

Psychology 455 (Section 1) – Close Relationships Seminar

Fall 2013

9:00 - 10:50am Wednesdays

PAS 3026

Instructor: Dr. Joanne Wood

Office: PAS 3051

Office Hours: Mondays at 2 pm or by appointment. Please contact me if this time does not suit you; I'm sure we can find a time to meet.

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Course Aims

This course offers an overview of theory and research on close relationships, with a focus on the interpersonal dynamics of adult romantic relationships. Students completing this course will:

- 1) develop an understanding of theories and concepts associated with adult romantic relationships
- 2) become familiar with current scientific literature on close relationships
- 3) be able to critically evaluate research conducted on close relationships

Required Text

Bradbury, T. N. & Karney, B. R. (2010). Intimate Relationships. New York: W. W. Norton.

Course Components

Readings. Before each week's class, read all required readings and be prepared to discuss them in class.

Thought papers: Four: three over the course of the term and one due the first week of the final exam period. Each week, about 6 - 7 students will write a thought paper. These will be read by me and perhaps by other classmates (see below). Due on Mondays at 3pm on the LEARN page dropbox.

When it is your turn, write a paper (1 – 2 pages, double spaced) after reading that week's readings. Do not summarize the readings. Rather, pose a question, critique the readings, outline a study to address an important problem, offer a resolution to a controversy, etc. Ideally, your paper will integrate points from more than one of the readings with your own ideas.

Short commentaries (about 100 words): Eight over the course of the term. Due on Tuesdays at noon on the LEARN page dropbox, every week except when you write a thought paper. You may write about anything you wish related to the readings. Unless you prefer to write about something else, you could answer this question: What is your favourite idea from this week's readings?

Read classmates' thought papers. I will select 1 – 3 students' thought papers and post them on LEARN by Tuesday at noon. Read these before Wednesday's class and be prepared to discuss them.

Discussions questions that we will use in class will be available by Tuesday at noon. Please read these before Wednesday's class and come to class ready to share your thoughts.

Class participation. During class sessions, I will sometimes present a short lecture, but mainly our time will be spent discussing the readings and the discussion questions. Discussions will take place in small groups and with the whole class. Because the success of this course depends greatly on class participation, class participation will enter into your course grade. Your class participation mark will be based on the quantity and quality of your contributions.

Given the importance of class participation, class attendance for each *entire* class session is mandatory. For every 10 minutes absent, you will be docked 2% off your class participation mark. Unexcused absences for entire class sessions will result in 20% off your class participation mark. For excused and unexcused absences, you are responsible for finding out what material was covered in class and any announcements.

Please do not have laptops or cell phones visible in class. Cell phones should be turned off. You will learn more that way and our discussions will be more interesting.

Other small tasks. Sometimes I will ask you to complete an additional small task before class, such as completing a personality scale or reading a recently-published article from the popular press. These should require no more than 15 minutes each week.

Weighting for Course Grades

Class participation (in small groups and in whole class)	10%
Short commentaries	16%
First two thought papers	34%
Second two thought papers	40%

Late assignments will be docked 5% each day.

Please let the instructor know at the beginning of the term if you wish to be excused for any religious observances during the term.

Message from Heather Smith

It is your responsibility to check e-mail regularly for important and time sensitive messages. You should use your UW account for all e-mail correspondence to UW personnel for reasons such as identification, reliability, and security. Note that higher priority may be given to e-mail received from UW accounts versus other accounts such as hotmail, yahoo, etc. See "Official Student Email Address" for further details:

<http://www.adm.uwaterloo.ca/infocist/emailuse.html>

The home page for the psychology department: <http://www.psychology.uwaterloo.ca/>

Messages from the Department of Psychology and the Faculty of Arts

The Official Version of the Course Outline

If there is a discrepancy between the hard copy outline (*i.e., if students were provided with a hard copy at the first class*) and the outline posted on Learn, the outline on LEARN will be deemed the official version. Outlines on LEARN may change as instructors develop a course, but they become final as of the first class meeting for the term.

Accommodation for Students with Disabilities:

Note for students with disabilities: The AccessAbility Services office, located in Needles Hall Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

Concerns About the Course or Instructor (Informal Stage)

We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Affairs (Dr. Myra Fernandes) is available for consultation and to mediate a resolution between the student and instructor. Dr. Fernandes's contact information is as follows:

Phone: (519) 885-1211 x32142

Email: mafernan@uwaterloo.ca

Academic Integrity, Academic Offenses, Grievance, and Appeals

To protect course integrity, as well as to provide appropriate guidance to students, course outlines in the Faculty of Arts must include the following note on avoidance of academic offenses:

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and

responsibility. [Check <http://www.uwaterloo.ca/academicintegrity/> for more informaton.]

