

## ***Sociology 265*** ***Personal Relationships***

Spring, 2017

12:35 – 1:50 p.m., Tues & Thurs Schroeder 214

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### **COURSE DESCRIPTION**

The purpose of this course is to introduce students to the scientific study of social and personal relationships. Many of the readings will focus on romantic relationships (dating and married), but coverage will also be on other close relationships including parent-child relationships, siblings, other kin, friends, neighbors, co-workers, and Internet relationships. We also will study relationships among individuals in larger groups and social networks, including how social networks affect intimate relationships and vice-versa. The course will examine the ways in which relationships are formed, maintained, and dissolved, and what makes a successful relationship. A number of interpersonal processes will be discussed including attraction, social exchange, conflict, social support, attachment, jealousy, love, and communication. One emphasis of the course will be on diversity in personal and social bonds. Another emphasis will be on how relationships are enacted through technology and affected by technology. The students will become familiar with theories, research findings, and methods used to study social and personal relationships in the growing *science of personal relationships*.

### **COURSE OBJECTIVES**

Students who complete the course will:

- obtain a knowledge base of current scientific literature on a variety of personal relationships.
- gain an understanding of specific theories, models, concepts, and research findings associated with personal relationships.
- become aware of the contributions of sociology and social psychology to the knowledge base on personal relationships as well as the contributions of other disciplines.
- learn about the positive (and the negative) role of relationships in human existence.
- learn how relationships are affected by social structure, socialization, and culture.
- develop an appreciation of diversity in social relationships as a function of culture, subculture, and individual characteristics.
- learn how to become a smart consumer of information about relationships, and to evaluate the soundness of research findings, including material that appears in the popular media.

- further develop critical thinking, reading, oral, writing, and research skills.
- be able to connect theory and research findings with practice, by becoming aware of how the information can be used to enhance one's own relationships as well as bonds in the larger community.

## TEXTBOOK AND ADDITIONAL READINGS

1. Miller, R. (2015). *Intimate relationships*, 7<sup>th</sup> Edition, McGraw-Hill.
2. Ansari, A. (with E. Klinebert) (2015). *Modern romance*. New York: Penquin Press.
3. Several additional assigned readings are available in the Instructor's folder on the CAS-IT server. To access this folder, take the following steps: 1) Type in your web-browser: <https://casit.illinoisstate.edu/instructor/> 2) You will be asked to provide your Username and password; 3) Scroll down and find my ULID, which is *sprecher* (no initials); 4) Then, click on the name of this course (*Personal Relationships*). The readings are also available in "Resources" folder at ReggieNet for this course.

## CLASS FORMAT

Diverse activities will occur during class time. While most class periods will consist of some lecture by the instructor, substantial class time will also be devoted to student presentation, peer discussion, and class activities. The material presented in class will sometimes highlight and summarize the material in the readings, and sometimes be on different (but related) topics.

## COURSE REQUIREMENTS

1. *Exams*: There will be three unit exams that test material presented in the readings, class lectures, presentations, and discussions, and an optional final exam that is cumulative (tests material across the entire semester) and can take the place of a low unit exam score if higher. Each exam will be worth 100 points. The exams will include both multiple choice items and short-answer/essay questions. No make-up exams will be given except in the case of a serious illness or emergency, and you need to contact the professor via email before the time of the exam. Documentation is needed in such cases, and the make-up exam needs to be arranged as soon as possible after the regularly scheduled exam. Make-up exams may be different from the regularly scheduled exams. Early exams are possible for rare, documented academic reasons for needing to be on a university-sponsored trip.

2. *Assignments*: You will have six assignments throughout the semester that are designed to enhance your writing, presentation, and research skills. They are also designed to help you learn more about relationship research.

*Assignment 1: An Internet Search Related to Relationship Science* (due 1/24) 10 pts

This assignment involves doing several directed computer searches related to relationship science and answering questions after each search. Some class time on 1/19 will be devoted to starting the assignment. See Appendix 1 for information.

