**Intimate Relationships**

**PSY 379**

**Block 5, 2018-2019**

**Bill Dragon**

**Class Hours**: 9:00 am - 11:00 am Monday - Friday

**Lab Hours**: 1:00 pm – 3:00 pm Monday – Friday

**Office Hours**: 3:30 – 4:30 pm Monday – Friday at the fireplace in Thomas Commons,

(Call x4281 anytime) or email (wdragon@cornellcollege.edu).

**Text**: Miller, R. S. (2018). *Intimate relationships (8th Ed*). New York: McGraw-Hill Inc.

# Class Schedule Date Discussion Topic/Activity (chapter in parentheses)

**Jan.** 14 (M) Introduction to the course

15 (T) The Building Blocks of Relationships (1)

16 (W) Research Methods (2)

17 (Th) Attraction (3)

18 (F) Social Cognition (4)

**21 (M) Exam 1 (Chapters 1, 2, 3, 4 and all additional material from class)**

22 (Tu) Communication (5)

23 (W) Interdependency (6)

24 (Th)Friendship (7)

25 (F) Love (8)

**28 (M)** **Exam 2 (Chapters 5, 6, 7, 8 and all additional material from class)**

29 (Tu) Sexuality (9)

30 (W) Stress and Strains (10)

31 (Th) Conflict (11)

**Feb. 01 (F)** Power and Violence (12) **Research Paper due 5:00 PM)**

04 (M)\* The Dissolution and Loss of Relationships (13)

05 (Tu)\* Maintaining and Repairing Relationships (14)

**06 (W) Exam 3 (Chapters 9, 10, 11, 12, 13, 14 and all additional material from class)**

**Goals of the course:** After finishing a discussion on “Liking and Loving” in my social psychology class a few years ago I asked the class members if they would be interested in taking an entire course on this topic. The answer was a resounding “YES” and the rest, as they say, was history. I began to think about what I might like to do in the course. Along this journey from the initial idea to this class session today I became convinced that a college community should have a forum for its members to read and discuss the dynamics involved in intimate relationships. A side product of this conviction was the “What’s Love got to do with it?” workshop for the new student orientation program that I developed with Helen Damon-Moore. So, as you can see, I strongly believe that a college community must provide an ongoing forum on issues of intimacy. This class is only a part of our shared responsibility.

Our charge in this course is to “critically” examine the concept of intimacy. To accomplish this goal we will consider a number of theories (presented in Miller’s book or in additional articles) and the empirical data that either supports or disconfirms these theories. Class discussion will focus on this type of “verbal” critical analysis. It is not an opportunity to publicly elicit moral support and try to solve personal relationship problems. However, it is unlikely that you will be able to avoid thinking about these relationships while you are reading the material or participating in class discussion. These personal experiences can bring immediacy and a deep understanding of what can at times be a dry discussion of a theory and may, at times, be offered to the class for consideration. These idiosyncratic experiences can be of value to the class but hold a different weight than data from sound research studies. Ultimately, our critical analysis of the issues must place more weight on the shared perceptions or experiences of large numbers of people as reported in research.

A second goal of the course is to examine how our popular culture depicts intimate relationships. We will examine how a variety of relationships are represented in the media and the arts. These renderings may or may not be consistent with the bulk of scientific knowledge on relationships. It will be our job to draw those conclusions.

**Educational Priorities and Outcomes:** This course supports the Educational Priorities and Outcomes of Cornell College with emphases on **knowledge, communication, ethical behavior, inquiry, reasoning and intercultural literacy**. In this course you will apply psychological (**knowledge**) to the essays and papers your write (**communication**). In the evaluation of the original research articles you will have to think creatively (**inquiry**) and you will need to demonstrate logical thinking skills (**reasoning**). In the design and analysis of the empirical research study you will have to think creatively (**inquiry**) and you will need to demonstrate logical thinking skills (**reasoning**) while collecting, evaluating, and interpreting the data. In addition, because you will be considering the participation of people in a research setting we will consider the academic and professional standards for conducting research (**ethical behavior**). Finally, the concepts of Psychology were mostly developed using the norms and practices of western civilizations. However, whenever possible the issue of generalizing the nature of intimate relationships to more diverse cultural groups will be considered in this course **(intercultural literacy)**.

