

PSY 149: Close Relationships

Summer Session A, 2020

(Original Time: Mondays, Tuesdays, Wednesdays from 2:00 to 3:25pm)

Instructor: Delancey Wu

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Office Hours: Wed. and Fri. from 2:00 to 3:25pm, by appointment

Zoom Office Hours Link: [REDACTED]

TA: [REDACTED]

Email: [REDACTED]

Office Hours: Mon. and Tues. from 1:00 to 2:00pm, by appointment

Zoom Office Hours Link: [REDACTED]

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Course Overview

The goal of this course is to introduce you to psychological research on close relationships. While we have lay knowledge on how relationships work, this course aims to show you empirical research that provides scientific support for this lay knowledge or may even go against what you think is true. By teaching theories and discussing empirical studies on how close relationships function, this course will demonstrate how relationships have a bigger impact on your life than you may realize. In addition, the studies we discuss in this course will show you not only how relationships scientists conduct their research but also how you yourself can critically assess your social interactions and get the most out of your relationships.

Please use this syllabus as a guide for this course. However, due to adjusting to teaching online, details on the syllabus may change to be more accommodative of students.

Optional Textbook: *Intimate Relationships, 8th Edition* by Rowland Miller

I will not require the textbook for the course, however, it's a great resource in case you want to read about a subject in more detail or see it explained in another way. Any other required readings will be provided on GauchoSpace (indicated in the schedule). You can find the textbook at the following sources:

- **UCSB Bookstore:** Hard copy versions of the textbook is available at the school bookstore with free shipping.
- **McGraw-Hill (Publisher):** There is also an e-rental option at the publisher's website:
 - <https://www.mheducation.com/highered/product/intimate-relationships-miller/M9781259870514.html>

Program Learning Outcomes: The Department of Psychological & Brain Sciences' Program Learning Outcomes reflect the knowledge, skills, and values that students are expected to acquire upon completion of their BA and BS degrees. In particular, this course promotes acquisition of PLOs...

#1 – Mastery of the knowledge base in the social psychology of close relationships. The lectures and textbook content aim to enhance your knowledge of the social psychology of close relationships. The activities you complete through the quarter will also serve as an opportunity for you to explore novel topics in the field which will not be covered in lecture or the textbook.

#2 – Understanding and application of basic empirical research methods including research design and interpretation. Throughout the course, we will cover several studies in depth in order to teach you about the unique research methodology employed in the study of close relationships.

#3 – Development and demonstration of critical thinking skills. A portion of class time will be dedicated to in-depth discussion of the material covered. You will have an opportunity to think critically about the research with your peers.

Finally, this course also aims for you to reflect on your own experiences and assess when it is (and is not) appropriate to apply findings from relationship science to your own life.

Course Structure and Requirements

Lectures: Lectures will be recorded asynchronously and will be posted on Fridays. I recommend watching the lecture topics before the discussion sessions on Tuesdays.

Discussion Sessions: On Tuesdays from 2:00 to 3:25pm, we will have a discussion session via Zoom to go over corresponding studies, measures, or other materials related to the topics of the week. These sessions will consist of both big group discussions as well as smaller group discussions of 4-5 students using Zoom's breakout rooms. You do not need to prepare any other material for the discussion sessions other than going over the lectures for that week. Discussion sessions (excluding the breakout room discussions) will be recorded and posted onto GauchoSpace for those who cannot attend and for your future reference.

To get full credit, you must attend and complete the assignment for **5 out of the 6** discussion sessions. You can get half credit if you at least complete the activity from that week, even if you cannot attend the live session. If you attend all 6, we will drop your lowest session. If you are not able to make it to 5 of the discussion sessions, please let the instructor know.

Zoom Etiquette: You are free to show your video, unmute yourself, or write questions in the chat box to contribute to discussions as much as you are comfortable with, but please be aware that I will record Zoom discussions. Regardless, please be respectful and considerate of each other and of the different situations others are in.

Office Hours: Office hours with the instructor are available on Wednesdays (when there is not a quiz) and Fridays from 2:00 to 3:25pm, and office hours with the TA are available on Mondays and Tuesdays from 1:00 to 2:00 pm. Both are also available by appointment. If you do not email us to let us know you will be at office hours, you must arrive within the first 30 minutes of the office hours. There will also be a public GauchoSpace forum open if you prefer it over email and for questions that would benefit multiple people.

Relationships in the Media Assignments: There will be two homework assignments that are designed to have you engage with the material in non-academic contexts and relate it to your life experiences. They will consist of two parts: 1) reading or listening to some non-academic media about the science of close relationships (such as a podcast or a news article), and 2) a written response. You will submit these assignments on GauchoSpace on Friday for Weeks 3 and 5. **Late assignments will not be accepted.**

Quizzes: There will be a quiz on Wednesday once every 2 weeks (07/01, 07/15, and 07/29), which will be taken online on GauchoSpace and cover material from the lectures and the discussion session materials. To complete the exams on time, it is best to study for the quizzes like it is in-class and closed-book. You may start the quiz at any time in a 24-hour period (the entirety of Wednesday from 12:00am to 11:59pm) to complete the quiz, but once you start, **you will be given a 30-minute time limit** to complete it. **Review sessions will be provided** on the Tuesday before each quiz.