*Assignment 2: Part I of Presentation of a "Box" from the Textbook: The Preparation* (due 2/7)  
10 pts

This assignment involves preparing a powerpoint summary of one of the boxes in the textbook. In Step 1 (due 2/7), you will turn in a draft of your 5-6 slide presentation. In Step 2 (assignment 6), you will present a 5-6 minute presentation to class on your topic and turn in your materials. You have the option to pair up with someone and present a slightly longer presentation. Presentations will occur throughout the semester, and your date will be determined primarily based on the topic to which you are randomly assigned. For more information, see Appendix 2.

*Assignment 3: Evaluating Online Dating Sites from a Scientific Perspective* (due 2/21) 15 pts

After reading the online article, “Dating in a Digital World”, the first chapters of *Modern Romance*, and an additional article of your choice, you will do a brief assignment on the topic of using online dating as a way to find a partner. This will include summarizing a dating website, evaluating the process of finding a partner through a dating website, and creating your own hypothetical dating profile. For more information, see Appendix 3.

*Assignment 4: Participation in On-line Studies on Relationships* (due 3/21) 15 pts

Explore two on-line studies at the Social Psychology Network (<http://www.socialpsychology.org/expts.htm>) that focus on relationship issues, and write a 3-4 page summary of these studies. More specifically, select the studies under the label “Interpersonal Relationships” either under Professional Research and/or under Student Research. For more information, see Appendix 4.

*Assignment 5: Interesting Relationship Science in the News* (due 4/18) 10 pts

Summarize (briefly) “8 Interesting Findings” based on the entries in the “Research Spotlight” at the website Science of Relationships (<http://www.scienceofrelationships.com>) For more information, see Appendix 5.

*Assignment 6: Presentation of your assigned box from Miller (presentations occur throughout the semester but must be completed by 5/4)* 15 pts

For this assignment, you will actually do your presentation. The date of your presentation will depend on the your randomly assigned topic. It is expected that your slides will be improved from the version turned in on Assignment 2. Your revised slides should be turned in the day of your presentation. See Appendix 2.

**3. Class Attendance and Participation:** At every class period, attendance will be taken or an in-class activity will be conducted that will be turned in (or both). It is also expected that students engage in discussion. It will also be recorded if you arrive late to class or leave early. You can earn a maximum of 25 points for attendance and participation. Requirement: Although some of you may decide not to take the optional final exam (because you are happy with your three unit exam scores), please be in class the last week of the semester (attendance will count more) for the student presentations, etc.

## GRADING

Exams (100 pts/each x 3)	=	300 pts
6 Assignments	=	75 pts
Classroom Attendance & Participation	=	25 pts
<b>Total</b>	<b>=</b>	<b>400 pts</b>

(A = 90% or 360 pts, B = 80% or 320 pts, C = 70% or 280 pts, D = 60% or 240 pts; F = below 240)

## REMINDERS

- Attendance at every class period is strongly recommended. If you miss a class, you miss information that is necessary to succeed in the class. In addition, part of your grade is based on attendance, discussion, and participation in in-class activities.
- Please respect class times. Arrive on time and do not plan to leave early.
- If you need to miss a class or a portion of a class, please learn from classmates what you missed. Because information in class is presented in a variety of formats (PowerPoint, discussion, student presentation), it's impossible for me to give notes to those who are absent (and also unfair to those who are present).
- Do the assigned readings prior to class. This will allow you to better understand the material and also contribute to any discussion or class activity.
- As the semester progresses, the class format and schedule may change slightly, as a function of student interest, scheduling of student presentations, opportunities for outside speakers, and other factors.
- As noted above in the discussion of Class Format, the material presented in class will generally not duplicate material in the readings. However, material in the readings is very important, even if not discussed in class. You should read carefully and then review the readings before the exams.
- E-mail is probably the best way to contact me. Occasionally, reminders or announcements will be sent to the entire class through e-mail.
- Any student who needs a special accommodation should contact the Student Access and Accommodation Services at 309-438-5853, or email: [AbleISU@IllinoisState.edu](mailto:AbleISU@IllinoisState.edu).

## Course Outline

Please note that the schedule is subject to slight modifications. I could adjust the schedule over time as a function of student presentations, outside speakers, and other unknown factors. I could begin a topic early or extend a topic into the next class period. I could also add or subtract reading assignments. I would be unlikely to change exam dates except for very unusual circumstances.

