

Psychology 473: Intimate Relationships

Summer 2019

M/T/W/Th 10-11:50

195 Ansett Hall

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Office Hour: Th 9-10, or by appt.

Note that I typically do not respond to emails after 5pm or on weekends.

Course Description and Objectives

Welcome to Intimate Relationships! This course provides undergraduates with an upper division introduction to the academic and scientific study of couples and families. The course material draws heavily from both social and clinical psychology (as well as sociology, communication, and family studies), and provides an important foundation in relationship science for those interested in pursuing advanced training in couple and family therapy and/or couples research. The course content focuses primarily (but not exclusively) on couples, with particular emphasis on marriage as a central intimate relationship. At the end of this course students should be able to:

1. Describe historical changes in marriage
2. Distinguish between major theoretical frameworks in the study of intimate relationships
3. Discuss the role of gender and sexual orientation in intimate relationships
4. Describe common developmental transitions and contextual influences for couples and families
5. Identify research findings examining relationship challenges such as conflict, infidelity, divorce, and violence in intimate relationships
6. Summarize major components of evidence-based interventions with couples

Course Pre-Requisite

Successful completion of Psychology 303 (Research Methods) is a pre-requisite for this course. Much of the course content comes from empirical research on couples and families, thus a basic understanding of research methodology is important for understanding the material and completing required assignments. Students who have not successfully completed Psychology 303 should not be registered for the course.

Required Textbook

Bradbury, T.N., & Karney, B.R. (2014). Intimate Relationships 2nd Ed. Norton.

Course website

PSY 473: This Canvas site will provide supplemental information for the course (announcements, syllabus, grades, copies of class notes, assignments, etc.). It is in your best interest to check for updates frequently and stay connected.

Course Components and Requirements

Class meetings: Class meetings will include traditional lectures, videos, and activities. Material covered in class will include some (but not all) material from the assigned textbook reading, as well as new content that elaborates on topics covered in the text. Lectures may also include additional topics not included in the assigned text. Lecture slides for each topic will be available prior to the lecture in folders within the File menu on the course Canvas site. These are summary slides of the main points. You should take additional notes to enhance your comprehension and aid in your preparation for exams.

Exams: Mastery of the course content presented in the readings and class meetings will be assessed with exams. Exams will include multiple choice items and a few short answer items (e.g., define, list, describe). Even though not all assigned reading from the textbook will be reviewed in the lectures, **all the assigned textbook reading** will be sampled from when constructing exam items. Similarly, exam items will sample from across all lecture content, not just the lecture content that also appears in the assigned reading. You should NOT expect that one reading of the assigned material will adequately prepare you for exams. You should create your own study materials from the reading in whatever format is most useful to you (e.g., chapter outlines, notes, flashcards of concepts, etc.), and allow sufficient time to repeatedly review and study those materials (along with your lecture notes) before the exams.

Reflection Papers: Students will write a reading reflection on the readings for the week (~400-600 words) due at the end of each week (Sunday 11:59pm). Reflections will be graded on both content and writing quality, thus students should pay attention to content *and* grammar, spelling, organization, and clarity. Each paper will be worth 10 points.

Assignment description: Reflect on the readings: What did you learn? What surprised you? What confused you? How do these readings relate to prior readings in the course? How did these readings expand your understanding of psychology? How can you relate these readings to your own research interests? My intent is to encourage higher-order thinking about the readings prior to class. You do not have to address all of the questions noted above; they are merely provided as examples. You also do not need to discuss every aspect of the readings in your assignment, however, there must be sufficient detail to demonstrate that you did the reading. Presuming that you do all that was asked, you will earn full credit. Papers that are too short, only provide summaries of the material (no critical thinking), only provide personal reflection (no evidence you read the material), or fail to meet the criteria described above in any other way will lose points. **Do not** include direct quotes from the readings (ie., put everything in your own words).

Extra Credit: Some class meetings will include activities designed to help students actively engage with course concepts, and they are a way to track and evaluate attendance and participation in the course. These in-class activities will provide opportunities to earn extra credit points. Each activity is worth .5 point added on to your total course points at the end of the term. Students must be present for the entire class and participate in the entire activity to be eligible to earn these extra credit points. These activities are not listed on syllabus. They cannot be made up for any reason. There will be approximately 5-7 of these throughout the term.

Grading

Exams:	45 points each (90 points total)
Reflection papers	10 points each (40 points total)

130 total points

Course Grade

Your grade for the course will be based on the percentage of points earned out of 130 total points. Your total points will consist of your two exam scores, your reflection papers score, and any extra credit points you have accumulated. This will be divided by 130 points. See the link below for more information on psychology department grading standards.

