

PSYD11: Psychology of Interpersonal Relationships Winter 2013

Course

PSYD11H3: The Psychology of Interpersonal Relationships

Class Time and Location: Mondays 1pm-3pm, HW402

Website: <https://portal.utoronto.ca/webapps/portal/frameset.jsp>

Instructor

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Office: Science Wing, SW531

Office Hours: Mondays Noon-1pm or by appointment

Course Description, Goals, and Objectives

The course provides an introduction to theory and research in close relationships. It covers topics including (1) theoretical perspectives on close relationships, (2) perceptions of and interactions within close relationships, (3) development and maintenance of relationships, and (4) relationship conflict and dissolution. The course is structured as an undergraduate seminar, geared around class discussion.

The ***general goals and objectives*** of the course are to help students:

1. Learn and gain mastery over major research findings, terminology, principles, and theories important in various areas of close relationships.
2. Gain a basic understanding of
 - Theoretical Perspectives – ideas and frameworks that have guided close relationships research: evolutionary, ethological, and interdependence perspectives.
 - Perceptions of and Interactions within Close Relationships – relationship schemas, goals, and interaction patterns.
 - Relationship Development and Maintenance – love, commitment, trust, intimacy, maintenance mechanisms, social support, culture, and influence of technology
 - Relationship Conflict and Dissolution – unrequited love, loneliness, jealousy, envy, conflict, violence, and dissolution.
3. Practice and develop critical thinking skills, written and oral communications skills.
4. Analyze current issues and controversies in the field of close relationships.
5. Find ways to apply psychological findings to everyday life.

Course objectives may be obtained through reading and studying the course packet, through satisfactory completion of assignments, and by attention to and active participation in class lectures, discussions, and activities.

Required Readings

“PSYD11 – Interpersonal Relationships” course packet of readings at the UTSC bookstore.

Supplemental articles can be found in electronic form at the UTOR library

(<http://www.library.utoronto.ca/home>).

Reaction Papers

A one-page reaction paper will be submitted each week about the readings for that week. The reaction paper is just as it sounds – a “reaction” to the readings. The assignment is designed to ensure that students think critically about the readings and deliberately express their thoughts and opinions about the topic. The paper should highlight components of the reading that

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students find interesting, insightful, controversial, and/or confusing. This paper can be open and casual “free-thought”. Bullet points will not be accepted. Instead, it should be formatted with complete thoughts, sentences, and paragraphs.

Each reaction paper is worth 15 points (105 points in all). Each paper is due by 12pm on the Sunday before class. The reaction papers should be submitted via Blackboard Discussion Board. Five points will be deducted from the student’s score for late submissions (between noon and midnight on Sunday). Reaction papers submitted after Sunday will not be accepted.

Class Participation

As a special topics seminar, this class is structured primarily around class discussion. Thus, it is imperative that students actively participate in discussions, activities, and exercises. This will greatly enhance the classroom experience. It will make learning more interactive, more fun, more personally relevant, and more enduring. Class participation will be monitored as a whole throughout the course, worth 30 points.

Guided Discussion

Throughout the semester, each student will pair up with another student to guide class discussion around one research article. These articles are not included in the course packet. Instead the articles are supplementary to the course packet. Only the pair of students who are assigned to present the research article will be responsible for reading it. They will then briefly summarize the theory and findings and guide class discussion around the principles from the article in a 20-minute class discussion. Detailed instructions will be provided in class. The article presentation and guided discussion is worth 50 points.

Written Proposal

The final paper will involve researching a topic of the students’ own interest in relationships, writing a detailed description of a specific model, theory, hypothesis, or phenomenon, reviewing the literature, and writing a research proposal to further examine that model, theory, hypothesis, or phenomenon. Detailed instructions for the final paper will be provided in class. The outline & annotated bibliography is worth 15 points. The final paper is worth 100 points. Late papers will be accepted up to one week late however 10 points will be deducted from the score for every day that it is late.

Final Presentation

The final presentation will involve presenting the research proposal detailed in the final paper. This presentation should include (a) an overview of the model, theory, hypothesis, or phenomenon that the research proposal is designed to examine, (b) details of the sample, method, and expected results of the proposal, and (c) a conclusion about how the proposal is important and innovative. Visual aids are recommended (e.g., powerpoint presentation, overhead slides, handouts). The presentation should last approximately 15 minutes with a few minutes for questions. The final presentation is worth 50 points.

