

Psychology 473/573: Intimate Relationships

Winter 2019

T/Th 4:00-5:20
245 Straub

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Note that I typically do not respond to emails or phone calls after 6pm or on weekends.

Teaching Assistant: Melissa Barnes, M.S.

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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
7. Apply course concepts to relationship examples provided by real 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 473/573: 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.

The first two exams will be spaced evenly throughout the term, and the third exam is a non-comprehensive exam scheduled by the university during finals week. Only 2 of the 3 exam scores will count toward your course grade. Your lowest of the 3 exam scores will be dropped. If you miss an exam for any reason (illness, university sponsored activities or athletics, family emergencies, work conflicts, early departure during finals week, etc.), that will be counted as your dropped exam score. **Thus, make-up exams will not be scheduled.** It would be best to plan to take all 3 exams (as you never know when something unexpected might result in a missed exam), and use your lowest score as your dropped score.

Writing Assignment: Students will complete a paper focusing on the application of concepts and empirical information on intimate relationships to a documentary that follows 4 couples over a year. Links to the documentary are provided in the instructions for this assignment. You will watch the documentary outside of class time. Specific instructions for the content and format of the paper are available on Canvas. Papers will be graded on both content and writing quality, thus students should carefully edit and revise papers for grammar, spelling, organization, and clarity. The paper will be worth 35 points. **A printed hard copy is due in class on 3/14/19.**

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.

Psy 573 Students Only--Research Paper: Advanced study in any area of science requires the ability to read and critically evaluate the primary scientific literature. The goal of this assignment is to help you further develop these essential skills. Students enrolled at the graduate level (Psy 573) will be required to write a 5-7 page (double-spaced, 1 inch margins, 12-point font) term paper that describes compares and contrasts three journal articles addressing a topic relevant to intimate relationships. Use the textbook and course outline as a first source for selecting a general topic, followed by library, PsychINFO, and Pubmed/Google scholar searches for the selection of the two related articles on the topic of your interest (for online assistance in your search, see <http://libweb.uoregon.edu/guides/psychology/>). The chosen articles must be empirical in nature from peer reviewed journals, with data collected to investigate a specific question related to the topic of interest (i.e., no review articles, commentaries, news reports, or summary articles!). This paper will be worth up to 35 points. More information will be provided about the research paper on Canvas. **The paper is due on or before 2/19/19.**

Grading

Exams: Best 2 of 3 scores	45 points each (90 points total)
Writing Assignment (Psy 473/573)	35 points
Research Paper (PSY 573 ONLY)	35 points
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125 total points (160 points for Psy 573 students)	

Course Grade

Your grade for the course will be based on the percentage of points earned out of 125 total points (160 points for Psy 573 students). Your total points will consist of your two highest exam scores, your writing assignment score, and any extra credit points you have accumulated. This will be divided by 125 points (160 points for Psy 573 students). See the link below for more information on psychology department grading standards.

<http://psychology.uoregon.edu/courses/department-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
1/8	Introduction to course: review syllabus	Ch. 1 Why Study Intimate Relationships
1/10	A Brief History of Marriage	Ch. 1 continued
1/15	Social Exchange Theory: Interdependency	Ch. 3 Theoretical Frameworks
1/17	Interdependency	Ch. 3 continued
1/22	Men and Women in Heterosexual Relationships	Ch. 4 Men & Women, Gay & Straight
1/24	Gay and Lesbian Couples and Families	Ch. 4 continued
1/29	Gay & Lesbian Couples and Families	
1/31	Exam 1 (Ch. 1, 3, 4 & Lecture)	
2/5	Effects of Divorce	Ch. 6 Personality & Personal History
2/7	Intimacy	Ch. 7 Communicating Closeness
2/12	Infidelity	Ch. 7 Communicating Closeness
2/14	Conflict and Communication Skills	Ch. 8 Managing Differences
2/19	Conflict and Communication Skills (Cont.)	Ch. 8 Managing Differences Psy 573 Research Paper Due
2/21	Relationship Violence	Ch. 8 continued
2/26	Relationship Violence (Cont.)	Ch. 8 continue
2/28	Exam 2 (Ch. 6, 7, 8 & Lecture)	
3/5	Common Transitions in Relationships:	Ch. 13 Relationships Across the Lifespan
3/7	PREP: Premarital Relationship Enhancement Program	Ch. 12 Improving Relationships
3/12	Behavioral & Cognitive Behavioral Interventions for Couples	Ch. 12 continued
3/14	Behavioral & Cognitive Behavioral Interventions for Couples	Ch. 12 continued Writing Assignment Due in Class (PSY 473/573)
3/20 (Wed)	Exam 3 (Ch. 12, 13 & Lecture) 12:30pm	