

CHFD 3930
Development of Interpersonal Relationships
Spring 2006

Instructor: Kelly Campbell
Office: Family Science Center II (House D), 2nd floor
Phone: 706-542-1297
Email: Kellycb@uga.edu
Office hours: Tuesdays 12:30-1:30pm and by appointment
Class times: Tuesdays and Thursdays 11am-12:15pm, Dawson 101

Course description:

This course addresses how intimate relationships are formed, maintained, and terminated. Topics relevant to interpersonal relationships such as attraction, communication, love, sex, power, and conflict are covered. This course emphasizes both theory and empirical research.

Objectives:

- Understand theories and methods used to generate knowledge about relationships with an emphasis on intimate relationships.
- Understand current knowledge about interpersonal 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 how to formulate and answer a research question about intimate relationships based on the existing literature.
- 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.

Completion of this course requires the following of you: 1) attend class and participate in discussions and activities, 2) take three exams, 3) complete an 8-page paper assignment, and 4) take a final exam.

The course syllabus is a general plan for the course. Deviations announced to the class by the instructor may be necessary.

Student accommodations: Students with a disability or health-related issue who need an accommodation should contact the instructor as soon as possible so that your needs can be met.

Textbook and required resources:

Brehm, S.S., Miller, R. S., Perlman, D., & Campbell, S. M. (2002). *Intimate Relationships*, (3rd Ed.). Boston: McGraw Hill. (ISBN 0-07-007452-6)

The following readings are available through WebCT and on reserve at the library:

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.

Buss, D. M. (1994). The strategies of human mating. *American Scientist*, 82, 238-249.

- Buss, D. M., Shackelford, T. K., Kirkpatrick, L. A., & Larsen, R. J. (2001). A half century of mate preferences: The cultural evolution of values. *Journal of Marriage and Family*, 63, 491-503.
- Coontz, S. (1997). *The way we really are: Coming to terms with America's changing families* (pp. 11-32). New York, NY: Basic Books.
- Eagly, A. H., & Wood, W. (1999). The origins of sex differences in human behavior: Evolved dispositions versus social roles. *American Psychologist*, 54, 408-423.
- Fustenberg, F. F. (2003). The future of marriage. In A. S. Skolnick & J. H. Skolnick (Eds.), *Family in transition* (12th ed.) (pp. 171-177). New York: Allyn & Bacon.
- Gottman, J. (2001). What makes marriage work. In E. J. Coats & R. S. Feldman (Eds.), *Classic and contemporary readings in social psychology* (3rd ed., pp. 157-155). New Jersey: Prentice-Hall.
- Gottman, J. (1994). *Why marriages succeed or fail and how you can make yours last*. New York: Simon and Schuster.
- Kamen, P. (2003). Modern marriage: From meal ticket to best friend. In A. S. Skolnick & J. H. Skolnick (Eds.), *Family in transition* (12th ed.) (pp. 152-161). New York: Allyn & Bacon.
- Peplau, L. A. (2003). Human sexuality: How do men and women differ? *Current Directions in Psychological Science*, 12, 37-40.
- 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.
- Pitts, M., & Rahman, Q. (2001). Which behaviors constitute "having sex" among university students in the UK? *Archives of Sexual Behavior*, 30, 169-176.
- Schulman, D. (2003). No finance? No romance: Income and education linked to marriage plans. *Psychology Today*.
- Schwartz, P. (1994). *Peer marriage: How love between equals really works*. New York: Free Press.
- South, S. J., Trent, K., & Shen, Y. (2001). Changing partners: Toward a macrostructural-opportunity theory of marital dissolution. *Journal of Marriage and Family*, 63, 743-754.
- 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.

Attendance

Because students' presence in class is crucial to their learning, attendance will be taken each day. Each class period, a piece of paper will be circulated for students to print and sign their names. Attendance will be used at the end of the term to increase grades for students who are within 3% of a higher grade. Only students who have a perfect attendance record (i.e., attending all classes and having excused absences for missed sessions) will be eligible to have their grades boosted. Should you be absent for an official reason and wish to be excused, you are required to contact the instructor by email or telephone prior to the class period you will miss. In addition, submit written documentation of each absence the class period following the absence.

