

Professor: Dr. Kelly Campbell
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Email: Kelly@csusb.edu
Office hours: Mon/Wed 2:30-3:30pm & by appointment
Class time: Tuesday 5:00-8:50pm
Location: SBS-461



The course syllabus is a general plan for the course. Deviations announced to the class by the professor may be necessary. Your decision to remain enrolled in this class indicates that you agree to follow this syllabus.

Student accommodations: If you are in need of an accommodation for a disability in order to participate in this class, please contact Services to Students with Disabilities at UH-183, 909-537-5238.

Course description

In this course, we will examine theories and empirical research related to the formation, maintenance, and termination of intimate relationships. We will address topics relevant to friendships and romantic relationships including attraction, social cognition, communication, love, sex, power, and conflict.

Objectives

- Demonstrate an understanding of theories and methods used to generate knowledge about intimate relationships;
- Demonstrate an understanding of processes related to relationship formation, maintenance, and termination;
- Evaluate current empirical articles pertaining to intimate relationships;
- Demonstrate an ability to synthesize theoretical and empirical literature on relationship topics;
- Apply relationship concepts to real-world situations and everyday behavior;
- Demonstrate critical thinking skills through an evaluation of the course readings, participation in group discussions, and completion of assignments;
- Develop oral presentation skills through class participation and leadership of a seminar session.

Textbook/readings

- 1) Miller, R. S. (2011). *Intimate Relationships*, (6th ed.). Boston: McGraw Hill. ISBN-13: 978-0078117152
- 2) Additional required readings are posted on Blackboard: <http://blackboard.csusb.edu/webapps/login>.

Course requirements

- 1) Attend class and participate in discussions and activities (10 points);
- 2) Lead a seminar session (20 points);
- 3) Contribute weekly discussion questions (18 points);
- 4) Complete a midterm and final exam (30 points each x 2 = 60 points);
- 5) Graduate students only: Complete a research review paper (25 points).

1) Participation (10 points)

Students' presence and discussion in class is crucial to the success of the course. Students are required to have completed their assigned readings before the beginning of the class for which they are assigned. Students should not only read each chapter and article, but evaluate the information and generate in-class discussion related to the readings. Participation will be evaluated based on class attendance and meaningfulness of the discussion raised in class. Participation is worth 10% of the overall grade and will be determined by the professor at the end of the course. Participation points will be deducted if: a student arrives late or leaves early, has unexcused absences, misses more than one class even if the absences are excused, and/or contributes little to class discussion.

2) Session Leaders (20 points)

Students will be responsible for leading part of one class session (30-60 minutes). The leader is expected to find an empirical article (i.e., meaning that the authors conducted data analyses) related to the weekly topic and disseminate it to the class one week before their session. The article should be published between 2008-2012. Suggestions for reputable journals to locate an article: *Journal of Social and Personal Relationships*, *Personal Relationships*, *Family Relations*, *Journal of Family Psychology*, *Journal of Personality and Social Psychology*, and *Personality and Social Psychology Bulletin*. Other journals may be acceptable but the specific article should be approved by the professor in advance. The leader should briefly summarize the article, address study limitations (e.g., in terms of research methods, generalizability of findings, etc.), and find ways to stimulate discussion about their article. They should incorporate some of their classmates' discussion questions into the session (see #3 below). The format is flexible and can include PowerPoint slides, group discussions (small or large), and/or activities. Student leaders will be evaluated on: their brief article summary, including whether they identified study limitations (7 points); their ability to generate class discussion (10 points), and evidence of preparation (3 points).

3) Weekly Discussion Questions (2 points/week = 18 points)

Students will be required to compose 4 discussion questions per week with at least 1 from each source, including the empirical article disseminated by the session leader. Each question will be worth .5 points. Students will email their questions to the weekly session leaders every Sunday by 10pm and "cc" the professor. If students are having email problems, their questions should be posted on Blackboard in the Discussion Forum by the deadline. Discussion questions will be evaluated based on: a) relevance to the course material and b) demonstration of critical thinking. Session leaders will select which questions to incorporate into class (empirical article questions only, not chapter questions). Note: Session leaders must submit questions even for the week they are presenting and include at least one from their own article.

4) Midterm and Final Exams (30 points each x 2 = 60 points)

Two exams will be given, the first on October 30th and the second during our final exam period on December 4th. The exams will not be cumulative. Questions will be based on course readings, lectures, DVDs, and discussions. The exams will contain multiple choice, fill in the blank, and short answer and/or essay questions.

5) Term Paper: Research Review (for graduate students only; 25 points)

This is a paper of approximately 15 pages. Students are expected to conduct a review of the empirical literature on a narrowly defined topic pertaining to intimate relationships. They must locate at least 6 empirical articles from reputable, peer-reviewed journals and conduct an integrated review. The articles should be dated 2005-2012. Sample paper topics: "Do opposites attract?", "The effects of text messaging on relationship initiation and termination", and "Is there an infidelity personality?". Please use headings and subheadings to organize your paper. Include: 1) an introduction in which you "hook" the reader and briefly outline the topic and what will be addressed; 2) review of the empirical literature; 3) conclusion which includes a discussion of the studies' limitations and directions for future research; and 4) references. Please use the APA guide (6th ed.) to format your entire paper including title page, layout (e.g., headers, page numbers), font type and size, punctuation, citations, references, etc. **This paper is due at the beginning of class November 27th, 2012.**

Grading

	Points Possible	Your Points
Participation	10	
Session leaders	20	
Weekly discussion questions	18	
Midterm exam	30	
Final exam	30	
Term paper	25	
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TOTAL	108 or 133 for	
	grad students	

In order to calculate your final grade, add up all the points you earned and divide by the total. For undergraduates, your total will be 108, and for graduate students, your total will be 133. So, for example, if you are an undergraduate student and earned: 10/10 (participation), + 16/20 (session leadership), + 16/18 (weekly discussion questions) + 24/30 (midterm exam) + 28/30 (final exam), then your percentage (after dividing 94 by 108) = .870 or 87% = B+. Please use the description provided in this paragraph and table below to calculate your grade.