Disabilities

Academic accommodations are available for students with disabilities who are registered with AccessAbility Services. Students who register and utilize the AccessAbility services will not be identified on their transcript as receiving accommodations. Information disclosed to the service is confidential and is disclosed only with the student’s permission. Students in need of disability accommodations should schedule an appointment with me early in the semester to discuss appropriate accommodations for the course. Talking with me well in advance is always better. There is little to nothing that I can do for you *after* an assignment is due.

Academic Integrity

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own can result in disciplinary action. The University of Toronto’s *Code of Behaviour on Academic Matters* outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

”*Scholastic Dishonesty*: Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.”

Grading System

Class Engagement:	Reaction Papers (15 pts/each)	105 pts
	Class Participation	30
Presentations:	Guided Discussion	50
	Final Presentation	50
Research Proposal:	Outline and Annotated Bibliography	15
	Final Proposal	100
Total points		350 pts

Course Calendar

Date	Deadlines	Topic
Jan 7		Introduction to Relationships Research
Jan 14	Autobiography Due	Evolutionary Perspective
Jan 21		Ethological Perspective
Jan 28		Interdependence Perspective
Feb 4		Schemas, Goals, and Interaction Patterns
Feb 11		Love, Commitment, Trust, and Intimacy
Feb 18	Family Day, No Class	
Feb 25		New Frontiers in Relationships Research
Mar 4		Conflict and Dissolution
Mar 11	Outline and Bibliography Due	Individual Meetings (my office SW531)
Mar 18	Away at Conference, No Class	
Mar 25		Student Presentations
Apr 1	Final Paper Due (Sun, April 7th)	Student Presentations

Course Readings

January 7 – Introduction to Relationships Research

Berscheid, E. (2001). The greening of relationship science. In H. T. Reis & C. E. Rusbult (Eds.), *Close relationships: Key readings in social psychology* (pp. 25-34). New York, NY: Psychology Press.

January 14 – Evolutionary Perspective

Kenrick, D. T., & Trost, M. R. (1997). Evolutionary approaches to relationships. In S. Duck (Eds.), *Handbook of personal relationships* (2nd ed, pp. 151- 177). Hoboken, NJ: John Wiley & Sons.

Article Presentation

Gangestad, S. W., Simpson, J. A., Cousins, A. J., Carver-Apgar, C. E., & Christensen, N. P. (2004). Women's preferences for male behavioral displays change across the menstrual cycle. *Psychological Science*, 15, 203-207.

January 21 – Ethological Perspective

Weinfield, N. S., Sroufe, L. A., Egeland, B., & Carlson, E. A. (2008). Individual differences in infant-caregiver attachment: Conceptual and empirical aspects of security. In J. Cassidy & P. R. Shaver (Eds.), *Handbook of attachment: Theory, research, and clinical applications 2nd edition* (pp. 78-101). New York, NY: Guilford Press.

Mikulincer, M., & Shaver, P. R. (2007). A model of attachment-system functioning and dynamics in adulthood. *Attachment in adulthood: Structure, dynamics, and change* (pp. 29-50). New York, NY: Guilford Press.

Article Presentations

Simpson, J. A., Collins, W. A., Tran, S., & Haydon, K. C. (2007). Attachment and the experience and expression of emotions in adult romantic relationships: A developmental perspective. *Journal of Personality and Social Psychology*, 92, 355-367.

January 28 – Interdependence Perspective

Kelley, H. H. (1997). Expanding the analysis of social orientations by reference to the sequential-temporal structure of situations. *European Journal of Social Psychology*, 27, 373-404.

Rusbult, C. E., Arriaga, X. B., & Agnew, C. R. (2003). Interdependence in close relationships. In G. J. O. Fletcher & M. S. Clark (Eds.), *Blackwell handbook of social psychology: Interpersonal processes* (359-387). Boston, MA: Blackwell Publishing.

Article Presentations

Murray, S., Aloni, M., Holmes, J., Derrick, J., Stinson, D., & Leder, S. (2009). Fostering partner dependence as trust insurance: The implicit contingencies of the exchange script in close relationships. *Journal of Personality and Social Psychology*, 96, 324-348.

February 4 – Schemas, Goals, and Interaction Patterns

Brehm, S. S., Miller, R. S., Perlman, D., & Campbell, S. M. (2002a). Social cognition. In S.S. Brehm, R. S. Miller, D. Perlman, & S. M Campbell (Eds.), *Intimate relationships* (pp. 95-124). Boston, MA: McGraw Companies Inc.

Simpson, J. A., Fletcher, G. J. O., & Campbell, L. (2003). The structure and function of ideal standards in close relationships. In G. J. O. Fletcher & M. S. Clark (Eds.), *Blackwell handbook of social psychology: Interpersonal processes* (pp. 86-106). Boston, MA: Blackwell Publishing.

