

DEVELOPMENT OF INTERPERSONAL RELATIONSHIPS

CHFD 3930

Spring 2008

Section # - 40-670

Mon-Wed-Fri

1:25-2:15

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Office Hours:

Mondays & Wednesday

Immediately after class and by appointment

Textbook and required resources:

- ☐ Miller, R. S., Perlman, D., & Brehm, S.S. (2007). *Intimate Relationships*, (4thEd.). Boston: McGraw Hill. **(MPB)**
- ☐ Chapters on Course Reserves – Welch, K.J. (2007). *Family Life Now: A conversation about marriages, families, and relationships*. Boston: Pearson. **(W)**
- ☐ Additional required readings are posted on WebCT (full reference information on readings is at the end of this syllabus).

This course syllabus is a general plan for the course.

Deviations announced to the class by the instructor may be necessary.

OBJECTIVES:

- ☐ Understand current knowledge about interpersonal relationships.
- ☐ Understand theories and methods used to generate knowledge about relationships with an emphasis on intimate relationships.
- ☐ Understand the basic processes of forming and maintaining relationships.
- ☐ Gain knowledge about the basic processes of social cognition, verbal and nonverbal communication, interdependency, friendship, and love.
- ☐ Gain knowledge about stresses and strains in relationships as well as how power and violence are manifested in relationships.
- ☐ Understand how relationships are dissolved and enhanced.
- ☐ Learn about relationship issues from diverse perspectives.
- ☐ Learn to critically critique media representation of relationships.

This class is **NOT** designed to teach you how to meet your perfect mate. Instead, you will have an in depth understanding of various types of intimate relationships and their corresponding rewards and challenges.

CLASS STRUCTURE The structure of the course will include lecture, class discussions and in-class assignments. You should come to class prepared to participate in class discussions and contribute to in-class activities based on reading assignments from the text or other sources as assigned. **Classroom Decorum:** When addressing issues pertaining to interpersonal relationships, it is expected that there will be diverse perspectives expressed. The diversity that we bring to the class, adds to richness of our discussions. Thus, creating a safe-space to share your views is very important. In order to accomplish this, **(1) it is essential that we respect the views of our peers, (2) that we respectfully agree to disagree, (3) that we do not divulge personal information about comments made by our peers to others outside of the classroom.** These rules apply to the classroom as well as the WebCT Discussion Board. In addition, please refrain from reading newspapers, using cell phones, cameras, two-way pagers, or other texting devices during the class period. While laptops are permitted for note taking, instant messaging is NOT acceptable during class time. Students caught using or doing any of the aforementioned, will be dismissed from the class and marked accordingly. **Successful completion of this course requires the following:**

1. Attend class regularly to include participation in class discussions and activities
2. Complete at least eight out of 10 weekly reflection papers
3. Actively contribute on one of five 'Hot Topic' Group Debates
4. Participate in at least two Interactive Stance Dialogues/Statements
5. Pass three exams
6. Complete Final Project

All students are required to have a University email account and must be able to access WebCT. Most course materials will be placed on WebCT. **ATTENDANCE** Given the structure of the course, you are expected to attend class as scheduled. Attendance is worth 100 points total (4.0 points for each attendance check) and will be monitored randomly 25 times throughout the semester on days when there is no exam. Attendance will be monitored through sign in and/or in-class assignments. In order to receive the attendance credit, you will be expected to arrive on time and attend the entire class session. In the event that you are absent, you will be responsible for the material discussed in class. If you are absent on a day when attendance was recorded due to an emergency (i.e. hospitalized) and believe that it should be excused, you will be required to provide official documentation for the absence the following class period. Acceptable documentation is discussed below. **EXERCISES** To ensure that everyone is actively engaged in the course and reading the assigned chapters and supplemental readings, you will be required to complete weekly exercises – quizzes and reflection papers. The quizzes will serve as a means of assessing your comprehension of the readings, while the reflection papers allow you to express and apply your understanding of the concepts addressed in the chapter. **Weekly Quizzes**

