

Interpersonal Relations

Psychology 359 - Section **52561R** - **4 Units**

Location: **MHP 106**

Fall 2009 - MW - 12:00-1:50pm

Instructor: **C. Miranda Barone, PhD**

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Hours: MW 10:30 - 11:30 a.m. or by appointment

Teaching Assistant: **Gurveen Chopra**

Office: SGM 713

Office hours: by appointment

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Required Texts:

Miller, R., Perlman, D., and Brehm, S.S. *Intimate Relationships*, 4th Edition, McGraw-Hill Companies

Additional Readings are available through BlackBoard.

Course Description and Objectives

This course is designed as an overview to the field of interpersonal relationships. The major theories of close relationships will be emphasized, including examinations of attraction, attachment, social cognition, communication, interdependence. In addition, we will examine the difference between casual and intimate relationships, theories of love, sexuality, and relationship development. Finally, we will discuss common problems in relationships (jealousy, shyness, loneliness, power, and conflict).

Course Objectives

The major goals and objectives of this course are to help you:

- 1) Understand current theories and research in the field of interpersonal relationships. Specifically, this course will help further your understanding of topics such as: our need for relationships, interpersonal attraction, love, attachment, communication, relationship maintenance, relationship trajectories, relationship dissolution, jealousy, and infidelity.
- 2) Recognize how findings from relationship science can be applied to everyday experiences. This goal will be met through completion of a course project.
- 3) Close relationships are one of the most significant experiences in our lives. For this reason, a major goal of the class is to help you gain a better understanding of yourself, and your relationships.
- 4) To read classic and contemporary studies about Interpersonal Relations, across disciplines and subdisciplines.

Methods of Evaluation

Different methods of evaluation utilized to assess your mastery of course material include the following:

- *Examinations* (multiple choice and essay questions)

There will be two mid-term exams and a final. The mid-term exams will be spread out over the semester and will not be cumulative. They will cover information from both readings and lectures. Mid-term exams will consist of multiple-choice and short essay questions. The final exam will be cumulative; meaning it covers material from all assigned chapters, readings, course lectures and films. The final exam will consist of multiple-choice and essay questions.

- *Relationship Study Paper*

There will be an independent project. You have two options.

Option 1: At the end of each chapter is a scenario describing a relationship, entitled *For Your Consideration*. Select any one, from any chapter (**except Chs.1 and 2**).

Option 2: Watch a movie about relationships (best to get it approved ahead of time) and report on a scene.

Based upon your reading of the chapter(s) report your assessment of the relationship citing specific concepts and research that supports your positions.

How long does it have to be?

Long enough to do the assignment in a comprehensive manner. You will probably need about 5 pages to do a good job, but you should not exceed 10 pages.

What exactly should the paper include?

1. **An Assertion(s)** – the general description of the relationship issue and what you identify as possible explanations, solutions, outcomes, etc.
2. **Theoretical or Conceptual Explanation(s)** – a theory or concept which logically supports or refutes the assertion.
3. **Empirical Evidence** – evidence of data resulting from field or laboratory **study found in journal articles.** (you do not have to collect data)

Does the paper have to be in APA style?

You should have a title page. References and the reference page should be in APA format, but the other things that APA style requires (e.g., Abstract, etc.) are not required.

Are references important?

Absolutely! **You will need to spend some time in the library.** DO NOT INCLUDE THE TEXTBOOK IN YOUR REFERENCE PAGE! A good (“A”) paper should include references from appropriate professional journals.

When is it due?

There are three deadlines for this paper. Each group of topics has a different deadline. Papers on Basic Processes Topic are due Oct. 19; Papers on Friendship and Intimacy Topics are due Nov. 11; and Papers on Relationship Issues are due on Nov. 30

- *Extra Credit*

Participation in the Fall 2008 subject pool for the USC psychology department. Instructions available at: <https://experimetrix2.com/SoCal/>

OR

Participation in JEP is a service-learning program in which participating students are placed individually in a local K-12 classroom as mentors or teaching assistants. Over the course of the semester, the participating students are required to attend two training sessions, write weekly reflection journals catered to topics derived from your course, and be on-site at a K-12 school for eight weeks at two hours per week. The options for participating students are **Mentor , Teaching Assistant, and Special Assignment**. During their assignments the students will be placed individually in a local K-12 classroom and work either one-on-one or with the whole class.

NOTE- IF YOU DO JEP YOU MAY NOT ALSO GET EXTRA CREDIT FROM DOING EXPERIMENTS IN THE SUBJECT POOL.

- *Grading Distribution*

2 Quizzes (50- points each)	100 points
1 Final Exam	75 points
Analysis Paper	50 points
Total Points	225 points
Extra Credit	15 points

- **Requirements for achieving a specific grade are as follows:**

93–100% (209-225) A	80–82.00% (180-186) B-	67–69.99% (151-156) D+
90–92.99% (202-208) A-	77–79.99% (173-179) C+	63–66.88% (142-150) D
87- 89.99% (195-201) B+	73–76.99% (164-172) C	60–62.99% (135-141) D-
83–86.99% (187-194) B	70–72.99% (157-163) C-	Below 60% < 135 F

Policies and Procedures

- **Attendance and Participation**

Participation, and therefore attendance, is expected. There will be many in-class activities, videos, and small group discussions that will help explain the material covered in class or lecture.