Make-Up or Rescheduled Quizzes Policy: Quizzes will be given only during the time scheduled on the syllabus. A missed quiz will earn a grade of zero. Make-up quizzes will be given to those who contact the instructor with evidence of an illness or emergency 24 hours (or more) in advance of the

midterm that will be missed. Make-up quizzes will be scheduled within two weeks of the regularly scheduled quiz time and may be in a different format.

Grading

Grading Breakdown:

| Course Requirement | % of Course Grade |
|--|-------------------|
| Discussion Sessions | 30% |
| Relationships in the Media Assignments | 20% |
| Quizzes | 50% |

PBS Grading Policy: All grades are final. Every effort will be made to ensure that your grade is correct. A grade will be changed only if the work was misgraded or your total points were miscalculated. I will not lower grades to allow re-takes of courses.

Grading Scale: Below is the grading scale used in this course. The instructor reserves the right to change the final grading scale based on the distribution of class scores at the end of the summer session (although keep in mind this is unlikely). Grades will be rounded up based on the .50 criteria for two decimal places. For example, if you earned an 89.50, this would round up to a 90.00 and you will earn an A-, but if you earn an 89.45, you will earn a B+ instead.

| Letter | Grade | Letter | Grade |
|--------|-------|--------|-------|
| A+ | 97+ | C | 73–76 |
| A | 93–96 | C- | 70–72 |
| A- | 90–92 | D+ | 67–69 |
| B+ | 87–89 | D | 63–66 |
| B | 83–86 | D- | 60–62 |
| B- | 80–82 | F | 0–59 |
| C+ | 77–79 | | |

Pass/No Pass Grades: Instructors are required to submit letter grades for all students. If you registered P/NP for the course, the College will change your letter grade to the appropriate Pass (C or above) or No Pass (C- or below). If you have issues regarding this, please contact your advisor.

Honors Contracts: Due to the brief nature of a 6-week summer session course, this class will not offer an honors contract option.

Course Schedule

| Week | Date | Topics | Readings (and Optional Miller Chapters) | Assignment Due (By PDT 5pm) |
|------|---------------|---|---|--|
| 1 | 06/22 (Mon.) | Intro to Relationships Science, Contexts, Methods | (Miller Ch. 1, Ch. 2) | |
| | 06/23 (Tues.) | Discussion Session | | |
| 2 | 06/29 (Mon.) | Attraction, Attachment | Required GS reading: Hazan & Shaver (1994) (Miller Ch. 3, Ch. 1 (p. 14-20)) | |
| | 06/30 (Tues.) | Discussion Session Review Session | | |
| | 07/01 (Wed.) | QUIZ 1 | | |
| 3 | 07/06 (Mon.) | Relationship Development, Social Cognition | (Miller Ch. 4, Ch. 5 (p. 151-end), Ch. 7 (p. 207-210, 213-end)) | |
| | 07/07 (Tues.) | Discussion Session | | |
| | 07/10 (Fri.) | | | Relationships in the Media Assignment #1 |
| 4 | 07/13 (Mon.) | Love, Interdependence | (Miller Ch. 8, Ch. 6) | |
| | 07/14 (Tues.) | Discussion Session Review Session | | |
| | 07/15 (Wed.) | QUIZ 2 | | |
| 5 | 07/20 (Mon.) | Social Support, Culture | Required GS reading: Campos & Kim (2017) (Miller Ch. 7 (p. 210-213), Ch. 1 (p. 7-14)) | |
| | 07/21 (Tues.) | Discussion Session | | |
| | 07/24 (Fri.) | | | Relationships in the Media Assignment #2 |
| 6 | 07/27 (Mon.) | Conflict, Relationship Maintenance and Repair | (Miller Ch. 11, Ch. 14) | |
| | 07/28 (Tues.) | Discussion Session Review Session | | |
| | 07/29 (Wed.) | QUIZ 3 | | |

Departmental and University Policies

Academic Misconduct Policy: Psychological & Brain Sciences Instructors who have reasonable evidence of academic misconduct both report misconduct to the UCSB Office of Judicial Affairs and forward such reports to the OJA Conduct Committee. This allows the OJA to conduct an evidentiary hearing that may clear the student or may compellingly establish misconduct. If academic misconduct is established, the OJA, not the Instructor, decides the consequences other than the course grade, which is conferred by the Instructor.