Each week there will be quizzes posted on WebCT. The quizzes are worth 10 points. **You will be required to complete 10 out of 15 quizzes.** The quizzes will consist of five (5) multiple choice questions that are based on the chapter

readings. The questions are drawn from a bank of questions and will be randomly determined by the computer. The quizzes are open book and must be completed independently; however, you will only be given 10 minutes to complete the quiz. After taking the quiz your results will be available for you to review. If you are not satisfied with your initial results, you will be allowed to take the quiz again, but know that it is unlikely that you will get the same questions. WebCT will record the **average** of the two attempts. Only ten quizzes will be included in your grade. **Quizzes are worth 10 points each.** **NOTE: You must disable any pop-up blocker on your computer for the quizzes to appear.** No make-up quizzes will be allowed except in the case of a *serious illness or emergency*. Documentation of such a circumstance must be submitted. Acceptable documentation is discussed below. **Reflection Papers** Throughout the class, the chapters will introduce various concepts and topics that are worthy of discussion. However, due to time constraints, it will not be possible for the class as a whole to have in depth discussions about every concept addressed. **You will be required to complete five (5) reflection papers.** The reflection papers are designed to allow you an opportunity to reflect and process on two to three chapter related concepts (unless otherwise noted) that were most interesting to you. The reflection paper is **NOT** intended to be a chapter summary. Rather, I would like to see you illustrate your understanding of the concepts by applying appropriate examples either from personal experience or media depictions. For the weeks that you opt to submit a reflection paper, the papers should be posted on WebCT Mail via attachment by 10 am *according to the Quiz schedule* in the course outline and be at least one to two pages in length. **Reflection papers are worth 10 points each.** **'HOT TOPIC' GROUP DEBATES** Throughout the semester, there will be five group debates on a Hot Topic relevant to interpersonal relationships. For each topic, there will be two teams – a team that advocates for the topic and a team that opposes the topic.

1. There will be a maximum of 10 students per group topic, with five students per team;
2. The group debates will last approximately 30 minutes. Both teams, advocates and opponents, will each be allowed 10 minutes to present their line of reasoning to the class. During the final 10 minutes, the teams will each be allowed 5 minutes for rebuttal..
3. To prepare for the debate, each team will be required to have a minimum of five resources, to include at least two empirical/journal articles and three reputable resources to support your position. Resources to consider may be books, magazines, credible websites, and newspaper editorials are permitted for use. **Blog sites and Wikipedia are not acceptable resources.** If you have trouble identifying appropriate resources, you should notify me as soon as possible.
4. The debate teams will be required to have a minimum of three (3) arguments for your position.
5. Each team must prepare a reference page in APA style to distribute to the class to use for their future reference.
6. Each team member will be asked to write a brief reflection about their personal perspective about the topic. The reflection should address any challenges that you encountered (i.e. advocating for something that you would typically oppose or vice versa). Also include whether your opinion on the matter changed as a result of learning more about the topic. The reflection should not be longer than two (2) pages in length. Post on WebCT Assignments.
7. Submit to WebCT Assignment page by 10am a summary page of the points addressed in your group presentation, to include the references by noon of the assigned debate date **AND** turn-in a hardcopy to me in class.
8. The work should be distributed equally among the team!

Although some students may not be in full agreement with the topic, the assignment is designed to stimulate discussions about diverse perspectives on different topics as well as challenge your current assumptions about a matter.

Therefore, it is expected that you should be able to present on a topic without having to necessarily agree with the position. **Hot Topic Debate projects are worth 100 points. INTERACTIVE STANCE STATEMENTS**

Based on the Hot Topic Debates, students NOT presenting during the debate will be required to engage in at least two (2) out of four (4) interactive stance dialogues. Using the WebCT Discussion, students are to post your stance statement (a minimum of two paragraphs) that communicates your position on the topics discussed. In your stance statement, you must include 1-2 points from the debate that resonated with your point of view. To substantiate your perspective, use at least one (1) citation from the reference sheet. In addition, you will need to respond via posting on the Discussion Board to at least two other classmate's remarks. All remarks must be respectful and posted by 10am of the next class period.