Examinations

There will be three semester examinations and a final examination in this class, each worth 100 points. The exams will be a combination of multiple choice, fill in the blank, and short answer and/or essay questions. Questions will be derived from assigned readings, guest lectures, class activities, audiovisuals, etc. All exams must be written in blue or black ink -- no other colors or pencil will be accepted.

No make-up exams will be given except in the case of a *serious illness or emergency*. Documentation of such a circumstance must be submitted and a make-up arranged within one week of the regularly scheduled exam. Again, the instructor must be notified by email or telephone of your absence prior to missing the exam. Acceptable documentation is discussed below.

Final Exam. The final exam is mandatory. Seventy-five percent of the exam will cover untested material (material presented after Exam 3) and 25% of the exam will be cumulative, covering material that has already been tested (material presented prior to Exam 3). The final exam will be designed like the other exams and will include a combination of multiple choice, fill in the blank, and short answer and/or essay questions.

Paper Assignment

You are expected to do a paper assignment that is designed to get you to critically reflect on materials and to apply the theories, concepts and evidence presented in the course. The assignment is to be 8 pages, not counting cover pages or references, using 12 point Times Roman font and one inch margins. For your convenience, the assignment can be submitted in class on any of the following dates: Thursday, February 16, Tuesday, March 21, or Tuesday, April 18.

Papers submitted later than April 18 will immediately lose 6% plus 6% per class after that up to a total of 30%.

Topic: Evolutionary vs. Socio-cultural Explanations of Gender Differences in Mate Selection

Buss (1994) advocates an evolutionary view of mate selection. He and his colleagues have done a well-known, 37-nation study testing evolutionary expectations regarding mate selection. They believe the results of this study support their theoretical viewpoint. Others such as Eagly and Wood (1999) have challenged an evolutionary perspective. Your task is to compare the two perspectives. You should describe and critically evaluate their two positions. In your essay, address such topics as:

- a. the major concepts and basic assumptions of each theory,
- b. how each theory explains gender differences in mate preferences,
- c. the evidence each theorist uses to support their perspective,
- d. criticisms and defenses of each theory.

Conclude by indicating which approach you prefer and why.

Additional readings that may be helpful for this assignment:

Friedman, B. X., Bleske, A. L., & Scheyd, G. J. (2000). Incompatible with evolutionary theorizing. *American Psychologist*, 55, 1059-1060.

Kenrick, D. T.; Li, N. (2000). The Darwin is in the details. *American Psychologist*, 55, 1060-1061.

Kleyman, E. (2000). From allies to adversaries? *American Psychologist*, 55, 1061-1062.

Wood, W., & Eagly, A. H. (2000). Once again, the origins of sex differences. *American Psychologist*, 55, 1062-1063.

Buss, D. M. (1989a). Sex differences in human mate preferences: Evolutionary hypotheses tested in 37 cultures. *Behavioral and Brain Sciences*, 12, 1-14.

Grading

	Points Possible	Your Points
Quizzes (3 points each)	30	
3 exams (100 points each)	300	
Paper	70	
Final Exam	100	
Total	500	

Points required for letter grades:

Grade	Points Required	Percentage
A	450	90%
B	400	80%
C	350	70%
D	300	60%
F	Less than 300	< 60%

All scores are rounded to nearest whole percent. To be fair to all students, grade cutoffs are final. The only exceptions will be for students with perfect attendance records, whose grades will be increased up to 3 percentage points. Students who demonstrate mastery of the course material will earn an “A”.

Class policies and other information

Questions on Grading and Assignments: Every attempt will be made to fairly and consistently evaluate students’ performance on assignments and exams. If you would like your instructor to reconsider points that have been assigned to any assignment or exam, the request must be submitted in writing at least one day after and within one week from the day the assignment or exam was returned. The written request must describe the specific reason why you believe the grade should be changed and must include citations from the course textbook and/or articles.

Timeliness: Class will begin and end on time. Therefore, students are expected to arrive on time and remain for the entire period.

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.

Withdrawal and incomplete: Should you choose to withdraw from this class after drop/add ends (after January 12th), a W only can be assigned if you are passing the course at the time you withdraw. If you are failing the course, you will receive a WF. 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 for Spring 2006 is Tuesday, March 7th. Since you can initiate a withdrawal on-line, be sure you are aware of your progress in the class prior to taking that action. Also remember that a reduction in your course load may affect financial aid eligibility (including HOPE) and full-time student status.