Discipline: A student is expected to know what constitutes academic integrity [check <http://www.uwaterloo.ca/academicintegrity/>], to avoid committing academic offenses, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about 'rules' for group work/collaboration should seek guidance from the course instructor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 - Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, <http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, <http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>

Academic Integrity website (Arts):

http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Academic Integrity Office (UW): <http://uwaterloo.ca/academicintegrity/>

Plagiarism

Plagiarism is the use of someone else's words or ideas as if they are one's own. It includes the use of quotations without proper referencing. All students must complete their assignments and papers on their own. Copying someone else's assignment (or portion thereof), or allowing someone to copy your assignment, are prohibited. Cheating on examinations or assignments and plagiarism will result in a grade of zero for the course and will be reported to the Chair of the Department of Psychology and to the Dean of the Faculty of Arts. Additional disciplinary action could include probation, suspension, or expulsion.

How to Avoid Plagiarism and Other Written Offences: A Guide for Students and Instructors (<http://watarts.uwaterloo.ca/~sager/plagiarism.html>).

<u>Date</u>	<u>Week</u>	<u>Topic</u>	<u>Text rdgs</u>	<u>Other required readings</u>	<u>Thought papers by...</u>
Sept 11	1	Introduction to course	Ch. 1		
Sept 18	2	The need to belong and social inclusion	pp. 106 - 117 from Ch. 3	<p>Leary, M. R., & Guadagno, J. (2004). The sociometer, self-esteem, and the regulation of interpersonal behavior. In R.F. Baumeister & K.D. Vohs (Eds.) <i>Handbook of self-regulation: Research, theory, and applications</i> (pp. 339-354). New York, NY, US: Guilford Press, US.</p> <p>DeWall, C., MacDonald, G., Webster, G. D., Masten, C. L., Baumeister, R. F., Powell, C., Combs, D., Schurtz, D. R., Stillman, T. F., Tice, D. M., & Eisenberger, N. I. (2010). Acetaminophen reduces social pain: Behavioral and neural evidence. <i>Psychological Science, 21</i>, 931-937.</p> <p>Mikulincer abstracts. Read the abstracts of articles by Mikulincer on priming felt security.</p>	
Sept 25	3	Attraction, Part 1	Ch. 5		
Oct 2	4	Attraction, Part 2 and relationship initiation		<p>Luo, S., & Zhang, G. (2009). What leads to romantic attraction: Similarity, reciprocity, security, or beauty? Evidence from a speed-dating study. <i>Journal of Personality, 77</i>, 933-964.</p> <p>Durante, K.M., Li, N.P., & Hazelton, M.G. (2008). Changes in women's choice of dress across the ovulatory cycle: Naturalistic and laboratory task-based evidence. <i>Personality and Social Psychology Bulletin, 34</i>(11), 1451-1460.</p> <p>Stinson, D.A., Cameron, J.J., Wood, J.V., Gaucher, D., & Holmes, J.G. (2009). Deconstructing the "reign of error:" Interpersonal warmth explains the self-fulfilling prophecy of anticipated acceptance. <i>Personality and Social Psychology Bulletin, 35</i>, 1165-1178.</p>	
Oct 9	5	Personality	Ch. 6	<p>Robins, R.W., Caspi, A., & Moffitt, T.E. (2002). It's not just who you're with, it's who you are: Personality and relationship experiences across multiple relationships. <i>Journal of Personality, 70</i>(6), 925-964.</p> <p>Jensen-Campbell, L.A., Knack, J.M., & Gomez, H.L. (2010). The psychology of nice people. <i>Social and Personality Psychology Compass, 4</i>(11), 1042-1056.</p> <p>Peetz, J., & Kammrath, L. (2011). Only because I love you: Why people make and why they break</p>	