If you are uncomfortable posting your stance in the interactive dialogue format, you may elect to submit your position in a paper-format no longer than two (2) pages in length via WebCT Mail by 10am of the next class period. Paper-format statements will only be read by the instructor. **Stance Statements are worth 25 points each.**

EXAMINATIONS There will be three (3) exams throughout the semester. The exams will consist of multiple choice, short answer and brief essay questions. The questions for the exams will be drawn from readings, lectures, guest lectures and class discussions. Ten (10) percent of the questions on the exam will be derived from student input. Given that exams are announced at the beginning of the semester, you are expected to be present during examinations. **The first two exams are 100 points. The final exam is worth 150 points.** The final exam for this class is scheduled for Wednesday, April 30, 2008 from 12:00p - 3:00p. The location for the exam is TBD. **NO Make-Up Exams will be given without official documentation (on letterhead) of serious illness or an emergency beyond your control (i.e. jury duty). In the event of an extreme situation where a make-up exam becomes necessary, the exam must be arranged within one week of the regularly scheduled exam and will vary from the format given during the scheduled exam.**

FINAL PROJECT

Media Representation Assignments **Option 1 – worth 100 points** Develop a collection of at least 26 recordings of songs or 13 video clips that illustrate concepts in all but the first two chapters of our textbook. There should be *a minimum* of two songs per chapter. The songs must be submitted on a CD or DVD as playable files. The files should be organized on the disc in the order of the chapters and concepts in the chapters. The songs can be of any genre. When possible, please also provide the lyrics to the songs as well. In addition to identifying songs or video clips per chapter, you must also include a brief, single-spaced description of each piece of music (including title and artist) and explain its relevance to the readings. Likewise, in the case of the video clips, you will need to set up the clip (video/movie clip title) and explain its relevance to the readings. The written portion of the assignment should align with the order of the songs/clips on the CD or DVD. Lastly, include a brief reflection on what you learned throughout the process of putting the assignment together. In grading, I will assess your fulfillment of the various components of the assignment, the relevance of the chosen songs to the readings as described in your written sections, and your description of what you learned.

Option 2 – worth 100 points Earlier in the semester you viewed episode(s) of a television sitcom with several couples and reflected on the relationship dynamics that you observed in the episode. This exercise served as a baseline of your understanding about relationships. For the final assignment, you are to view the same episode and expound on the relationship dynamics observed, however this time, you will be expected to incorporate the applicable concepts that you have learned throughout the semester. You will be expected to apply the appropriate language as discussed in the text and/or supplemental readings. Furthermore, you are to identify two-to-three areas of interpersonal relationship issues that you would be interested in investigating. This final paper should include the appropriate citations (i.e. if you are referencing chapters, indicate the concept and the page number), using APA style. The final paper should be 5-8 pages long, not including the citations. Submit the final paper on WebCT Assignments. ****BONUS**** Students are eligible to receive a maximum of 35 bonus points for completing additional **assignments beyond the requirements**. You may elect to do as few or as many of the bonus assignments as you choose. The breakdown is as follows:

Reflection Papers (maximum of 10 additional points):

- ☐ Up to one additional reflection paper beyond the required the five (5) = up to five (5) additional points
- ☐ Up to two additional reflection papers beyond the required the five (5) = up to ten (10) additional points

Stance Statements (maximum of 25 additional points):

- ☐ Three (3) out of four (4) interactive stance statements = up to 12.5 additional points
- ☐ Four (4) out of four (4) interactive stance statements = up to 25 additional points

Post all **BONUS** assignments to the instructor via WebCT Mail.

GRADING

100

100

50

100

50

350

100

850

A rubric will be posted on WebCT for each assignment.

Up to 35

Grading Scale

850-799	94%	679-655	77%
798-765	90%	654-629	74%
764-740	87%	628-595	70%
739-714	84%	594-510	60%

NOTE: If you have a question or concern regarding a grade, it is your responsibility to write me via email your grade complaint and explain why you believe that you should receive additional credit **within two (2) days of the returned assignment/test**. If necessary, we will then set up a time at the end of the following class period to meet to discuss your request. **This does not guarantee a grade change**, but it does present you the opportunity to discuss and get feedback regarding the grade assigned. With the plus/minus grading system in place, it is possible that some students will miss the higher grade by 1-2 points; however, **ALL grades on assignments are FINAL. ~TENTATIVE COURSE OUTLINE~**

Introductions/Syllabus Review	Chapter 1 in MPB	
Building Blocks of Relationships	Zimmerman, T. S., Haddock, S. A., & McGeorge, C. H. (2001).	WEBCT QUIZ 1
Last Day for Drops/Add		
Building Blocks of Relationships	Chapter 2 in MPB	
Research Methods		
Research Methods	Chapter 4 in MPB	Reflection Paper 1 – Sitcom Observation (Baseline) WEBCT QUIZ 2
Social Cognition		
Martin Luther King Day Holiday	NO CLASS	
Social Cognition	Swann, W., Silvera, D., & Proske, C. (1995)	WEBCT QUIZ 3