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### Part I: Introduction to the Science of Relationships and the Process of Finding and Choosing a Partner for Dating/Mating

Date	Topic Covered	Readings
1/17 Tu	Introduction to the Course	
1/19 Th	Introduction - continued	Modern Romance: Introduction
1/24 Tu	Introduction to Relationship Science  <b>Assignment 1 due</b>	Online reading 1: <i>Disciplines Contributing to Relationship Science</i> Miller, Ch 2 (pp. 42-46) Online reading 2: <i>Basic Facts and Key Concepts</i> Miller, Ch 1 (pp. 1-6)
1/26 Th	The Building Blocks of Relationships: Influence of Individual Differences	Miller, Ch 1 (pp. 14-38)
1/31 Tu	Building Blocks: Influence of Culture and History	Miller, Ch 1 (pp. 6-14) Online reading 3: <i>The Suffocation Model of Marriage</i> Modern Romance: Ch 1
2/2 Th	Methods for Studying Relationships	Miller, Ch 2 (pp. 41-54) (note that pp. 41-46 is a review from 1/24) Online reading 4: <i>Survey Methods in Relationship Research</i>
2/7 Tu	Methods – cont. <b>Assignment 2 due</b>	Miller, Ch 2 (pp. 55-66)
2/9 Th	Finding Partners and Friends; Role of Technology and Choices	Online reading 5: <i>What's the Best Way to Meet Someone?</i> Modern Romance: Chs 3 & 4 Online reading 6: <i>Dating in a Digital World</i>
2/14 Th	Attraction	Miller, Ch 3 (pp. 68-91)
2/16 Th	Attraction – cont	Miller, Ch 3 (pp. 91-102)
2/21 Tu	Catch-up Day and Review Student Presentations <b>Assignment 3 due</b>	
2/23 Th	<b>Exam 1</b>	

## Part II: Relationship Development and Processes

2/28 Tu	Relationship Initiation and Development Communication and Self-Disclosure Early in the Relationship	Online reading 7: <i>Relationship Initiation</i> Modern Romance: Ch 2 Miller, Ch 4 (pp. 105-112) Miller, Ch 5 (pp. 141-161)
3/2 Th	Communication in Developed Relationships	Miller, Ch 5 (pp. 161-174)
3/7 Tu	Beliefs, Expectations, and Perceptions in Relationships	Miller, Ch 4 (pp. 112-138) Online reading 8: <i>The Expectations Trap</i>
3/9 Th	Interdependency and Exchange (and Commitment)	Miller, Ch 6 Online reading 9: <i>Exchange Processes</i>
	Spring Break	
3/21 Tu	Love <b>Assignment 4 due</b>	Miller, Ch 8
3/23 Th	Sexuality	Miller, Ch 9 Modern Romance: Ch 6 (pp. 177-190)
3/28 Tu	Effects of Social Networks on Relationships	Online reading 10: <i>Social Networks, Effects on Developing Relationships</i>
3/30 Th	Catch-up day and Student Presentations	Modern Romance: Ch 7
4/4 Tu	<b>Exam 2</b>	

## Part III: Friendships, Challenges in Relationships

4/6 Tu	Friendships	Miller, Ch 7
4/11 Tu	Stresses and Strains	Miller, Ch 10 Modern Romance: Ch 6 (pp. 198-208) Online reading 11: <i>The New Menage a Trois</i>
4/13 Th	Conflict	Miller, Ch 11
4/18 Tu	Power, Violence, and Stalking <b>Assignment 5 due</b>	Miller, Ch 12 Online reading 12: <i>Obsessed</i>
4/20 Th	The Dissolution of Relationships	Miller, Ch 13 (up to p. 415) Modern Romance: Ch 6 (pp. 191-198)
4/25 Tu	Maintaining and Repairing Relationships	Miller, Ch 14 (pp. 428-440; rest optional) Online reading 13: <i>The Happy Couple</i>
4/27 Th	<b>Exam 3</b>	

## Part IV: Final Issues and More Student Presentations

5/2 Tu	Student Presentations, and Other Issues	Modern Romance: Ch 5
5/4 Th	Student Presentations, and Wrapping up the Course	Modern Romance: Conclusions Read either of the following two online readings and be prepared to discuss them. Online reading 14: <i>Marrying across class lines</i> Online reading 15: <i>Loving across racial divides</i>
TBA	<b>Optional Final Exam During Final Week</b>	

**THE LAST WORD:** I retain the right to make exceptions to the above syllabus and the information that follows (including schedule, requirements, readings, etc.), if any good reason were to arise. These changes would be announced in class and through email.

