

CHFD 3930
Development of Interpersonal Relationships
Spring 2007, Tue/Thu 9:30-10:45am

Instructor: Ruthie Neustifter MSSW-MFT
Office: 103B Dawson Hall
Phone: 706-254 -6794 (this is my cell, do not call early/late. Text messages are welcome!)
Email: RuthN@uga.edu
Office hours: Immediately after class and by appointment

Textbook and required resources:

- Brehm, S.S., Miller, R. S., Perlman, D., & Campbell, S. M. (2002). Intimate Relationships, (4th Ed.). Boston: McGraw Hill. (ISBN 0-07-293801-3)
- Additional required readings will be 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.
- 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.

Successful completion of this course requires the following: 1) attend class and participate in discussions and activities, 2) participate through WebCT discussion board, 3) complete three exams 4) complete a class project, and 5) participate in the available extra credit (optional).

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. If you use an email account other than your UGA account, it is your responsibility to check your UGA email regularly or set it up to forward your email to another account that you do use frequently. Most of my communication will be done with you through email.

Attendance

Because students' presence in class is crucial to their learning, attendance will be taken every class. Three absences are allowed without a loss of credit, including excused absences. Should you need to be absent for more classes due to a crisis or extended illness, you are required to submit written documentation for the absence as soon as possible, preferably before missing classes and no later than the day that you return. Acceptable documentation is discussed below. Starting with the fourth missed class, 25 points will be deducted per missed day. Arriving more than 10 minutes late counts as an absence, as it disrupts the class.

WebCT Participation

WebCT class participation is worth 100 points, total. 90 points (3 per class session) may be earned by using the Questions function to submit 1 question per session, no later than midnight of the night before class. Be sure that you submit an original question by looking through those posted before yours. Questions are to be based on textbook and WebCT posted readings. Questions may be used in class. 10 points of WebCT Participation may be awarded for responding thoughtfully at least 5 times throughout the semester (2 points each) to others' posted questions by midnight, the night before class.

Examinations

There will be three semester examinations in this class, each worth 100 points. The exams will be take-home essays that must be submitted by WebCT to the instructor. They are due by midnight, the night of the due date. Students will choose a different movie for each exam that portrays concepts studied during the course, then apply those concepts by writing a paper of 3-5 pages in length. Standard formatting (see final project) is required, and all course terms must be in bold. Projects must be written using MS Word. Detailed guidelines for writing, as well as grading criteria, are available on WebCT.

Exams should use concepts/terms from the chapters studied since the last exam. There should be no less than 15 bold terms in each paper, all appropriately applied. Keep in mind that I may not have seen the movie, so a brief introduction including a summary of the plot and relevant characters is a good idea. APA format must be used, and papers should include at least 5 scholarly references in addition to any class readings. I am available to review drafts by appointment.

Exams will not be accepted late except in the case of a *serious illness or emergency*. Documentation of such a circumstance must be submitted. Acceptable documentation is discussed below.

Final Class Project

Each student must complete a final project for this class. There are two options, each designed for you to use concepts from lectures and the text: 1) a case analysis paper that summarizes your analysis of a real or fictional couple, or 2) a collection of songs.

Case Analysis.

The primary objective of this project is to have you do an analysis of a specific intimate relationship synthesizing the ideas and concepts covered in the text and supplemental readings. You will select the relationship to analyze (e.g., one of your own, that of a friend or a relative, or characters from fiction, etc.). Based on the content of the textbook or readings, describe multiple aspects of this relationship such as: how they got together, the growth of the relationship, interdependence, relationship maintenance, and/or the erosion or ending of the relationship, relationship issues (e.g., power, jealousy, fairness), how the partners' life histories or social networks have affected their current relationships, and/or ways in which the relationships could be improved. If the relationship is still ongoing, you might want to indicate your prognosis of its future. What justification do you have for this prediction? Feel free to add more areas of inquiry to this brief list of relationship aspects.

There are several ways you can approach this. Ideally you would develop interview questions, interview both relationship partners, and then interpret the findings of the interview using the theories and research findings from the text. Or, if you know the relationship well, you could simply make your own observations of it and interpret those.

General Guidelines:

- Several sample papers from previous semesters (all of which earned As) are on WebCT under "Handouts."
- If you conduct an interview, be sure to get each individual's permission to be interviewed – don't do an interview covertly.
- Be sure to use pseudonyms to protect individuals' anonymity (and mask any other identifying information such as school, place of employment, church, community of residence, etc.). You should also maintain confidentiality of your data. This is very important in social science work.
- Avoid biased data collection. Tell them that you want to ask them some questions about their relationship but be careful in the wording of your questions.
- Whether you conduct your interview in person or over the phone, be sure to ask each person the same questions. Take very careful notes so that you can accurately reconstruct their responses when you are writing your paper.
- Papers must be 8-10 pages (not counting any title page and references), no less than 8 and no more than 10 (aim for about 2400-3000 words).
- Papers **MUST** be typed in 12 point font, double-spaced with margins of 1".
- Use APA style for any citations and references.
- You can submit your paper or questions at any time and I will be happy to give you feedback.
- In grading papers I will look for the adequacy and depth of your descriptions, your ability to explicitly use material covered in the text and readings, and the thoughtfulness of your analysis. You can view a copy of the grade criteria on the WebCT site in "Course Content/Handouts."