Grade	Percentage	Grade	Percentage
A	92.5-100	C	72.5-76.4
A-	89.5-92.4	C-	69.5-72.4
B+	86.5-89.4	D+	66.5-69.4
B	82.5-86.4	D	62.5-66.4
B-	79.5-82.4	D-	59.5-62.4
C+	76.5-79.4	F	< 59.4%

Class policies and other information

Questions on Grading and Assignments: Every attempt will be made to fairly and consistently evaluate students' performance on exams and assignments. If you would like your professor to reconsider points that have been assigned, the request must be submitted in writing within two days of viewing your exam or having your project returned. If you wish to dispute points lost: submit a typed summary for why your response(s) was/were correct, and cite the appropriate course materials (e.g., lecture, textbook) to support your case.

Please note, assignments will be discarded by the professor after the final exam. Should you wish to view or retrieve your assignments, please inform the professor of your decision by the last day of class.

Academic Honesty

Students must consult and be familiar with the "Academic Regulations and Procedures" in the CSUSB Bulletin of Courses for the university's policies on course withdrawal, cheating, and plagiarism. Academic honesty is defined broadly and simply -- the performance of all academic work without cheating, lying, stealing, or receiving assistance from any other person or using any source of information not appropriately authorized or attributed. Academic honesty is vital to the very fabric and integrity of the University. All students must comply with an appropriate and sound academic honesty policy and code of honest behavior. All members of the University community are responsible for and involved in bringing about an honest university, and all must work together to ensure the success of the policy and code of behavior. A violation of these regulations is grounds for failing the course and filing a report to a Judicial Affairs Officer.



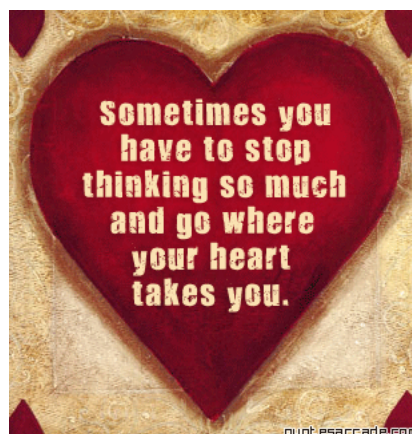
Additional Considerations

In this class, it is expected that everyone is putting forth their best effort.

Examples of ways the professor puts forth her best effort include: clearly communicating expectations for the course from the first day of class, providing a clear syllabus and outline of the course, preparing instruction before class, maintaining knowledge of the material, offering ways to engage the material in class, structuring assignments and exams to fulfill the learning objectives, encouraging questions in class, being responsive to students, being available outside of class (students can best reach me via discussion board or during my office hours), treating all students equally, and providing additional resources to the class.

Examples of ways students put forth their best effort include: attending class and arriving prepared (e.g., with pen/pencil, paper, readings), arriving to class in a timely manner (especially on exam days), completing the readings before class, turning cell phones to silent and not texting during class, asking questions and actively engaging the material, using laptops or personal devices for coursework ONLY, thinking before speaking, doing the required assignments, doing one's own work, turning in assignments on time, and staying for the duration of the class period. Students who violate these expectations may be asked to leave class, have their personal devices (e.g., laptops) banned from class, and lose their right to earn extra credit points.

It is important that we all feel comfortable expressing our views. You may not always agree with the opinions expressed in class, but as a professional we must learn to listen to others whose opinions differ from our own. Differing opinions can be expressed in ways that communicate respect. Examples of how to respect others include listening when others talk, talking one person at a time, speaking only for oneself, and not engaging in side conversations.



COURSE SCHEDULE

WEEK	DATE	TOPIC	PREPARATORY READING	PRESENTER
1	Sept. 25	Introduction to Class		
2	Oct. 2	Building Blocks of Relationships & Research Methods	Chapters 1 & 2	
3	Oct. 9	Attraction & Social Cognition	Chapters 3 & 4	
4	Oct. 16	Communication & Gender and Sexual Orientation	Chapter 5 Bradbury & Karney (2010)	
5	Oct. 23	Interdependence & Commitment	Chapter 6 Birnie et al. (2009)	
6	Oct. 30	Friendship MIDTERM EXAM	Chapter 7 Ledbetter et al. (2007)	
7	Nov. 6	Love & Sex	Chapters 8 & 9	
8	Nov. 13	Stresses and Strains & Conflict	Chapters 10 & 11	
9	Nov. 20	Power and Violence & Dissolution and Loss	Chapters 12 & 13	
10	Nov. 27	Maintaining and Repairing Relationships RESEARCH PAPERS DUE!!!	Chapter 14 Alexander (2008)	
11	Dec. 4	FINAL EXAM 4:00-5:10PM		