Shah, J. (2006). When your wish is my desire: A triangular model of self-regulatory relationships. In K. Vohs & E. Finkel (Eds.), *Self and relationships: Connecting intrapersonal and interpersonal processes* (pp. 387-406). New York, NY: Guilford Press.

Article Presentations

Drigotas, S., Rusbult, C., Wieselquist, J. & Whitton, S. (1999). Close partner as sculptor of the ideal self: Behavioral affirmation and the Michaelangelo phenomenon. *Journal of Personality and Social Psychology*, 77, 293-323.

Downey, G., Frietas, A. L., Michaelis, B., & Khouri, H. (1998). The self-fulfilling prophecy in close relationships: Rejection sensitivity and rejection by romantic partners. *Journal of Personality and Social Psychology*, 72, 545-560.

February 11 – Love, Commitment, Trust, and Intimacy

Harvey, J. H., & Weber, A. L. (2002). Love and commitment. In J. H. Harvey & A. L. Weber (Eds.), *Odyssey of the heart* (pp. 77-94). Mahwah, NJ: Lawrence Erlbaum Assoc.

Holmes, J. G., & Rempel, J. K. (1989). Trust in close relationships. In C. Hendrick (Ed.), *Close relationships* (pp. 187-220). Newbury Park, CA: Sage.

Laurenceau, J. P., & Kleinman, B. M. (2006). Intimacy in personal relationships. In A. L. Vangelisti & D. Perlman (Eds.), *The Cambridge handbook of personal relationships* (pp. 637-653). New York, NY: Cambridge University Press.

Article Presentations

Campbell, W. K., Foster, C. & Finkel, E. (2002). Does self-love lead to love for others? A story of narcissistic game playing. *Journal of Personality and Social Psychology*, 83, 340-354.

Aron, A., Norman, C. C., Aron, E. A., McKenna, C., & Heyman, R. E. (2000). Couples' shared participation in novel and arousing activities and experienced relationship quality. *Journal of Personality and Social Psychology*, 78, 273-284.

Gable, S. L., Reis, H. T., Impett, E. A., & Asher, E. R. (2004). What do you do when things go right?: The intrapersonal and interpersonal benefits of sharing positive events. *Journal of Personality and Social Psychology*, 87, 228-245.

February 18 – No Class (Family Day/Reading Week)

February 25 – New Frontiers in Relationships Research

Goodwin, R., & Pillay, U. (2006). Relationships, culture, and social change. In A. L. Vangelisti & D. Perlman's (Eds.), *The Cambridge handbook of personal relationships* (pp. 695-708). New York, NY: Cambridge University Press.

Diamond, L. (2006). The intimate same-sex relationships of sexual minorities. In A. L. Vangelisti & D. Perlman's (Eds.), *The Cambridge handbook of personal relationships* (pp. 293-312). New York, NY: Cambridge University Press.

Boase, J., & Wellman, B. (2006). Personal relationships: On and off the Internet. In A. L. Vangelisti & D. Perlman's (Eds.), *The Cambridge handbook of personal relationships* (pp. 709-723). New York, NY: Cambridge University Press.

Article Presentations

Zhang, S., & Kline, S. L. (2009). Can I make my own decision? A cross-cultural study of perceived social network influence in mate selection. *Journal of Cross-Cultural Psychology, 40*, 3-23.

Manago, A., Taylor, T., & Greenfield, P. (2012). Me and my 400 friends: The anatomy of college students' Facebook networks, their communication patterns, and well-being. *Developmental Psychology, 48*, 369-380.

March 4 – Conflict and Dissolution

Kline, G. H., Pleasant, N. D., Whitton, S. W., & Markman, H. J. (2006). Understanding couple conflict. In A. L. Vangelisti & D. Perlman (Eds.), *The Cambridge handbook of personal relationships* (pp. 445-462). New York, NY: Cambridge Univ Press.

Christensen, A., & Pasch, L. (1993). The sequence of marital conflict: An analysis of seven phases of marital conflict in distressed and nondistressed couples. *Clinical Psychology Review, 13*, 3-14.

Karney, B. R., & Bradbury, T. N. (1995). The longitudinal course of marital quality and stability. *Psychological Bulletin, 118*, 3-34.

Article Presentations

Amato, P. R., & Booth, A. (2001). The legacy of parents' marital discord: Consequences for children's marital quality. *Journal of Personality and Social Psychology, 81*, 627-638.

Sullivan, K. T., Pasch, L. A., Johnson, M. D., & Bradbury, T. N. (2010). Social support, problem-solving, and the longitudinal course of newlywed marriage. *Journal of Personality and Social Psychology, 98*, 631-644.