## **Appendix 1**

### **Overview to Grading Criteria for Assignments**

Grading criteria for writing assignments: The assignments will be graded on such criteria as: (1) completeness (answering all of the questions; meeting the page minimums; presentation to class); (2) clarity; (3) organization; (4) creativity; and (5) writing style (proof your papers!). Assignment 6 will also be graded based on organization and ability to engage the audience. Papers must be typed and are due at the beginning of class. If you know you will be late to class or absent, email it before class-time, and then turn in a paper copy as soon as possible. Papers that are late will be penalized by points taken off. Generally, the point penalty is 10% a day.

### ***Assignment 1: Internet Searches related to Relationship Science***

At the CAS-IT folder for this class, you will find a folder entitled, "Assignment 1". In it, you will find two documents: (a) Soc 265 Computer Search (a word document) and (b) a pdf of "list of Encyclopedia entries" (which you need to open to answer only one question). During class time on 1/19, the class will be divided into two groups, and one group will go to the computer classroom in Schroeder 235 and the other group will go to the computer classroom in Schroeder 216. There, you will receive instruction on how to do this assignment (although feel free to start it in advance, if you would like). You should have some time in class to begin the assignment, and then it will be due on 1/24. Please print and bring a copy to class by the beginning of class.



## Appendix 2

**Assignment 2: Preparation for Presentation of a Box from the Textbook (due 9/6)**

**Assignment 6: Actual Presentation (date depends on topic, but must be completed by end of semester)**

In most of the chapters of the textbook, there are text boxes that highlight interesting topics. Generally, these boxes highlight recent research on a specific topic. For Assignment 2, you will prepare your materials for a brief presentation (5-6 mins) based on one of the boxes (for Assignment 6, you will actually do the presentation). You will be randomly assigned to one of the boxes in the book, although there may be an opportunity to trade topics with those that are not assigned on the first round. Furthermore, if you want to work in a pair, this is permissible.<sup>1</sup> Your presentation should be slightly longer (7-8 mins).

### Assignment 1: Prepare 6-8 slide Powerpoint.

The powerpoint should:

- a) summarize the major points from the box.
- b) present additional material from one of the empirical articles cited in the box. More specifically, include at least two slides on the article – one that has a statement on the purpose and provides information on the methods and one that focuses on the results of the study. In the Results slide, it would be informative to include a table or figure from the original article. Note that you need to obtain the pdf of the article and read through it in order to create these slides.
- c) include at least one visual.
- d) include two discussion questions at the end of your presentation.
- e) include at least one of these additional things:
  - a. information from an Internet search of a media article related to the topic. For example, it could provide an anecdotal or real-world story about the topic.
  - b. a video link (whether we have time to show it will be decided later; I may have you show only a minute or two of it, and summarize the rest. Also, try to find a closed-caption version.)
  - c. information from another country (a global element) on your topic.
- f) Include references for b, c and e.

### Here are other directions for formatting:

- Make sure the font is large enough to read.
- Label each slide at the top, for example:
  - Summary of the Points in the Box
  - Detail on an Empirical Article – Purposes and Method
  - More Detail on an Empirical Article - Results
  - Media Example
  - Global Element
  - References

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<sup>1</sup> Note that you will be asked to do a distribution of labor report.

- Carefully proof your slides so they are free of typos and grammatical errors.
- Have the full references to your articles (APA style)

### **How to obtain the empirical articles:**

Not all of the citations from your box will be to empirical articles. You need to find one that is for an empirical article. The full reference to each citation in your box can be found at the back of the book. Typically, if the source of the reference is a journal (e.g., *Journal of Social and Personal Relationships*), then it probably is an empirical article. Some of the citations, however, will be to chapters and books, and they are not empirical. Find the actual article by going to online Milner library (look again at your Assignment 1 and the steps for finding a journal at online Milner library). Or, you may also obtain it through Google Scholar (sometimes, the pdf can be found there, but not always).