Any work (written or otherwise) submitted to fulfill an academic requirement must represent a student's original work. Any work (written or otherwise) submitted to fulfill one academic requirement may not be submitted to fulfill another requirement, even if the course is being repeated. Any act of academic dishonesty, such as cheating or plagiarism, will subject a person to Department and University disciplinary action. Cheating includes, but is not limited to, looking at another student's examination, referring to unauthorized notes or other sources of information during an exam, providing or receiving test or exam or paper answers, multiple submission of the same work for different requirements, and having another person take an exam or write a paper for you. Representing the words, ideas, or concepts of another person without appropriate attribution is plagiarism. Whenever another person's written work is used, whether it is a single phrase or longer, quotation marks must be used, and sources cited. Paraphrasing another's work, i.e., borrowing the ideas or concepts and putting them into one's "own" words, must also be acknowledged. http://www.sa.ucsb.edu/regulations/student_conduct.aspx

Reproduction of Course Materials. All course materials (class lectures and discussions, handouts, examinations, Web materials) and the intellectual content of the course itself are protected by United States Federal Copyright Law, and the California Civil Code. UC Policy 102.23 expressly prohibits students (and all other persons) from recording lectures or discussions and from distributing or selling lectures notes and all other course materials without the prior written permission of the Instructor (see <http://policy.ucop.edu/doc/2710530/PACAOs-100>). Students are permitted to make notes solely for their own private educational use. Exceptions to accommodate students with disabilities may be granted with appropriate documentation. To be clear, in this class students are forbidden from completing study guides and selling them to any person or organization. This text has been approved by UC General Counsel.

Student Well-Being Resources

Wellness Statement: Personal concerns such as stress, anxiety, relationships, depression, cultural differences, can interfere with a student's ability to succeed and thrive. For helpful resources, please visit **Counseling & Psychological Services** at <http://caps.sa.ucsb.edu/> or at 805-893-4411 (24/7) or **Campus Advocacy Resource and Education (CARE)** at <http://wgse.sa.ucsb.edu/care/home>

If you are concerned about a friend, referrals to Student Mental Health Coordination Services can be submitted 24/7 by using the Gaucho Support & Outreach Referral Form at www.sa.ucsb.edu/REFERaGAUCHO

Academic Support: You may wish to seek expert help on notetaking and test-taking techniques, or to cope with test anxiety. Campus Learning Assistant Services (CLAS) offers individual and group study skills and course-specific workshops. If you are interested, please contact CLAS at 893-4248 or visit <http://www.clas.ucsb.edu/>.

Disabled Student Support: The Disabled Student Program (DSP), <http://dsp.sa.ucsb.edu/>, is available for all students who experience permanent or temporary medical issues while enrolled at UCSB. DSP is available to help students find reasonable accommodations when their condition may impact their success in a course. Students *must* enroll in DSP to receive any accommodations for coursework or exams. Registration can be completed online and should be done as soon as the student is aware there is a medical issue.

Gender/Sex Discrimination Policy and Student Support: Under Title IX, university students are protected from harassment and discrimination based on gender and sex. If you, or another student, feels uncomfortable or in need of support at any time related to their gender, sex, and/or sexual orientation, please contact UCSB's Resource Center for Sexual and Gender Diversity <http://wgse.sa.ucsb.edu/RCSGD/home>

Additional Resources

Trigger Warning: This course may contain material that, by its nature, may be shocking and offensive to some class members. If presented, none of this material will be presented gratuitously. Please review the course syllabus and course materials or ask the instructor for more details, and if you find them objectionable, or do not wish to assume some risk of shock or offense, then please drop the course.

- Educational Opportunity Program (EOP) <http://eop.sa.ucsb.edu>
- Health and Wellness: <http://wellness.sa.ucsb.edu>
- MultiCultural Center: <http://mcc.sa.ucsb.edu/>
- Non-Traditional Student Resource Center: <http://wgse.sa.ucsb.edu/nontrad/>
- Office of International Students and Scholars: <http://oiss.sa.ucsb.edu/>
- Office of the Ombuds: <https://ombuds.ucsb.edu/>
- Office of Student Life (OSL): <http://osl.sa.ucsb.edu/>
- Opening New Doors to Accelerating Success (ONDAS) Center: <http://www.ondas.ucsb.edu/home>
- Transfer Student Center (TSC): <http://transfercenter.ucsb.edu>
- UCSB Alcohol and Drug Program: <https://alcohol.sa.ucsb.edu/>
- UCSB Social Work Services: <http://studenthealth.sa.ucsb.edu/behavioral-health/social-work>
- UCSB Student Health Services: <http://studenthealth.sa.ucsb.edu/>
- Undergraduate Mentorship Program: <http://duels.ucsb.edu/academics/academic-success/mentor>
- Undocumented Student Services: <http://www.sa.ucsb.edu/dreamscholars/home>
- Veterans' Resource Center: <http://www.sa.ucsb.edu/veterans/home>