

Diverse Contexts, Diverse People, Diverse Relationships
Psychology 189 Honors Sections
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In our quest to uncover universal principles that govern intimate relationships, we often overlook unique or idiosyncratic aspects of relationships that are crucial for understanding them. We might believe, for example, that the manner in which two people share intimate and personal details of their lives would routinely affect their level of attraction and even the growth of their relationship. But was that true a century ago? Does it work the same way for people with autism as it does for those who are 'neurotypical'? What about people who live in rural China, or urban Tehran? What about people who desire and pursue open relationships? How about people who are sexual minorities?

Asking questions like these forces us to recognize that for every principle about relationships that we might hope to uncover, there will always be important and fascinating variations on the theme, and without understanding these variations—without understanding *all this diversity*—our understanding of relationships will be incomplete and perhaps even superficial.

The purpose of this seminar is to introduce you to these 'variations on the theme' by presenting a series of readings and media that illustrate how relationships are NOT just about mainstream people, or the sexual majority, or people who enjoy privileged positions in society, or who follow conventional pathways toward intimate connection. Our task is to delve into all the various forms that intimate relationships take, clarifying, questioning, and perhaps even changing our view of core elements of close relationships. Indeed, discussion is a central part of the seminar, and while there may not be any right or wrong answers to the many themes we address, all benefit from the input of all seminar members, and our understanding of intimate relationships will grow stronger as a consequence.

Here is how a typical week will go: As found on the next pages, I will ask you to review several readings and media carefully and then write a total of 3-5 comments or questions that you want to raise with the entire group. Our sessions will then involve a free-wheeling discussion of those materials, as we all work to connect them to our bigger question: what does this particular theme tell us about intimate relationships? What is the new idea? What did we learn or discover about intimacy that we had not fully understood prior to this point?

Your grade is based on attendance and the quality of your participation and submitted notes. As this is an honors seminar, with the attendant expectation of high-level contributions and analysis, I am also requiring that you choose from one of three options for a final project, which is due on Monday of Week 10. Your grade will be determined in part on the quality of your work on this project.

I am eager to discuss our course material or the final project with you outside of class time; if my office hours do not match up with your free times, send me an email and we can work out another time to meet.

Finally, let's remember that it is not enough to be curious about relationships and diversity; we must also be respectful of diversity, of the people in the assigned material, and of your classmates.

NOT WEIRD: Making the Case for Diversity in Psychological Science

<http://www.nature.com/nature/journal/v466/n7302/full/466029a.html>

NOT Your Grandparents: Demographic Trends

<http://time.com/3422624/report-millennials-marriage/>

http://www.nytimes.com/2013/11/26/health/families.html?nl=todaysheadlines&emc=edit_th_20131126&r=1&

<https://www.youtube.com/watch?v=lvwkyXwn8vY>

<http://time.com/3024606/millennials-marriage-sex-relationships-hook-ups/>

Andrew Cherlin: <http://www.youtube.com/watch?v=L3gN3zebdZ8>

NOT Neurotypical: Biological Diversity and Relationships

<http://www.thisamericanlife.org/radio-archives/episode/458/play-the-part?act=2#play>

<http://www.nytimes.com/2011/12/26/us/navigating-love-and-autism.html>

<http://www.esquire.com/lifestyle/sex/a42078/love-relationship-autism-spectrum/>

<https://www.cnn.com/2017/02/24/health/heart-of-the-matter-couple-aspergers-syndrome/index.html>

NOT Monogamous: Open Relationships

<http://www.in-mind.org/article/consensual-non-monogamy-table-for-more-than-two-please>

http://www.nytimes.com/2010/01/29/us/29sfmetro.html?_r=0

https://www.youtube.com/watch?v=EP_hZBLITtE

<https://www.youtube.com/watch?v=Fm9Bwpxy4V0&feature=related>

Optional: Watch Jazmin and Justin at <http://www.theand.us/>

NOT Privileged: Poverty and Intimacy

Edin Video (Watch first). https://www.youtube.com/watch?v=wRUj_C5JdHs

http://www.nytimes.com/2005/05/19/us/class/when-richer-weds-poorer-money-isnt-the-only-difference.html?_r=0

The Marriage Cure.

NOT Civilian: Military Couples

http://www.slate.com/blogs/xx_factor/2015/01/19/best_laid_plans_how_work_and_life_decisions_get_made_in_a_military_family.html

<http://www.pewsocialtrends.org/2011/12/08/the-difficult-transition-from-military-to-civilian-life/>

<http://www.newyorker.com/magazine/2008/09/29/the-last-tour>

<http://www.npr.org/2014/02/10/274670026/for-military-couples-its-a-long-recovery-when-we-get-home>

NOT Western: Relationships Outside of Egalitarian and Individualistic Cultures

<http://www.thisamericanlife.org/radio-archives/episode/291/reunited-and-it-feels-so-good?act=1#play>
<http://www.nytimes.com/2013/01/20/fashion/weddings/parental-involvement-can-help-in-choosing-marriage-partners-experts-say.html?pagewanted=all&r=0>
<http://www.pri.org/stories/2014-01-01/some-chinese-couples-are-telling-their-parents-hands-our-wedding>
<http://www.scpr.org/programs/reveal/2016/09/23/26412/>

NOT Straight: Intimate Relationships Among Sexual Minorities

<http://time.com/4259940/transgender-family/>
<https://www.youtube.com/watch?v=pR9gyloyOjM>

Green, R.-J., & Mitchell, V. (2008). Gay and lesbian couples in therapy: Minority stress, relational ambiguity, and families-of-choice. In A. Gurman (Ed.), *Clinical Handbook of Couple Therapy: Fourth Edition* (pp. 662–680). New York, NY: Guilford.

NOT Sexual: Intimate Relationships without Erotic Attraction

<http://www.wired.com/2015/02/demisexuality/>
<https://www.youtube.com/watch?v=yrXWqwuOqIQ>
<http://www.theguardian.com/lifeandstyle/2008/sep/08/relationships.healthandwellbeing>

Final Project for Psychology 189

Select from one of the three following options:

Option 1: Write a 1-page single-spaced essay on diversity as a general theme pertaining to intimate relationships. That is, reflect on all that we covered in the seminar, drawing conclusions about, e.g., the role that diverse identities play in relationships, unique difficulties and opportunities people have in these relationships, and difficulties scientists face in understanding these relationships.

Option 2: Write a 1-page single-spaced essay on a single theme relating to diversity as it relates to intimate relationships that you find especially interesting or compelling. This single theme can either be a topic that we covered in the seminar, or an important topic about diversity that that we did not cover. Here your task is to go into some depth about a specific topic pertaining to diversity, bringing out critical aspects and implications of the dimension of diversity that you are emphasizing.

Option 3: Identify a topic of diversity as it relates to intimate relationships that we did not cover in the class, and list 5 resources—readily accessible videos, podcasts, documentary reports, and the like—that illustrate this topic. For each resource, write a sentence summarizing what it includes.

There is no need for a cover page.

Please put your name on the top of the single page you hand in.

Please indicate which option you are choosing.

All submissions are governed by the UCLA honor code. All work must be your own.

Maximum length: one page, single-spaced, with standard margins and font size.

Date due: Monday of week 10, by 5 pm.

Submit your paper to me, via email, bradbury@psych.ucla.edu. Only electronic copies will be accepted. Please keep a copy of the file you submit for your records. Your materials are not officially submitted until I acknowledge in an email response that they have been received.

Proofread your work closely; writing quality will contribute to your overall grade.

All submitted materials will be shredded or otherwise discarded after they are graded. Any grading disputes must be resolved within 30 days of the completion of the course.