Communication	Gottman, J. (1994).	
Communication		WEBCT QUIZ 4
Communication	Chapter 7 in MPB	
Friendship		
Friendship Exam 1 – Review	REVIEW FOR EXAM 1	WEBCT QUIZ 5
EXAM 1	Chapter 7 in W (Course Reserves)	
Love	Sprecher, S., & Toro-Morn, M. (2002)	WEBCT QUIZ 6 Debate 1
Love		Stance Statement 1
Love	Chapter 8 in W (Course Reserves)	
Pathway to Commitment	Kenrick, D., Groth, G., Trost, M., & Sadalla, E. (1993)	WEBCT QUIZ 7 Debate 2
Pathway to Commitment		Stance Statements (2)
Pathway to Commitment	Chapter 9 in W (Course Reserves)	
Coupling		WEBCT QUIZ 8
Coupling	Chapter 9 in MPB	
Sexuality	Peplau, L. A., & Spalding, L. R. (2000)	Debate 3
Sexuality	Lambert, T., Kahn, A., & Apple, K. (2003)	Stance Statements (3) WEBCT QUIZ 9
Midpoint Withdrawal Deadline		
Sexuality Exam 2 - Review	REVIEW FOR EXAM 2	
EXAM 2	SPRING BREAK Begins	
NO CLASS	SPRING BREAK	
NO CLASS	SPRING BREAK	

Stresses & Strains	Cowan, C. P., & Cowan, P. A. (1992).	Debate 4 WEBCT QUIZ 10
Stresses & Strains		Stance Statements (4)
Stresses & Strains	Chapter 11 in MPB	
Power	Tichenor, V. J. (1999).	Debate 5 WEBCT QUIZ 11
Power		Stance Statements (5)
Power	Chapter 12 in MPB	
Conflict & Violence		WEBCT QUIZ 12
Conflict & Violence		
Conflict & Violence	Chapter 13 in MPB	
Dissolution & Loss of Relationships	Amato, P. R. (2001).	WEBCT QUIZ 13
Dissolution & Loss of Relationships	Chapter 14 in MPB	
Shyness & Loneliness		
Shyness & Loneliness	Chapter 15 in MPB	WEBCT QUIZ 14
Maintaining & Repairing Relationships		
Maintaining & Repairing Relationships		
Course Catch Up Day		WEBCT QUIZ 15
Course Catch Up Day		FINAL Project Due
Relationship Panel		
Review for Final Exam Course Evaluations	REVIEW FOR FINAL EXAM	

CLASS POLICIES Identification Number: When turning in class assignments, please use your 810 identification number. This helps to reduce any personal biases when grading assignments. **Disabilities Statement:** If you are a student who will need accommodations, please make me aware of your needs as soon as possible so that I can ensure that your academic needs are met appropriately and in a timely fashion. **Timeliness:** The class is scheduled from 1:25-2:15. Students are expected to arrive to class on time and stay for the duration of the class. Routine tardiness and leaving early will be noted and reflected in your attendance points. Assignments must be posted on WebCt Assignments (unless otherwise noted) by noon of the date indicated on the course outline to receive full credit. Points will be deducted for late assignments - Five (5) points deducted for assignments turned in after the noon deadline; an additional five (5) points for assignments turned in one (1) day late from the assignment due date; and finally, an additional ten (10) points deducted for assignments turned in two (2) days late from the assignment due date- for a maximum of 20 points deducted from the assignment grade. Please note, that unexcused late assignments will not be accepted after three (3) days, thus resulting in a zero (0) for that assignment. **Documentation for absences or missed exams:** Written documentation must be from a physician, law enforcement officer, or other professional in which an explanation is given regarding the seriousness of the issue that prevented the student from completing the exam, project or paper on time. Written explanations from family members and friends **will not** be accepted. **Withdraw Periods:** The last day for add/drops for undergraduate students is Thursday, January 10th. For students who decide to withdraw from the course after this initial period, will only be assigned a 'W' if you are in 'good standing' with the course at the time of withdraw. For the purpose of this class, 'good standing' means that your grades equate to a C or better. For students who are doing below C work, you will be assigned a 'WF' at the time of your withdraw. Also, according to university policy, students who withdraw after the semester mid-point (or those who are withdrawn due to excessive absences) automatically receive a WF. The only exceptions are when the withdrawal is recommended by the Office of Student Affairs because of some emergency or health reasons that they have verified. **The midpoint withdrawal deadline for the Spring 2008 semester is Tuesday, March, 9th. Although students can initiate the withdraw process on OASIS, it is your responsibility to check that you are in good standing with the course to ensure that your transcript reflects the correct information. Furthermore, it is advisable that you speak with your academic advisor to ensure that the course load reduction does not negatively impact your student status (i.e. full-time) or your financial aid.** **Incompletes:** The UGA Undergraduate Bulletin states that a grade of Incomplete "indicates that a student was doing satisfactory work but, for non-academic reasons beyond his or her control, was unable to meet the full requirements of the course. If an 'I' is not satisfactorily removed after one semester, the 'I' will be changed to the grade of F." This is the policy regarding receiving a grade of 'incomplete' for this class. Circumstances leading to an incomplete will require documentation. **UGA Academic Honesty Policy**

