be mindful of your emails so that they are respectful and appropriate, and try to refer to the syllabus before emailing me or asking me something that might be answered in the syllabus.** It is my hope that if we all adhere to these minimal guidelines we will be able to engage in fun, thoughtful discussions and activities that make learning psychology what it should be: exciting. If I feel that you are not respecting these rules, I may ask you to leave the classroom. I do not mind food/drink within the classroom as long as it is done respectfully and not in an overly distracting manner. I also do not mind at all if you bring your laptop to class to take notes and in fact encourage it, as long as it does not detract from your ability to participate.



## Suggestions or Concerns about the Course

If you have any questions or concerns about 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/concerns by slipping a note in my mailbox in the Psychology building. In the event that I am unable to deal with a question or concern to your satisfaction, you are welcome to contact my supervisor. The faculty supervisor for Psychology 3341 is Dr. Clyde Hendrick and he may be reached by e-mail at [clayde.hendrick@ttu.edu](mailto:clayde.hendrick@ttu.edu).

## Right to Amend

This syllabus is subject to change by the instructor, and you are responsible for any changes I make to it that might be announced in class, over email, or via Blackboard.

## Helpful Resources

**Learning Center:** <http://www.lc.soar.ttu.edu>; Holden Hall, Room 80; (806) 742-3664

- *free* onsite and online tutoring
- website has info. on studying, note-taking, preparing for exams, and managing time and stress.

**University Writing Center:** <http://english.ttu.edu/uwc01/>; ENGPL 175; (806) 742-2011

- free onsite and online writing assistance to students writing term papers
- their website provides information and web links (e.g., style guides).

**Student Counseling Center:** <http://www.depts.ttu.edu/scc/>; Student Wellness Center, Room 201 (2<sup>nd</sup> floor); Flint Ave and Main St; (806) 742-3674.

- individual, group, and couples counseling; biofeedback for anxiety & stress; free massage chair
- self-help resources online

**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](mailto:mvp@ttu.edu)

- provides educational assistance to veteran students and their families.

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

- PC and Mac computers available to students; provide lessons on software programs.

**Library Contact:** Brian Quinn, Social Sciences Librarian, (806) 742-2238 ext. 294,

[brian.quinn@ttu.edu](mailto:brian.quinn@ttu.edu).

- provides assistance for writing research papers or finding resources in the library/online

### Course Schedule

Date	Chapter*	Topic
Thursday, Jan 17, 2013	p.1-3 UCR	Syllabus, Introduction, & Need to Belong
Tuesday, Jan 22, 2013	p.4-11 UCR; 16 MG	Attachment
Thursday, Jan 24, 2013	1 MG	Mate Preferences; <b>Your Picture Due</b>
Tuesday, Jan 29, 2013	p. 19-35 UCR	Attraction & Courtship
Thursday, Jan 31, 2013	2 MG	Attraction & Courtship Cont'd
Tuesday, Feb 5, 2013	3 UCR	Friendship & Social Support
Thursday, Feb 7, 2013	-	Friendship & Social Support Cont'd
Tuesday, Feb 12, 2013	3 MG, p.36-43 UCR	Relationship Development
Thursday, Feb 14, 2013	MG 4	Marital Relationships & Monogamy
Tuesday, Feb 19, 2013	-	Review
Thursday, Feb 21, 2013		<b>Exam 1</b>
Tuesday, Feb 26, 2013	7 MG, p.71-81 UCR	Theories of Love; <b>Bring What is Love example to class</b>
Thursday, Feb 28, 2013	8 MG, p.82-29 UCR	Passionate & Companionate Love
Tuesday, March 5, 2013	5 UCR, 10 MG	Sexual Attitudes; <b>What is Love paper Due</b>
Thursday, March 7, 2013	11 & 12 MG	Sexuality Cont'd
Tuesday, March 12, 2013	-	<b>Spring Break-No class</b>
Thursday, March 14, 2013	-	<b>Spring Break-No class</b>
Tuesday, March 19, 2013	p.137-154 UCR	Conflict
Thursday, March 21, 2013	p.79-89 MG	Conflict Cont'd
Tuesday, March 26, 2013	p.154-158 UCR	Emotional & Psychological Abuse
Thursday, March 28, 2013	p.158-160 UCR, p.217-222 MG, 9 MG	Stalking & Sexual Abuse
Tuesday, April 2, 2013	-	Review
Thursday, April 4, 2013		<b>Exam 2</b>
Tuesday, April 9, 2013	p.161-169 UCR, p.222-228 MG	Jealousy & Infidelity
Thursday, April 11, 2013	p.169-184 UCR, p.89-100 MG	Breakups, Divorce, & Loss

Tuesday, April 16, 2013	9 UCR	Diverse Relationships
Thursday, April 18, 2013	-	Gender Discussion Day
Tuesday, April 23, 2013	10 UCR, 14 MG	Gender
Thursday, April 25, 2013	-	Gottman video- "Making Marriage Work"; <b>Relationship Journal Due</b>
Tuesday, April 30, 2013	6 UCR	Communication
Thursday, May 2, 2013	6 MG	Maintenance & Treatment
Tuesday, May 7, 2013	-	Last day of class: Review
Saturday, May 11, 2013		<b>FINAL EXAM 4:30-7pm in our usual room</b>

\* UCR refers to chapters from *Understanding Close Relationships* by Hendrick.

\* MG refers to chapters from *The Mating Game: A Primer on Love, Sex, and Marriage* by Regan.