Once you obtain the pdf of the article, open it to make sure it has a Method section and a Results section (which is an indication that it is an empirical article). Then, save it to your computer and read through it in order to summarize it (in two or more slides). Make sure your summary is in your own words.

If, by chance, your box does not have an empirical article, then find a new one on the topic of the box.

Assignment 2 (10 pts) is due 2/7. Turn in a printed version of your PowerPoint. Note that you can include 2 slides per page (to reduce # of pages to print) by clicking on “Print”, then “settings”, and then instead of retaining the default of “full page slides,” click on, two slides. Also, make sure Color is not the default; click on pure black and white.

Assignment 6 (15 pts) is your actual presentation. The date for your presentation will be determined primarily by when we discuss the chapter in which your box appears. The presentations will occur throughout the semester, beginning around 2/14, and some may occur as late as the last week of the semester. It is assumed that you would modify your slides between 2/7 and the date you present and therefore turn in your updated slides on the day of your presentation.

The title of the boxes and where they appear:

<b>Box Title</b>	<b>Page #</b>	<b>Chapt #</b>	<b>Dates for Presentation L = 5/2 or 5/4</b>
<del>Are You Prejudiced Against Singles?</del>	<del>p. 19</del>	<del>1</del>	
Combating Simplistic Stereotypes	p. 23	1	2/21 or L
The Big Five Personality Traits	p. 27	1	2/21 or L
<del>An Individual Difference That's Not Much of a Difference: Sexual Orientation</del>	<del>p. 29</del>	<del>1</del>	
The Challenge of Volunteer Bias in Relationship Research	p. 50	2	2/7, 2/21, or L
High Tech Role-Playing	p. 54	2	2/7, 2/21, or L
Assessing Attachment Styles	p. 58-59	2	2/7, 2/21, or L
Digital Distance	p. 73	3	2/14, 2/16, 2/21, or L
What's a Good Opening Line?	p. 90	3	2/14, 2/16, 2/21, or L
Interethnic Relationships	p. 94	3	2/14, 2/16, 2/21, or L
We Don't Always Know Why We Think What We Do	p. 111	4	2/28, 3/30, or L
Attachment Styles and Perceptions of Partners	p. 120	4	3/7, 3/30, or L
Nonconscious Social Cognition	p. 124	4	3/7,3/30, or L
Narcissism and Relationships	p. 128	4	3/7,3/30, or L
So, What Are You Showing the World on Facebook	p. 130	4	3/7, 3/30, or L
Do You Really Know What Others Think of You?	p. 136	4	3/7, 3/30, or L
Nonverbal Behavior and Sexual Orientation	p. 148	5	2/28, 3/30, or L
Flirting	p. 154	5	2/28, 3/30, or L
Are You a High "Opener"?	p. 158	5	2/28, 3/30, or L
Cautious Communication: Coming Out	p. 160	5	2/28, 3/30, or L
Attachment Styles and Communication	p. 161	5	3/2, 3/30, or L
Texts, Tweets, and Status Updates: Modern (Mis?)Communication	p. 163	5	3/2, 3/30, or L