The University of Georgia seeks to promote and ensure academic honesty and personal integrity among students and other members of the University community. A policy on academic honesty has been developed to serve these goals. Academic honesty is defined broadly and simply -- the performance of all academic work without cheating, lying,

stealing, or receiving assistance from any other person or using any source of information not appropriately authorized or attributed. Academic honesty is vital to the very fabric and integrity of the University. All students must comply with an appropriate and sound academic honesty policy and code of honest behavior. All members of the University community are responsible for and involved in bringing about an honest university, and all must work together to ensure the success of the policy and code of behavior. All members of the University community are responsible for knowing and understanding the policy on academic honesty. All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work. To do so go to:

<http://www.uga.edu/ovpi/honesty/acadhon.htm> Specific information on requirements and prohibited activities are discussed at the web site in sections 5 and 6. Violations include plagiarism, cheating, lying, tampering, stealing, receiving unauthorized or illegitimate assistance from any other person, using any source of information that is not common knowledge, writing a lab observation with another student, giving a false excuse for failing to show up for an exam or class, and obtaining advance exam copies by unauthorized means. Students who assist other students in academically dishonest acts are in violation of the policy. Assistance by another person, when authorized by the Faculty Member, will not be considered academically dishonest, nor will use information that is fairly attributed to the source. A violation of these regulations is grounds for filing a report to the Vice-President for Academic Affairs. **SUPPLEMENTAL**

READINGS Amato, P. R. (2001). The consequences of divorce for adults and children. In A. S. Skolnick & J. H. Skolnick (Eds.), *Family in transition (12th ed.)*(pp.190-214). New York: Allyn & Bacon. Cowan, C. P., & Cowan, P. A. (1992). *When partners become parents: The big life change for couples*. New York: Basic Books. Gottman, J. (1994). *Why marriages succeed or fail and how you can make yours last*. New York: Simon and Schuster. Kenrick, D., Groth, G., Trost, M., & Sadalla, E. (1993, June). Integrating evolutionary and social exchange perspectives on relationships: Effects of gender, self-appraisal, and involvement level on mate selection criteria. *Journal of Personality and Social Psychology*, 64(6), 951-969. Lambert, T., Kahn, A., & Apple, K. (2003, May). Pluralistic ignorance and hooking up. *Journal of Sex Research*, 40(2), 129-133. Peplau, L. A., & Spalding, L. R. (2000). The close relationships of lesbians, gay men and bisexuals. In C. Hendrick & S. S. Hendrick (Eds.), *Close relationships: A sourcebook* (pp. 111-123). Thousand Oaks, CA: Sage. Sprecher, S., & Toro-Morn, M. (2002, March). A Study of Men and Women From Different Sides of Earth to Determine if Men are From Mars and Women are From Venus in Their Beliefs About Love and Romantic Relationships. *Sex Roles*, 46(5/6), 131-147. Swann, W., Silvera, D., & Proske, C. (1995, September). On 'knowing your partner:' Dangerous illusions in the age of AIDS? *Personal Relationships*, 2(3), 173-186.

Tichenor, V. J. (1999). Status and income as gendered resources: The case of marital power. *Journal of Marriage and the Family*, 61, 638-650. Zimmerman, T. S., Haddock, S. A., & McGeorge, C. H. (2001). Mars and Venus: Unequal planets. *Journal of Marital and Family Therapy*, 27, 55-68.