What you should include in your paper?

1. Use the first 1-2 pages to give an overview of the relationship. Include demographic information about the individuals (age, sex, education, religion, children, etc).

2. Spend 2-3 pages describing the relationship in detail. Be factual in this section using answers to your interview questions.
3. For the next 3-4 pages of the paper, link your description of the relationship to the concepts in the text and supplemental readings.
4. Be sure to include concluding comments. What did you learn about the relationship that you can apply to yourself?

Suggested steps to complete the project:

1. Choose topic areas you want to ask about and write them onto individual cards or sheets of paper (don't forget about demographics such as age, race, income/SES, religion, type of jobs, number of kids, ages of kids, extended family nearby)
2. Write preliminary versions of your questions. Avoid leading questions. For example, do not ask, "How often do you fight because you do much more of the housework and child care than your husband does?" A better alternative would be, "Do you and your husband agree about the way you share housework?"
3. Refine your questions: a) make sure you have asked everything you need b) make sure they are clear, not wordy, etc. and c) look for and eliminate bias, etc.
4. Organize your questions into a logical/meaningful order (sort the sheets with the questions on them)
5. Put the questions in a format for ease of interview. For example, place the questions on pages with room between them to allow room for you to write their responses
6. Conduct interviews
7. Analyze the data you have collected from your interviews. See if you can group answers into the topic areas you created in step 1. This will make it easier to write the synthesis section.

Alternate Assignment

Music Collection

Develop a collection of at least 26 recordings of songs that illustrate concepts in all but the first two chapters of our textbook. There should be minimum of two songs per chapter. These must be submitted on a CD or DVD as playable files. These should be organized on the disc in the order of the chapters and concepts in the chapters. The songs can be of any genre and you need not be concerned with the content of the lyrics if they are 'on the edge.'

You must also submit a brief description of each piece of music (including title and artist) and clearly describe its relevance to the readings. This written portion of the assignment must be typed in a 12-point font, but it should be single spaced, rather than double spaced as for the paper. The songs should be listed in the order they are arranged on the disc. You should include a title page with your name and other appropriate information. Your paper also should include a brief discussion of what you learned from completing this assignment.

All materials for this assignment are due at the same time as the paper.

Papers submitted late will be subject to the policy on timeliness described below. You can submit your paper or questions at any time and I will be happy to give you feedback.

In grading papers, I will look for the adequacy and depth of your descriptions, your ability to explicitly use material covered in the text and readings, and the thoughtfulness of your analysis. Writing quality is important; make use of the Writing Lab if necessary. I will also grade you on the quality of the overall assignment – its appearance, etc. You can view a copy of the grade criteria on the WebCT site in “Course Content/Handouts.”

Extra Credit

Office Visit

During the first month of classes there will be special appointments available to meet for 15-20 minutes in my office. This gives me the chance to get to know you better, and to talk about any concerns you may have about the course, your goals for your future, etc. In order to encourage you to use this opportunity 15 extra credit points are available. Please do not stand me up, you will not be allowed a second appointment slot for extra credit.

Research Participation

It is important to understand the value of research. Research articles will be reviewed in class, but participating in research can also be a valuable learning experience. You may earn 5-10 points of extra credit, up to a maximum of 15 points, for participating as a research subject in projects that have been approved by the instructor. The instructor will post approved research options to the WebCT Participation discussion board as they are brought to her attention. Opportunities must be approved by the IRB, and offer the chance to bring some sort of evidence of participation to the instructor.

Grading

	Points Possible	Your Points
3 Exams (100 points each)	300	
Final Project	100	
Participation	100	
Total	500	
Extra Credit – Office Visit	15 points	
Extra Credit – Research Participation	15 points	

The table below shows the points required for letter grades.

NOTE: All scores will be rounded to nearest whole percent. To be fair to all students, grade cutoffs are final. I know it is painful to miss getting a higher grade by only 1-2 points (or maybe even a few tenths), but these cutoffs will be held to strictly. Sorry, no exceptions, so don't even ask.

Grade	Points Required	Percentage
A	470	94%
A-	450	90%
B+	435	87%
B	420	84%
B-	400	80%
C+	385	77%
C	370	74%
C-	350	70%
D	300	60%
F	☹	< 60%

Class Session Topics

Date	Topic	Readings
1/9 T	Introduction & Syllabus Building Blocks of Relationships	Chapter 1 in text
1/11 R	Building Blocks of Relationships	Chapter 1 in text Zimmerman, et al. (2001), Mars and Venus: Unequal planets
1/16 T	Research Methods	Chapter 2 in text
1/18 R	Research Methods	Chapter 2 in text
1/23 T	Attraction	Chapter 3 in text