<https://psychology.uoregon.edu/courses/departments-grading-standards/>

A+ 100%	B- 80%	D 61-67%
A 91-99%	C+ 78-79%	D- 60%
A- 90%	C 71-77%	F < 59
B+ 88-89%	C- 70%	
B 81-87%	D+ 68-69%	

Electronics in Class

Students are expected to arrive for class on time, stay for the entire allotted time, and to behave in a manner that does not disrupt the learning of others. The use of cell phones, laptops (other than for note-taking), and other electronics is not allowed in class. Although it is possible to use electronics quietly and you may not see it as a problem in the classroom, electronics distract the students around you, and they disrupt my ability to communicate effectively with you in class. Please turn them off and leave them put away. If I become aware that you are using electronics during class for any purpose other than note-taking, you will be asked to put them away or leave class.

Learning Accommodations

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of this course that create disability related barriers to your participation. If you have a documented disability, please provide your notification letter and meet with me as soon as possible to discuss accommodations. Students without a documented disability who are experiencing learning difficulties are encouraged to consult the Accessible Education Center (<http://aec.uoregon.edu/>) in 164 Oregon Hall at 346-1155 or uoaec@uoregon.edu. If you think you may have extra challenges with writing assignments, whether because English is not your first language or because your writing skills are weak for other reasons, please plan on consulting the writing tutors at the Tutoring and Academic Engagement Center (<https://engage.uoregon.edu/services/>) on the 4th floor of Knight Library. Drop in hours can be found at <https://tlc.uoregon.edu/subjects/writing/>. In addition, tutoring services and study skills training are also available through the Tutoring and Academic Engagement Center.

Academic Honesty

Members of the university community are expected to be honest and forthright in their academic endeavors. **All work submitted in this course must be your own.** To falsify the results of one's research, to present the words, ideas, data, or work of another as one's own, or to cheat on an examination corrupts the essential process by which knowledge is advanced. If an instructor suspects academic misconduct, such as cheating, plagiarism, or unauthorized collaboration on assignments

and/or tests the student will be contacted and if this does not clear up all suspicion the incident will also be reported to the Office of Student Conduct and Community Standards as required by State of Oregon administrative rules. Sanctions for confirmed academic misconduct may include an F in the course. The Student Conduct Committee may decide on additional actions. If you are unclear about what constitutes academic dishonesty, see the Student Conduct Code:
<https://studentlife.uoregon.edu/conduct>

Prohibited Discrimination and Harassment Reporting

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at safe.uoregon.edu. To get help by phone, a student can also call either the UO's 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at respect.uoregon.edu or aaeo.uoregon.edu or contact the non-confidential AAEO office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at <http://aaeo.uoregon.edu/content/discrimination-harassment>(link is external)

Specific details about confidentiality of information and reporting obligations of employees can be found at <https://titleix.uoregon.edu>(link is external)

UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting: <https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message>

As instructor of this class, I am a Student Directed Employee which means that I will direct students who disclose sexual harassment or sexual violence to resources that can help and will only report the information shared to the university administration when the student requests that the information be reported (unless someone is in imminent risk of serious harm or a minor). I am required to report all other forms of prohibited discrimination or harassment to the university administration.

Tentative Course Schedule

Date	Class Topic	Reading & Other Assignments
6/24	Introduction to course: review syllabus	Ch. 1 Why Study Intimate Relationships
Monday	A Brief History of Marriage	
6/25	Social Exchange Theory: Interdependency	Ch. 3 Theoretical Frameworks

Tuesday

6/26	Interdependency	Ch. 3 Theoretical Frameworks
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Wednesday

6/27	Men and Women in Heterosexual Relationships	Ch. 4 Men & Women, Gay & Straight
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Thursday

7/1	Gay and Lesbian Couples and Families	Ch. 4 Men & Women, Gay & Straight
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Monday

7/2	Effects of Divorce	Ch. 6 Personality & Personal History
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Tuesday

7/3	Intimacy	Ch. 6 Personality & Personal History
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Wednesday

7/4	NO CLASS	
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Thursday

7/8	EXAM 1 (Chapters 1, 3, 4, 6 & Lecture)	
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Monday

7/9	Infidelity	Ch. 7 Communicating Closeness
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Tuesday

7/10	Conflict and Communication Skills (Cont.)	Ch. 8 Managing Differences
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Wednesday

7/11	Relationship Violence	Ch. 8 Managing Differences
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Thursday

7/15	Common Transitions in Relationships:	Ch. 13 Relationships Across the Lifespan
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Monday

7/16	PREP: Premarital Relationship Enhancement Program	Ch. 12 Improving Relationships
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Tuesday

7/17 Behavioral & Cognitive Behavioral Interventions for Couples Ch. 12 Improving Relationships

Wednesday

7/18 **EXAM 2 10:00-11:50am (Chapters 7, 8, 12, 13 & Lecture)**

Thursday