Communicating Sympathy and Concern	p. 169	5	3/2, 3/30, or L
Power and (In)Dependence	p. 183	6	3/9, 3/30, or L
Feminism is Based for Romance, Right?	p. 204	6	3/9, 3/30, or L
Attachment and Interdependency	p. 208	6	3/9, 3/30, or L
Friends Matter More Than We Think	p. 217	7	4/6 or L
Responsiveness in Action	p. 221	7	4/6 or L
What's a Best Friend?	p. 225	7	4/6 or L
Can Pets be Our Friends?	p. 229	7	4/6 or L
Can Men and Women be Close Friends?	p. 230	7	4/6 or L
Are your Facebook "Friends" Really Your Friends	p. 241	7	4/6 or L
Is Romantic Love an Emotion?	p. 254	8	3/21 or 3/30 or L
A Type of Love You May Not Want to Experience: Unrequited Love	p. 265	8	3/21 or 3/30 or L
Whom Do Your Parents Want You to Marry?	p. 267	8	3/21 or 3/30 or L
Can Same-Sex Sexuality have Evolutionary Origins?	p. 280	9	3/23 or 3/30 or L
Ignorance Isn't Bliss	p. 283	9	3/23 or 3/30 or L
Men Report More Sexual Partners than Women Do. How?	p. 287	9	3/23 or 3/30 or L
Measuring Sociosexuality	p. 289	9	3/23 or 3/30 or L
The Ins and Outs of Cybersex	p. 293	9	3/23 or 3/30 or L
How to Improve Your Sex Life: Don't Believe Everything you Read (or Hear)	p. 299	9	3/23 or 3/30 or L
Attachment and Sexuality	p. 303	9	3/23 or 3/30 or L
Stresses and Strains on Facebook	p. 320	10	4/11 or L
Mate Poaching	p. 322	10	4/11 or L
A Practical Guide to Getting Away with It	p. 335	10	4/11 or L
Mastering our Anger	p. 348	11	4/13 or L
Influencing a Partner to Use a Condom	p. 376	12	4/18 or L
Violence and Mate-Guarding	p. 383	12	4/18 or L
Stalking	p. 389	12	4/18 or L
The Staying Power of Formal Commitment	p. 396	13	4/20 or L
What if Nobody Wanted You to Marry?	p. 406	13	4/20 or L
The Rules of Relationships	p. 412	13	4/20 or L
The Most Obvious Box in the book: Don't Cheat	p. 434	14	4/25 or L
A Prescription for Contentment	p. 437	14	4/25 or L

## Appendix 3

### *Assignment 3: Evaluating Online Dating (due 2/21)*

Hopefully, this will be a fun assignment.

Step 1: Make sure that you have read carefully the online reading on “Dating in a Digital World” and Chapter 3 and 4 in *Modern Romance*.

Step 2: Find another scholarly empirical article (in a scientific journal, such as *Personal Relationships* or *Journal of Social and Personal Relationships*) or a high-quality journalistic article (of at least 3 pages) on the topic of Internet dating or matching (such as from the online versions of *The New York Times*, *The Atlantic Monthly Magazine*, *Huffington Post*, *Psychology Today*, CNN news, BBC news, ABC news, NBC news, etc.). Read it, of course, before doing the assignment.<sup>2</sup>

Step 3: Create your own profile (of about one page), by filling in the following information. Examples of profiles done in a comical way are at the end of this syllabus, but you can do yours in a serious way. You also have the option of making one for a friend instead of about yourself (or even about a hypothetical person).

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### My Dating Profile<sup>3</sup>

My Self-Summary:

What I’m doing with my life:

The Six Things I Can’t Live Without:

On a Typical Friday Night I Am:

You Should Message Me If:

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<sup>2</sup> If you are in my Human Sexuality class, do not choose the same article as you do for a similar assignment in that class.

<sup>3</sup> The instructor (who does a lot of research and directs students in research) may retain some of the profiles and use them in future research to examine how people react to different types of profiles in hypothetical situations. Most likely, she would combine different parts of profiles from different people, and of course would not use names (all would be anonymous) or any information that would make a person identifiable. However, if you do not want any portion of your profile to be used in future research (anonymously) please let the instructor know at the end of your profile page when you turn it in or by the end of the semester (Dec. 15).

Step 4: Write a 3-4 page paper (typed, double-space, 1 inch margins, 12 font size) that addresses the following questions:

- 1) Based on the material that you read, how much does it make you want to someday (or soon) seek a partner through an online dating site? Explain your decision.
- 2) What steps could you take to improve your experiences at an online dating site? (Be sure to use information from the readings to answer this question.)
- 3) What do you see as the advantages and disadvantages of finding a partner through online dating sites compared to finding a partner in more traditional ways (such as through friends)?
- 4) How difficult or easy was it for you to create a profile about yourself (or someone else or a hypothetical person)?
- 5) Summarize (in about a page) what you learned from the additional article you found on online dating (Step 2).

Turn in your one page profile, the article you found for Step 2, and your 3-4 page paper.

## Appendix 4

### *Assignment 4: Two On-Line Studies about Interpersonal Relationships (due 3/21)*

Go to the website <http://www.socialpsychology.org/expts.htm> and find two studies that are under “Interpersonal Relationships,” either under Professional Research or under Student Research<sup>4</sup>. Choose studies that interest you and for which you are qualified. Be sure to read every aspect of the survey including the introduction and any debriefing at the end. Complete the items (usually this might be necessary to advance through the study), but it is optional as to whether you actually submit the data to the researchers at the end of the survey. When you have completed the surveys, answer the following questions about each study.