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 three semesters, the symbol 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.

Additional considerations

In this class, it is expected that everyone is putting forth their best effort.

Examples of ways students put forth their best effort include: attending class sessions, arriving to class in a timely manner, doing the reading before class, arriving prepared to class, asking questions and actively engaging the material in class, doing the assignments required in the class, doing one's own work, and turning in assignments on time.

Examples of ways the instructor puts forth her best effort include: maintaining knowledge of the material, clearly communicating expectations for the course from the first day of class, providing a clear syllabus and outline of the course, preparing instruction before class, offering ways to engage the material in class, structuring assignments and exams to fulfill the learning objectives, encouraging questions in class, offering feedback on assignments, being available outside of class (students can best reach me via email or during my office hours or by appointment), and by providing additional resources to the class.

Interpersonal relationships are value-laden, especially when tied to child and family issues. It is important that we all feel comfortable expressing our personal views. This requires that we respect the views of others. An example of how to respect others includes listening when others talk. Listening means that one person talks at a time and that you are not talking or engaging in side conversations. You may not always agree with the opinions others express in class, but as a professional you will need to learn to listen to others whose opinions differ from yours. Differences in opinion are inevitable and to be expected. Differing opinions can be expressed in ways that communicate respect.

Communicating respect for others means treating others the way you would like to be treated. Examples of communicating respect include limiting interruptions, turning off cell phones, entering the room quietly when you are late, and exiting the room quietly if you must leave early. Note: If you must arrive late or leave early, please talk to or email the instructor prior to the class session.

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.

Students are responsible for reading the University policy on academic honesty at http://www.uga.edu/ovpi/academic_honesty/academic_honesty.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 using 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.

WEEK	DATE	TOPIC	PREPARATORY READING
1	Jan. 10	Introduction – Orientation to class	
	Jan. 12	Building Blocks of Relationships	Chapter 1, Gottman (1994) Part 1
2	Jan. 17	Building Blocks of Relationships	Chapter 1
	Jan. 19	Attraction	Chapter 3, Buss (1994)
3	Jan. 24	Attraction	Chapter 3, Buss et al. (2001)
	Jan. 26	Research Methods	Chapter 2
4	Jan. 31	Research Methods	Chapter 2
	Feb. 2	EXAM 1	
5	Feb. 7	Social Cognition	Chapter 4
	Feb. 9	Social Cognition	Chapter 4, Kamen (2003)
6	Feb. 14	Communication	Chapter 5, Gottman (1994) Part 2
	Feb. 16	Communication OPTION 1: PAPERS DUE!	Chapter 5, Zimmerman et al. (2001)
7	Feb. 21	Interdependency	Chapter 6
	Feb. 23	Interdependency	Chapter 6, South et al. (2001)
8	Feb. 28	Friendship Across the Lifecycle	Chapter 7
	March 2	EXAM 2	
9	March 7	Love	Chapter 8
	March 9	Sexuality and Sexual Orientation	Chapter 9, Peplau (2003), Pitts & Rahman (2001)
10	March 14 & 16	NO CLASS - SPRING BREAK	
11	March 21	Sexuality and Sexual Orientation OPTION 2: PAPERS DUE!	Chapter 9, Peplau & Spalding (2002)
	March 23	Stresses and Strains	Chapter 10
12	March 28	Power in Intimate Relationships	Chapter 11, Shulman (2003), Schwartz (1994)
	March 30	Power in Intimate Relationships	Chapter 10, Tichenor (1999)
13	April 4	EXAM 3	
	April 6	Conflict and Violence	Chapter 12, Coontz (1997), p. 18-23
14	April 11	Conflict and Violence	Chapter 12, Gottman (2001)
	April 13	Dissolution and Loss of Relationships	Chapter 13, Amato (2001)
15	April 18	Loneliness OPTION 3: PAPERS DUE!	Chapter 14
	April 20	Fostering Relationships	Chapter 15
16	April 25	Fostering Relationships	Chapter 15, Furstenberg (2003)
	April 27	Wrap-up, Review, and Evaluations	
Final Exam Thursday, May 4th 3:30 – 6:30pm			