**Reading assignments and Morning Class:** Class discussion/lecture will be based upon the readings listed for each day and will extend the material, not simply go over the same material presented in the book. Classes will require a high degree of participation. Therefore, it is critical that you complete the reading before class so that you will understand the material presented in class and can contribute to the discussion.

**Afternoon Labs:** Afternoons will be spent in an examination of how the issues presented in the morning sessions are represented in our popular culture. This may include film, song, theater, visual art, prose, and poetry. I will provide the materials for discussion but I encourage you to think about how you see the issues of intimacy represented in our world. We will usually have some time for discussion of the materials following the presentation. A brief written critical analysis of the materials presented in the lab will be **due before 9:00 AM the following day**. This must be submitted to me by on the Moodle link I have created for it. If they are late for any reason they will it will receive a zero and may not be made up. The guidelines for writing the “critical analysis” are discussed below.

**Critical Analysis Guidelines**: The purpose of the afternoon class session is to analyze how intimate relationships are depicted in our popular culture. Hopefully this analysis will make some of our culturally accepted myths more obvious to us and the analysis will enable us to examine these assumptions about relationships by referring to empirical data. Sometimes we will find that they are supported, and sometimes we will not find support for the way relationships are depicted in our popular culture. Your critique should examine this relationship *between the “media” representation and the empirical research you have read*. You should note either one point of agreement **or** one point of disagreement. References should be made in your paper to the exact page numbers of the text, additional reading, or lecture information you are drawing the concept from for comparison. A single example from the movie/media should be explained and a conclusion drawn about how the example either does or does not agree with the published literature.

General typing instructions include: one to two pages, typed, Times New Roman 12 pt., double-spaced, one inch margins, and with no spelling errors. I will not accept papers that do not meet these criteria and you will receive a zero for the assignment. In addition, you should use sound grammar because errors will reduce your grade. A sample critique from a previous class will be available to aid your initial effort. You may not substitute another movie/TV show/song or other form of media for the one assigned to the class. **In total you will write approximately 10 such papers (totally approximately 10-20 pages).**

**Research Paper: Understanding Research on Personal Relationships**

This project has several goals. First, it will enable you to become intimately acquainted with a particular content area of Intimate Relationships. Second, it will give you firsthand experience at evaluating a set of empirical literature. This experience will be invaluable to you in other courses (e.g., Senior Seminar, Research Methods 1 & 2) and enable you to become critical consumers of science after graduating from Cornell College.

Ideas for topics are all around you. You can start in the Miller (2018) index, go to PsychLit, or reflect on what you want to know about intimate relationships. Once you have an idea for a topic you should post it to the Moodle news link I have created along with one complete PDF article on the topic that you think you will use. The reference should be from a high quality journal and be an empirical research study (not literature reviews or meta-analyses) published in 2015, 2016, 2017, 2018. I must be consulted about all journals and I must approve each article used before you start working on your project. I must have the topics as soon as possible but no later than the date of the first exam. (**HINT:** look ahead in the chapters after the first exam for ideas too.)

