

PSYCHOLOGY/HD 3620

Human Bonding

Spring 2024

Professor: Cindy Hazan (ch34)
Canvas Site: HD 3620 – Hazan – Spring 2024

Head Graduate TA: Ivy Gilbert (ig233) [Wednesdays 1 p.m. - 2 p.m., Uris G80]
Head Undergraduate TA: Noah Berg (nmb95) [Tuesdays, 10 a.m. - 11 a.m., Zoom]

Graduate TAs:

Ivy Gilbert, Head TA, (ig233) [Wednesdays 1 p.m. - 2 p.m., Uris G80]
Liz Madamidola (eam362) [Mondays 9 a.m. - 10 a.m., Zoom]
James Cunningham (jrc477) [Mondays 4:30 p.m. - 5:30 p.m., Zoom]
Selin Goktas (sog6) [Tuesdays 9 a.m. - 10 a.m., Zoom]
Amy Su (is386) [Tuesdays 4:30 p.m. - 5:30 p.m., Zoom or MVR G112]
Wicia Fang (wmf46) [Thursdays 9:30 a.m. - 10:30 a.m., Zoom]
Wendy Yang (yy664) [Thursdays 4:30 p.m. - 5:30 p.m., Zoom]
Susanna Zheng (sz272) [Fridays 10:15 a.m. - 11:15 a.m., Uris 231]
Celia McLean (crm338) [Fridays 1 p.m. - 2 p.m., Uris B59]

Lectures: Tuesdays and Thursdays, 2:55 p.m. - 4:10 p.m., in the magnificent Bailey Hall

Course Description:

As social animals, humans have long been concerned with understanding interpersonal relationships. More recently, researchers have begun applying the methods of modern psychological science to the task. It is well-documented that our day-to-day wellbeing, overall psychological adjustment, physical health and even longevity depend in large part on the quality of our social relationships. Our continuance as a species turned on the successful negotiation of three major adaptive challenges: surviving to reproductive age, mating, and providing adequate care to our offspring so that they too survive to reproduce. Social relationships lie at the core of all three. Indeed, dependence on and interdependence with our conspecifics is a fundamental fact of the human condition.

Relationship science encompasses a large, heterogeneous and multi-disciplinary field of theory and research. This course examines human bonding primarily from a psychological perspective, drawing on empirical and theoretical work from the fields of developmental, clinical, evolutionary, cognitive, personality, and social psychology, and secondarily from ethology, anthropology, sociology, and neuroscience. The central goal of the course is to define and explain the basic structure, functions, dynamics, and formational processes of human affectional ties, especially those of the attachment, parental caregiving and sexual mating variety. Although the course covers all periods of development beginning with infancy, approximately two-thirds of the lectures and readings focus on adulthood.

Required Readings:

The readings (posted on the course Canvas site) are selected from a range of sources, including books, edited volumes, and scientific journals. Together they provide a sampling of the major topics, issues, theories, and methods of relationship science.

Exams:

There will be two prelims and a final exam. All exams will be online; prelims will be administered during the regular course meeting time. All make-up exams must be approved **in advance** (details to follow). Cornell policy states that final exams may take place only at the university assigned time, or at a designated “make-up” time **at the end** of the final exam period. In other words, there will be no early finals.

Prior to each of the exams, a detailed study guide will be posted. The guides will tell you specifically what you need to know from lectures as well as assigned readings. If you follow the study guides, you should have no problem doing well in the course.

(Optional) Extra Credit:

There will be two opportunities to earn extra credit. You may earn a maximum of **three extra credit points** by participating in small-group discussions of course material and course-related topics outside of the class meeting time (one credit per session). Details regarding topics as well as instructions for signing up will be announced in class and posted on the course Canvas site. You may also earn a **maximum of two extra credit points** by serving as a research participant. See the SONA website (cornellpsych.sona-systems.com) for details. Extra credit points are automatically added to your raw prelim totals. The last day to earn extra credit for this class is May 10th.

Academic Integrity:

Every student in this course is expected to abide by the Cornell University Code of Academic Integrity: <https://cuinfo.cornell.edu/aic.cfm>. Note also that students are not authorized to replicate, reproduce, copy, or transmit lectures or course materials presented, or “derivative” materials including class notes, for sale or general distribution to others without the written consent of the faculty or academic staff member who is the original source of such materials. These behaviors constitute academic misconduct (see above link for details and associated penalties).

SDS Accommodations: Cornell provides accommodation to students with any documented disability that may limit their ability to meet course requirements. If you are approved for accommodations, please notify the Professor as early in the semester as possible. If you are not sure, please consult SDS staff at sds_cu@cornell.edu. For more information, go to <https://sds.cornell.edu/>.

Course Grades:

The prelims plus any extra credit count for 60% of your course grade; the remaining 40% is based on the final exam. 97-100% = A+, 93-96% = A, 90-92% = A-, 87-89% = B+, 83-86% = B, 80-82% = B-, etc. Less than 60% = F. Less than 70% = U.