- 1) What was the title of the study? Who were the researchers?
- 2) What do you believe was the purpose of the study? Be specific by speculating about what hypothesis might be tested by the study.
- 3) Describe some of the measures and items that you were asked to complete. What variables do you think these items are measuring? (Think about some of the constructs we are studying: attraction, love, commitment, mate preferences, forgiveness, etc.)
- 4) Where in the textbook would the findings from this study be likely summarized in a future edition of the text? Be very specific, including how your article relates to specific material in the text.
- 5) If you were to conduct a study on this topic, indicate what hypothesis you would want to test and what types of measures that you would include (beyond measures already included in the survey).

This assignment should be 3-4 pages, double-spaced. Answer the five questions for each of the two studies, one study at a time (and # each of your answers).

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<sup>4</sup> If you are in Dr. Sprecher’s Human Sexuality class, do not do the same surveys as you are for a similar assignment for the other class.

## Appendix 5

### *Assignment 5: Summary of “8 Interesting Findings” from Science of Relationships (due 4/18)*

For this assignment, you will read through short, creative summaries of recent research articles on relationships at the Science of Relationships website and then select a final 8 entries to summarize. This website is dedicated to news, information, and advice about relationships. Focus on those entries that summarize empirical research.

The Link is: <http://www.scienceofrelationships.com>

Or, if you want to go directly to a list of all articles summarized, go to:

<http://www.scienceofrelationships.com/all/>

For this assignment, follow these steps:

1) Glance through the titles of many of the articles and click on them to read the brief summary. As you read the titles and the brief description below each title, jot down the dates and title of entries that interest you most. Also, a requirement is that you choose the ones that summarize research (rather than those that just give relationship advice, provide a story, or show a video.) This step may take about an hour. Finally, try to choose topics that you believe you didn't learn enough about this semester.

2) Once you have completed #1, go back to the 10 that most interest you. Note that some entries may have a brief version and then you need to click to read more. Be sure to read the entire description. You may even want to print the longer versions for easier reading.

3) For each of the 8 entries you choose, complete the following information:

*Basics:* Title, date posted, author, of the blog.

*Their Source:* Provide the reference to their major source (usually a journal article). It also may be more than one.

*Details about the Method of any Study Described:* Describe the method of the study described in the entry in 2-4 sentences. For example, who was the sample? What type of data were collected?

*Results:* What were the major findings of the study, as described in the blog? In 3-4 sentences, summarize **in your own words** what the study was about and what it found.

*Your opinion:* What did you find most interesting about this blog?

*Where in textbook:* In what chapter (and section in the chapter) would this article fit in our textbook?

Expect that you will be asked to share some of your interesting findings in class.

4) Based on this review of Science of Relationships, what topic do you think should be added to this course in the future?



## Appendix 6 (information to go with Assignment 3):

Example fun profiles from performers of a comedy show on OKCupid Experiment at Second City. Use these as examples.



### Joel Boyd (*Ensemble*)

Straight / Taken Like Liam Neeson  
Chicago, IL

ONLINE NOW

#### My Self-Summary:

I'm from the sexiest city of all time--Milwaukee, WI. To pursue comedy I moved to the second sexiest city of all time--Chicago, IL. Graduated from Columbia College with a degree in TV while also completing Second City's Comedy Studies program. Oh yeah. I'm a complete comedy nerd. Stand-up, sketch & improv all day every day, (unless there's cookie dough ice cream in the room. Then I'm preoccupied.) I've performed all over these mean streets of the Chi from Second City, to the Annoyance, to Laugh Factory, to Jokes & Notes. Summaries are supposed to be short, so I'm just gonna stop typing right in the middle of

#### What I'm doing with my life:

Oh, man. I was hoping one of you could help me out with that. Until then, I guess I'll just keep making jokes...? [www.joelboydtv.com](http://www.joelboydtv.com)

#### The Six Things I Can't Live Without

- Breakfast
- Boxer Briefs
- Laughter
- The internet.
- A stage.
- Oxygen. Duh

#### On A Typical Friday Night I Am

At a show. Performing. Or watching. Then being angry I have to work Saturday morning.

