

PSY 410 (001) – Close Relationships
Spring 2017
Monday, Wednesday 2:15 – 3:35 Watson Theater

Instructor: Laura VanderDrift, Ph.D.

Office: 410 Huntington Hall

Phone: (315) 443-1842

Office Hours: by appointment

Email: lvanderd@syr.edu

Webpage: Blackboard

Required Text: Ogolsky, B. G., Lloyd, S. A., & Cate, R. M. (2013). *The Developmental Course of Romantic Relationships*. New York: Routledge. ISBN: 9781848729308

Course Objectives

This course has been designed to acquaint participants with theory and research relevant to understanding critical elements of close relationships (initiation, commitment, maintenance, and dissolution), including coverage of evolutionary, attachment, interdependence, and social cognition approaches. Through active involvement with readings, discussions, and written assignments, participants will critically examine this rapidly growing area of research, develop an appreciation for how it fits within the broader theories of psychology, and expand their familiarity with psychological theory and research broadly.

By the end of this course, students should:

- Be aware of the major topics studied by relationship scientists
- Be aware of the major schools of thought used to study close relationships
- Better understand the techniques relationship scientists use to draw scientific inferences
- Be aware of the major research findings in relationship science
- Be able to improve your own life through the application of psychological principles
- Be a better consumer of psychological information

Communicating with the Instructor

The best way to communicate with me is via email (lvanderd@syr.edu). ***Please include 'PSY 410' in the subject line of all email to me.*** I am also available after class to answer questions.

Class Notes

Notes will be posted on Blackboard at least 12 hours before class. It is your responsibility to print them out ahead of time if you so desire. Please note that the posted lecture notes are merely rough outlines and should not be used as a substitute for class attendance, attentive note taking, and reading the assigned pages in the text. Moreover, the slides presented in class will contain more information than the notes.

Grading

Exams (70%). Two exams will be administered during this course, each worth 35% of your final grade. The exams will be comprised of a combination of multiple-choice, short answer, and matching. Each will also contain one essay question that you will be given in advance to prepare for. Absences from exam days must be documented in accordance with official university policies. If you fail to provide a documented reason for missing an exam, you will receive a score of 0 for that exam. At my discretion, I may allow make-ups for exams in the event of documented personal emergencies or documented significant medical illnesses/injuries. Make-ups, if permitted, may differ from the original exam in terms of the number of questions asked and/or question format. It is your responsibility to contact me if you missed an exam.

Assignments (20%). There will be ten assignments due throughout the semester (each worth 2% of your final grade). Six of the assignments will be completed in class, as specified on the schedule of events below. Because of the nature of these assignments, they cannot be made up outside of the dedicated class time. Thus, if you are absent those days, you will receive a 0 for the assignment, regardless of the circumstances. Four of the assignments will be completed on Blackboard. To complete these assignments, you will log into Blackboard sometime in the window specified in class (typically the 48 hours before class time on the due date). All of the instructions for the assignments will be provided on Blackboard. At my discretion, I may allow late assignments to be completed in the event of *documented* personal emergencies or *documented* significant medical illnesses/injuries. If permitted, late assignments will incur a 10% deduction *per day* that the assignment is late.

Participation (10%). Because your learning from this course will rely so heavily on discussion, I will award participation points for attending and actively participating in class. I do not plan to give formal feedback regarding these points, but you may see me at any time to see how you are doing.

Grades will be assigned as follows:

A = 93% and above	C+ = 77-79.9%
A- = 90 – 92.9%	C = 73-76.9%
B+ = 87-89.9%	C- = 70-72.9%
B = 83-86.9%	D = 60-69.9%
B- =80-82.9%	F = 59.9% and below

Academic Dishonesty

Syracuse University's academic integrity policy reflects the high value that we, as a university community, place on honesty in academic work. The policy defines our expectations for academic honesty and holds students accountable for the integrity of all work they submit. Students should understand that it is their responsibility to learn about course-specific expectations, as well as about university-wide academic integrity expectations. The university policy governs appropriate citation and use of sources, the integrity of work submitted in exams and assignments, and the veracity of signatures on attendance sheets and other verification of participation in class activities. The policy also prohibits students from submitting the same written work in more than one class without receiving written authorization in advance from both instructors. The presumptive penalty for a first instance of academic dishonesty by an undergraduate student is course failure, accompanied by a transcript notation indicating that the failure resulted from a violation of academic integrity policy. The presumptive penalty for a first instance of academic dishonesty by a graduate student is suspension or expulsion. SU students are required to read an online summary of the university's academic integrity expectations and provide an electronic signature agreeing to abide by them twice a year during pre-term check-in on MySlice. For more information and the complete policy, see <http://academicintegrity.syr.edu/>.

Religious Observations

SU religious observances notification and policy, found at <http://hendricks.syr.edu/spiritual-life/index.html>, recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes and by the submission deadline for flexibly formatted classes. For fall and spring semesters, an online notification process is available for students in **My Slice / StudentServices / Enrollment / MyReligiousObservances / Add a Notification**.

Accommodations for Students with Special Needs

If you believe that you need accommodations for a disability, please contact the Office of Disability Services (ODS), <http://disabilityservices.syr.edu>, located in Room 309 of 804 University Avenue, or call (315) 443-4498, TDD: (315) 443-1371 for an appointment to discuss your needs and the process for requesting accommodations. ODS is responsible for coordinating disability-related accommodations and will issue students with documented Disabilities Accommodation Authorization Letters, as appropriate. Since accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible.

Syracuse University values diversity and inclusion, as do I; we are committed to a climate of mutual respect and full participation. My goal is to create learning environments that are useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or accurate assessment or achievement, I invite any student to meet with me to discuss additional strategies beyond accommodations that may be helpful to your success.

Tentative Schedule of Events

Date	Topic	In-Class Activity	Reading/Assignment
1/18	Introduction to the Topic and Course		
1/23	Methods in Close Relationships		
1/25	Attraction		Assignment #1 Due (submit on Blackboard by 2pm)
1/30			Buss, 1989
2/01			Tidwell et al., 2013
2/06		Reaction Paper #1	Chapters 4-5
2/08	Attachment		Chapter 3
2/13		Reaction Paper #2	Fraley, 2002
2/15			Arriaga et al., 2014
2/20			Assignment #2 Due (submit on Blackboard by 2pm)
2/22	Maintenance		Davis & Rusbult, 2001
2/27			Weiselquist et al., 1999
3/01		Reaction Paper #3	Chapter 6
3/06	Social Cognitive Approaches		Aron et al., 2000
3/08	Exam 1		
3/13	No Class – Spring Break		
3/15	No Class – Spring Break		
3/20	Sex & Casual Sex		Maxwell et al., 2016
3/22			Muise et al., 2016
3/27			Wirth et al., 2010
3/29	Jealousy, Betrayal, Deception, & Lies		Hannon et al., 2010
4/03			Kumashiro et al., 2008
4/05		Reaction Paper #4	Chapter 7
4/10	Breakup		Assignment #3 Due (submit on Blackboard by 2pm)
4/12			Chapter 2
4/17	Repairing Relationships	Reaction Paper #5	Algoe et al., 2016
4/19	Love		Welker et al., 2014
4/24			Assignment #4 Due (submit on Blackboard by 2pm)
4/26	Closeness	Reaction Paper #6	Chapter 8
5/1	Exam 2		