**The research projects will be run in the following manner:**

1. Although more than one person may work on a topic in the class (e.g., long distance relationships), only one person may use an individual article. Therefore, the first person to post their topic (and articles) on Moodle will be the only person able to use those articles in the class. In addition, articles must be from peer reviewed journals and be empirical research studies. Articles should extend the course content presented in the text book. All articles must be approved by me before they can be used in the paper. The articles must be published in either 2015, 2016, 2017 or 2018.
2. Your paper will have three parts:
   * 1. A summary of the topic that leads into the article you have selected from a “secondary” source. You may paraphrase Miller’s discussion and conclusions about your topic, in addition to other secondary sources published before 2016 (books chapters, literature reviews, meta-analyses, but these sources must be approved by me before you start the project and must be included in your citations and reference section.
     2. An integrative review of two “primary” sources. The presentation should not be an annotated bibliography but integrative along a theme (e.g., operational definition of a concept, method used to assess the concept).
     3. A conclusion section that revisits the summary of the secondary source (e.g., Miller) and considers the conclusions from the first section in light of the findings from the two primary research articles. This section should end with a presentation that helps the reader understand how the results of the studies contribute to our understanding of this topic in the study of Intimate Relationships.
3. Initial topics will be selected by Monday of the Second week and the three PDF documents of the articles on the topic you plan to use in the paper should be uploaded to Moodle News Section. The articles must be published in either 2015, 2016, 2017 or 2018. The articles uploaded must be the articles used in the paper and may not be changed without my approval.
4. An individual article may not be used by more than one person in the class. Therefore, the sooner you upload your references and get them approved for use in your paper, the sooner you lock-in the article for your exclusive use.
5. Individual papers **must not exceed 10 pages** (body of the paper) and must be turned in by 5:00 pm on the day they are due. Papers are late if they are time stamped at 5:01 AM. All papers must be submitted to Moodle on the link I have created. Late papers will receive a 25% point reduction for each hour they are late and will receive a grade of zero after four hours have elapsed since the time they were due (i.e., 9:01 pm). Papers must be in APA format and I will have several handouts to help you learn this style if you are not familiar with it. Papers will be graded on content, grammar, and how well they conform to APA format.
6. Any paper that is not accompanied by all three of the PDF articles will receive a zero on this assignment. Since the papers will be graded for content as well as grammar - be sure to have the *writing* *studio* give you feedback on your paper before I see it.

**Examinations:** There will be three examinations. Exams will be a combination of multiple choice (50%) and essay questions (50%). The exams will start promptly at 9:00 AM. If you are late you will not be given extra time – the exam ends at 11:00 am. There will be 50 multiple choice questions on each exam. Once the multiple choice portion is completed you will be able to start the essay portion of the exam. The questions will be provided by me when you turn in your multiple choice answers. There will be two essays on each exam. Each essay must present a well written argument and be at least two pages in length ((2 essays) x (2 pages) = 4 pages minimum per exam). The exams are designed to take approximately two hours. Be sure to use only your ID# in the on your papers rather than your name. Make-up exams will be given to class members that miss a scheduled exam for an approved reason. Make-up exams must be made up with-in two days of the scheduled exam and will be all essay and in class exams.

**Grading:** The exams will account for 60% of your course grade (First Exam 20%, Second Exam 20%, Third Exam 20%). The remaining 40% of the course grade will involve writing assignments: (research paper 30%, critical analyses 10%). **Therefore, in total, 70% of your work in this class will be written (either essay or paper).**

A 94% B 84% C 74% D 64%

A- 90% B- 80% C- 70% D- 60%

B+ 87% C+ 77% D+ 67% F 59%

**Academic honesty:**  *Cornell College expects all members of the Cornell community to act with academic integrity.  An important aspect of academic integrity is respecting the work of others.  A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known.  When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source.  If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College’s requirement for honesty in academic work and may be treated as a case of academic dishonesty.  The procedures regarding how the College deals with cases of academic dishonesty appear in The Compass, our student handbook, under the heading “Academic Policies – Honesty in Academic Work.”*

**Students with Disabilities:** *Students who need accommodations for learning disabilities must provide documentation from a professional qualified to diagnose learning disabilities.  For more information, see cornellcollege.edu/disabilities/documentation/index.shtml*

*Students requesting services may schedule a meeting with the disabilities services coordinator as early as possible to discuss their needs and develop an individualized accommodation plan.  Ideally, this meeting would take place well before the start of classes.*

*At the beginning of each course, the student must notify the instructor within the first three days of the term of any accommodations needed for the duration of the course.*

**Class Attendance:** It is obviously very important that you attend every class period. Material covered on the exams will come from the text and information presented only in class.

**Please be prompt:** Anyone that demonstrates behavior that is disrespectful of other students or the instructor, or behavior that is disruptive to the teaching enterprise, will be removed from the class and not permitted to continue to be enrolled in the class. These individuals will be immediately and permanently dropped from the class.

In addition, there are several behaviors that will absolutely not be tolerated in class:

* SMOKING (the campus is smoke free outside as well as inside the building)
* EATING (do not bring food to class, all food must be consumed outside of the classroom)
* CRAFTS (your hands should be busy taking notes)
* CELL PHONES or any other personal electronic devices must be turned **off** in your bags/back packs while you are in the classroom.
* Laptop computers may be used during class time but may **only** be used for note-taking (e.g., no email checking, web surfing, game playing, or social media of any type).