#### You Should Message Me If:

You've got cookie dough ice cream.



### Peter Collins (*Ensemble*)

Str8/ Put a Ring on It  
Chicago, IL

ONLINE NOW

#### My Self-Summary:

I grew up near Boston but I don't like Dunkin Donuts. So naturally I left. I've lived all around the country but Chicago has been my home for almost 2 years. In my spare time I read just about anything I get my hands on and I see as many movies as possible. I can also be suckered into nearly anything with the promise of ice cream. (Hint: especially in shake form).

#### What I'm doing with my life:

You can find me improvising on Wednesday with Tone at the Mission Theater or spot me on long walks with my dog Elwood. I've got a modest record collection going and not to brag but I'm getting pretty good at sudoku (Elwood says so).

#### The Six Things I Can't Live Without

- Coffee
- My wife (in no particular order)
- Belly Laughs
- The Boston accent
- My 6 Siblings
- My Hat

#### On A Typical Friday Night I Am

Insisting there's enough room for everyone to dance.

#### You Should Message Me If:

You want a milkshake even if it's 10 below zero.



**Robyn Lynne Norris**  
(Ensemble, Creator, Writer)

Straight / Emotionally Preoccupied  
Los Angeles, California

**My Self-Summary:**

Robyn is the creator & co-author of *Undateable* & it's expanded 2-act version *#DateMe: An OkCupid Experiment* where she is starring in its current Chicago run. She has performed with The Second City Las Vegas, Second City Touring Company, & Mission Improvable at M.I.'s Westside Comedy Theater. More info, videos & blogs at [www.roblynlynneorris.com](http://www.roblynlynneorris.com)  
Twitter: @roblynlnorris

**What I'm doing with my life:**

Trying not to cry. Also, living in Los Angeles where I teach and perform regularly at Second City Hollywood and as an ensemble member of Mission Improvable at M.I.'s Westside Comedy Theater. Recent on-camera credits include Dis Raps for Hire, This is Mark Twain @ aol.com, and OFF THE TOP, the first global live-streamed interactive improv/rap/comedy show. Follow me on Twitter @roblynlnorris or find more info at: [roblynlynneorris.com](http://roblynlynneorris.com)

**The Six Things I Can't Live Without**

- Friends and Family (A.K.S., you know who you are)
- Laughter
- Sweepstakes
- My determination
- Memories of my friends I don't see anymore
- Apple products

**On A Typical Friday Night I Am**

Doing a comedy show somewhere and hanging with friends afterwards.

**You Should Message Me If:**

You want to laugh and do bits but are also cool with keeping it real. You like roller coasters, travel, and winning things. I like every day to be a surprise.



**Stacey Smith (Ensemble)**

Straight / My boyfriend wears cat shirts  
Chicago, Illinois

**My Self-Summary:**

Stacey is a loud Long Islander that can be seen at iO Chicago playing with The Musical Armando or with The Deltones. She is an Ensemble Member at ComedySportz and plays regularly with her independent teams Stacked, Brouhaha and Smith&I. In addition to performing, Stacey is the creator/producer of the Chicago Musical Improv Festival. Stacey also teaches in both the Youth Program and the A-E program at the Second City Training Center. Stacey just finished her second contract with the Second City aboard the Norwegian *Breakaway*.

**What I'm doing with my life:**

In addition to constantly subscribing to all things Corgi related, I'm currently teaching in both the Youth and Adult Programs at Second City. I can be seen improvising or talking loudly at iO and ComedySportz, trying different brussel sprout recipes and watching sad movies.  
[www.staceysmithcomedy.com](http://www.staceysmithcomedy.com)

**The Six Things I Can't Live Without**

- Brussel Sprouts
- My tiny, hypochondriac mother
- The NBA
- Corgi videos
- Bagels
- Venti Cool Lime Refreshers from Starbucks

**On A Typical Friday Night I Am**

Performing, drinking whiskey, dancing or going on night bike adventures with my boyf.

**You Should Message Me If:**

You like WWF, Pokemon, the NBA or eating BBQ.