<u>Date</u>	<u>Week</u>	<u>Topic</u>	<u>Text rdgs</u>	<u>Other required readings</u>	<u>Thought papers by...</u>
				promises in romantic relationships. <i>Journal of Personality and Social Psychology</i> , 100, 887-904.	
<u>Date</u>	<u>Week</u>	<u>Topic</u>	<u>Text rdgs</u>	<u>Other required readings</u>	<u>Thought papers by...</u>
Oct 16	6	Attachment and insecurity		<p>Cook, W. L. (2000). Understanding attachment security in a family context. <i>Journal of Personality and Social Psychology</i>, 78, 285-294.</p> <p>Simpson, J. A., Rholes, W. S., & Winterheld, H. A. (2010). Attachment working models twist memories of relationship events. <i>Psychological Science</i>, 21, 252-259.</p> <p>Lemay, E.P. Jr., & Clark, M.S. (2008). "Walking on eggshells": How expressing relationship insecurities perpetuates them. <i>Journal of Personality and Social Psychology</i>, 95, 420-441.</p>	
Oct 23	7	Self-esteem and risk regulation		<p>Wood, J.V., et al. (2013). <i>Does self-esteem matter in relationships?</i> Manuscript in progress.</p> <p>Derrick, J. L., Leonard, K. E., & Homish, G. G. (2012). Dependence regulation in newlywed couples: A prospective examination. <i>Personal Relationships</i>, 19(4), 644-662.</p>	
Oct 30	8	Communication, self-disclosure	Ch. 7	<p>Forest, A. L. & Wood, J. V. (2011). When partner caring leads to sharing: Partner responsiveness increases expressivity, but only for individuals with low self-esteem. <i>Journal of Experimental Social Psychology</i>. 47, 843-848.</p> <p>Forest, A.L., & Wood, J. V. (2012). When social networking is not working: Individuals with low self-esteem recognize but do not reap the benefits of self-disclosure on Facebook. <i>Psychological Science</i>. 23, 295-302.</p> <p>Gaucher, D., Wood, J. V., Stinson, D. A., Forest, A. L., Holmes, J. G., & Logel, C. (2012). Perceived regard explains self-esteem differences in expressivity. <i>Personality and Social Psychology Bulletin</i>, 38, 1144-1156.</p>	

<u>Date</u>	<u>Week</u>	<u>Topic</u>	<u>Text rdgs</u>	<u>Other required readings</u>	<u>Thought papers by...</u>
Nov 6	9	Conflict	Ch. 8	<p>Simpson, J. A., Rholes, W. S., & Phillips, D. (1996). Conflict in close relationships: An attachment perspective. <i>Journal of Personality and Social Psychology</i>, 71, 899-914.</p> <p>Christensen, A., & Heavey, C. (1990). Gender and social structure in the demand/withdraw pattern of marital conflict. <i>Journal of Personality and Social Psychology</i>, 59, 73-81.</p> <p>Finkel, E.J., Slotter, E.B., Luchies, L.B., Walton, G.M., & Gross, J.J. (2013). A brief intervention to promote conflict reappraisal preserves marital quality over time. <i>Psychological Science</i>, 24(8), 1595-1601.</p>	
Nov 13	10	Fixing problems: Change one's partner, oneself, or....?		<p><u>Read Overall et al. OR Rusbult et al.</u></p> <p>Overall, N.C., Fletcher, G. J. O., Simpson, J. A., & Sibley, C.G. (2009). Regulating partners in intimate relationships: The costs and benefits of different communication strategies. <i>Journal of Personality and Social Psychology</i>, 96, 620-639.</p> <p>Rusbult, C.E., Finkel, E.J., & Kumashiro, M. (2009). The Michelangelo phenomenon. <i>Current Directions in Psychological Science</i>, 18(6), 305-309.</p> <p>(We read this one for 291. You might want to skim it before you read the next one: Aron, A., Norman, C. C., Aron, E. N., McKenna, C., & Heyman, R. E. (2000). Couples' shared participation in novel and arousing activities and experienced relationship quality. <i>Journal of Personality and Social Psychology</i>, 78, 273-284.</p> <p>Reissman, C., Aron, A., & Bergen, M.R. (1993). Shared activities and marital satisfaction: Causal direction and self-expansion versus boredom. <i>Journal of Social and Personal Relationships</i>, 10, 243-254.</p> <p>McNulty, J.K. & Fincham, F.D. (2012). Beyond positive psychology? Toward a contextual view of psychological processes and well-being. <i>American Psychologist</i>, 67(2), 101-110.</p>	

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Nov 20	11	Thinking about relationships	Ch. 9	<p>Murray, S.L., Holmes, J.G., & Griffin, D.W. (2003). Reflections on the self-fulfilling effects of positive illusions. <i>Psychological Inquiry</i>, 14(3-4), 289-295.</p> <p>Knee, C. R. (1998). Implicit theories of relationships: Assessment and prediction of romantic relationship initiation, coping, and longevity. <i>Journal of Personality and Social Psychology</i>, 74, 360-370.</p> <p>Lydon, J.E. (2010). How to forego forbidden fruit: The regulation of attractive alternatives as a commitment mechanism. <i>Social and Personality Psychology Compass</i>, 4, 635-644.</p>	
Nov 27	12	Stress and social support	Ch. 11	<p>Neff, L.A., & Karney, B.R. (2009). Stress and reactivity to daily relationship experiences: How stress hinders adaptive processes in marriage. <i>Journal of Personality and Social Psychology</i>, 97, 435-450.</p> <p>Reis, H.T., Smith, S.M., Carmichael, C.L., Caprariello, P.A., Tsai, F., Rodrigues, A., & Maniaci, M.R. (2010). Are you happy for me? How sharing positive events with others provides personal and interpersonal benefits. <i>Journal of Personality and Social Psychology</i>, 99(2), 311-329.</p>	