1/25 R	Attraction	Chapter 3 in text - Sprecher, Sullivan, & Hatfield, (1984). Mate Selection Preferences - Kamen, (2003), Modern marriage: From meal ticket to best friend
1/30 T	Social Cognition	Chapter 4 in text
2/1 R	Social Cognition	Chapter 4 in text
2/6 T	EXAM 1 Due By Midnight	Film/Presentation
2/8 R	Communication	Chapter 5 in text
2/13 T	Communication	Chapter 5 in text - Gottman, (2001). What makes marriage work - Gottman, (1994). The four horsemen of the apocalypse - Macklin handout on negative velcro loop
2/15 R	Interdependency	Chapter 6 in text
2/20 T	Interdependency	Chapter 6 in text
2/22 R	Friendships and Intimacy	Chapter 7 in text
2/27 T	Friendships and Intimacy	Chapter 7 in text
3/1 R	Love	Chapter 8 in text
3/6 T	Love	Chapter 8 in text
3/8 R	EXAM 2 Due By Midnight	Film/Presentation
3/20 T	Sexuality	Chapter 9 in text - Pitts & Rahman, (2001). Which behaviors constitute having sex among university students in the UK? -Peplau & Spalding, (2000). The close relationships of lesbians, gay men and bisexuals
3/22 R	Stresses and Strains	Chapter 10 in text
3/27 T	Stresses and Strains	Chapter 10 in text - Cowan & Cowan, (1992). Becoming a parent
3/29 R	Power in Intimate Relationships	Chapter 11 in text - Schulman, (2003). No finance? No romance. - Swartz, (1994). Love between equals - Tichenor, (1999). Status and income as gendered resources
4/3 T	Power in Intimate Relationships	Chapter 11 in text

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4/5 R	Conflict and Violence	Chapter 12 in text
4/10 T	Conflict and Violence	Chapter 12 in text - Coontz, (1997). The way we really are: Coming to terms with America's changing families
4/12 R	EXAM 3 Due By Midnight	Film/Presentation
4/17 T	Dissolution and Loss of Relationships	Chapter 13 in text - Amato, (2001). The consequences of divorce for adults and children
4/19 R	Loneliness	Chapter 14 in text - Flora & Segrin, (2000). Relationship development in dating couples
4/24 T	Maintaining and Repairing Relationships	Chapter 15 in text - Furstenberg, (2003). The future of marriage
4/26 R	Wrap up and review Evaluations, etc.	
5/3 R	FINAL PROJECT Due by 4pm	8am-11am: I will be available to review final drafts by appointment. Submit in box in 123 Dawson.

Class policies and other information

Protection of Private Information: If you have requested a restriction of your personal information please call or email the instructor as soon as possible and I will use an alternate way of calling your name in class.

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 within 2 days from the day the assignment, quiz, or exam was returned. The written request must include the specific reason why you believe the grade should be changed.

Timeliness: Class will begin and end on time. Therefore, students are expected to arrive on time and remain for the entire period. Assignments must be completed and submitted on time according to the course schedule to receive credit.

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. Funerals/deaths may be documented by memorial schedule, prayer card, etc.

Withdrawal and incomplete: Should you choose to withdraw from this class after drop/add ends, 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. Since you can initiate a withdrawal on-line, be sure you are aware of your progress in the class prior to doing 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

TURN OFF CELL PHONES AND PAGERS before coming to class. Students are not to use cell phones to talk to or text others during class. Be aware that the use of camera phones during exams can result in academic dishonesty reports.

Students are expected to come to class prepared to share ideas and discuss assigned readings. Lively discussion, diversity of opinions and critical thinking are encouraged and welcomed. It is expected that you will complete all readings by the assigned date, come to class prepared to discuss the readings and attend class regularly. Use as a guide the course schedule or any announced revisions to know how to prepare. Be aware that I call on students by name to answer questions in discussions so be prepared.

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. The class will follow two ground rules: (a) Everyone has a right to be heard; (b) We will respectfully agree to disagree.

Students should avoid rude, disruptive and otherwise unprofessional behavior. Examples include non-participation in small group activities, leaving early, leaving and coming back into the classroom during class, sleeping, reading newspapers, side discussions during class lectures and presentations, and doing other work during class sessions. Remember, I’m standing up front and can see each of you clearly!

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 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.

Additional Student Needs

Computer Access: The computer lab, located in Dawson Hall, is available to students enrolled in CFD. The lab includes computers for both MAC and PC users. There is a printing fee. A list of additional computer labs available to students across campus may be obtained in the Dawson Hall computer lab.

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.

Supplemental Reading References

- 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
- Coontz, S. (1997). *The way we really are: Coming to terms with America's changing families* (pp. 11-32), New York, NY: Basic Books.
- Cowan, C. P., & Cowan, P. A. (1992). *When partners become parents: The big life change for couples*. New York: Basic Books.
- Flora, J., & Segrin, C. (2000). Relationship development in dating couples: Implications for relational satisfaction and loneliness. *Journal of Social and Personal Relationships*, 17, 811-825.
- 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. 147-154). 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., & 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.
- Schwartz, P. (1994). *Peer marriage: How love between equals really works*. New York: Free Press.

Sprecher, S., Sullivan, Q., & Hatfield, E. (1994). Mate selection preferences: Gender differences examined in a national sample. *Journal of Personality and Social Psychology*, *66*, 1074-1080.

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.