SCHEDULE OF TOPICS AND EXAMS

(subject to change)

[NOTE: required readings for each exam will be posted on the course Canvas site]

January 23rd: **Course Overview**

January 25th – February 15th: **Bonding in Early Life**

(ethological attachment theory, the attachment behavioral system, ontogeny of attachment, co-adaptations, co-regulation, non-human primate attachment, other social-behavioral systems, patterns of attachment, developmental sequelae, and the transition from childhood to adolescence to adulthood)

February 20th: PRELIM ONE

February 22nd & 29th and March 5th – 21st: **Bond Formation in Adulthood**

[NOTE: No class on February 27th]

factors in interpersonal attraction, including faces, bodies, propinquity, similarity, familiarity, arousal, personality, status, context, a process model of how multiple attraction factors work together, and romantic infatuation)

March 26th: PRELIM TWO

March 28th: special class event

April 9th – May 2nd: **Structure, Function, Dynamics, and Import of Human Bonding**

[NOTE: No classes on April 2nd and 4th]

(love, friendship, intimacy, commitment, monogamy, jealousy, rejection, social exclusion, infidelity, breakups, divorce, uxoricide, and the effects of interpersonal relationships on morbidity and mortality)

May 7th: Take-Aways and fun!

Final Exam: TBA

COURSE READING LIST

READINGS TO BE COVERED ON PRELIM 1

- Finkel, E. J., & Eastwick, P. W. (2015). Attachment and pair bonding. *Current Opinion in Behavioral Sciences*, 3, 7-11.
- Glocker, M. L., Langleben, D. D., Ruparel, K., Loughead, J. W., Gur, R. C., & Sasher, N. (2009). Baby schema in infant faces induces cuteness perception and motivation for caretaking in adults. *Ethology*, 115(3), 257-263.
- Hofer, M. (2006). Psychobiological roots of early attachment. *Current Directions in Psychological Science*, 15, 84-88.
- Wright, R. (1997, April 14). Why Johnny can't sleep. *Time*, 74-76.
- Suomi, S. J. (1997). Early determinants of behavior: Evidence from primate studies. *British Medical Bulletin*, 53(1), 170-184.
- Zayas, V., Mischel, W., Shoda, Y., & Aber, J. L. (2011). Roots of adult attachment: Maternal caregiving at 18 months predicts adult peer and partner attachment. *Social Psychological and Personality Science*, 2(3), 289-297.

READINGS TO BE COVERED ON PRELIM 2

- Fink, B., & Penton-Voak, I. (2002). Evolutionary psychology of facial attractiveness. *Current Directions in Psychological Science*, 11(5), 154-158.
- Hunt, L. L., Eastwick, P. W., & Finkel, E. J. (2015). Leveling the playing field: Longer acquaintance predicts reduced assortative mating on attractiveness. *Psychological Science*, 26(7), 1046-1053.
- Back, M. D., Schmukle, S. C., & Egloff, B. (2008). Becoming friends by chance. *Psychological Science*, 19(5), 439-440.
- Bosson, J. K., Johnson, A. B., Niederhoffer, K., & Swann, W. B., Jr. (2006). Interpersonal chemistry through negativity: Bonding by sharing negative attitudes about others. *Personal Relationships*, 13(2), 135-150.
- Toma, C.L (2022). Online dating and psychological wellbeing: A social compensation perspective. *Current Opinion in Psychology*, 46: 101331.
- Diamond, L. M. (2004). Emerging perspectives on distinctions between romantic love and sexual desire. *Current Directions in Psychological Science*, 13(3), 116-119.
- Fletcher, G. J., Simpson, J. A., Campbell, L., & Overall, N. C. (2015). Pair-bonding, romantic love, and evolution: The curious case of Homo sapiens. *Perspectives on Psychological Science*, 10(1), 20-36.

READINGS TO BE COVERED ON FINAL EXAM

in addition to all the above

- Reis, H. T. & Gable, S. L. (2015). Responsiveness. *Current Opinion in Psychology*, 1:67-71.
- Selcuk, E., Stanton, S.C.E., Slatcher, R.B., & Ong, A.D. (2017). Perceived partner responsiveness predicts better sleep quality through lower anxiety. *Social Psychological and Personality Science*, 8, 83-92.

Pietromonaco, P. R. & Powers, S. I. (2015). Attachment and health-related physiological stress processes. *Current Opinion in Psychology*, 1:34-39.

Mikulincer, M. & Shaver, P.R. (2020). Broaden-and-build effects of contextually boosting the sense of attachment security in adulthood. *Current Directions in Psychological Science*, 29(1) 22-26.

Feeney, B.C. & Collins, N.L. (2015). Thriving through relationships. *Current Opinion in Psychology*, 1:22-28

Holt-Lunstad, J., Robles, T.F., & Sbarra, D.A. (2017). Advancing social connection as a public health priority in the United States. *American Psychologist*, 72, 517-530.