- **Students with Disabilities**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301

and is open 8:30 a.m.-5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

- **Academic Integrity**

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *Scampus*, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A:

<http://www.usc.edu/dept/publications/SCAMPUS/gov/>

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at:

<http://www.usc.edu/student-affairs/SJACS/>

- **Papers**

Papers must be handed in at the beginning of class on the scheduled due date. Late papers will be marked down 1 point for each day they are late. *Late papers must be brought to class and logged in. No email attachments will be accepted.*

*Students are asked to select to write on **one** of three topic areas:*

Basic Relationship Processes Topic due Oct. 19,

Friendship and Intimacy Topics due Nov. 11, or

Relationship Issues due on Nov. 30

Students are required to sign up on-line by the third week of the semester. There will also be a maximum of 35 students per topic area. Sign up early! Switching to a different topic area will not be allowed after the third week.

- **Exams**

Missed exams should not be made up except under **special circumstances** such as extreme illness or other emergencies, and religious observances. If you do miss an exam, please inform your instructor as soon as you return to class. Make-up exams must be completed **within one week** of the regularly scheduled exam.

Course Schedule*

Dates Assignments	Topics
Week 1 - Aug. 24 & 26 Chapter 1	The Building Blocks of Relationships What are Relationships?
Week 2 - Aug. 31 & Sept 2 Chapter 2	Research Methods

Wood, J. T. & Dindia, K. (1998). *What's the difference?* A dialogue about differences and similarities between women and men. In Canary, D. J.; Dindia, K. Sex differences and similarities in communication: Critical essays and empirical investigations of sex and gender in interaction. LEA's communication series. (pp. 19-39). Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers. xii, 468 pp.

Wood, W. & Eagly, A. (2007) Social Structural Origins of Sex Differences in Human Mating

Early Relationships

Harlow, H. F. (1958). The nature of love. *American Psychologist*, 13(12), 673-685.

Bretherton, I. (1992). The origins of attachment theory: John Bowlby and Mary Ainsworth. *Developmental psychology*, 28(5), 759-775.

Hazan, C., Shaver, P. (1987) Romantic love conceptualized as an attachment process. *Journal of Personality and Social Psychology*. 52(3), 511-524.

Bartholomew, K., & Horowitz, L. M. (1991). Attachment styles among young adults: A test of a four-category model. *Journal of personality and social psychology*, 61(2), 226-244.

Collins, N. L., & Read, S. J. (1990). Adult attachment, working models, and relationship quality in dating couples. *Journal of personality and social psychology*, 58(4), 644-663.

Dates Assignments	Topics
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Basic Processes in Relationships

Week 3 - Sept. 7 & 9 Chapter 3	Attraction
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Moreland, R. Beach, S. (1992) Exposure Effects in the Classroom: the development of Affinity among students. *Journal of Experimental Social Psychology*, 28, 255-276.

Buss, D. M. Barnes, M., (1986) Preferences in human mate selection. *Journal of Personality and Social Psychology*. 50(3), 559-570.

Dion, K., Berscheid, E., Walster, E. (1972) What is beautiful is good. *Journal of Personality and Social Psychology*. 24(3), 285-290

Matthews, K. A., Rosenfield, D., Stephan, W. G. (1979) Playing hard-to-get: A two-determinant model. *Journal of Research in Personality*. 13(2), 234-244.

Pennebaker, J. W. (1979). Don't the girls get prettier at closing time: A country and western application to psychology. *Personality and Social Psychology Bulletin*, 5(1), 122-125.

Week 4 Sept. 14 & 16 Chapter 4	Social Cognition
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Curtis, R.C., Miller, K. (1986) Believing another likes or dislikes you: Behaviors making the beliefs come true. *Journal of Personality and Social Psychology*. 51(2), 284-290.

Aron, A., Aron, E. N.; Tudor, M., Nelson, G., (1991) Close relationships as including other in the self. *Journal of Personality and Social Psychology*. 60(2), 241-253.

Week 5 Sept. 21 & 23 Chapter 5	Communication
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Chartrand, T. L., Bargh, J. A. (1999) The chameleon effect: The perception-behavior link and social interaction. *Journal of Personality and Social Psychology*. 76(6), 893-910

Collins N.L. and Miller, L. C. (1994) Self-Disclosure and Liking: A Meta-Analytic Review. *Psychological Bulletin* 116(3) 457-475.

Heslin, R., Nguyen, T., Nguyen, M, (1983). Meaning of touch: The case of touch from a stranger or same sex person. *Journal of Nonverbal Behavior*. 7(3), 147-157.

And Readings

Relationship Issues

Week 12

Nov. 9 & 11

Papers on Friendship and**Intimacy Topics due Nov. 11****Stress and Strains and Conflict**

Chapter 10 & 11

DePauli, B, Kashy, D. (1998) Everyday Lies in Close and Casual Relationships. *Journal of Personality and Social Psychology*, 74(1) 63-79

Saffrey, C., Ehrenberg, M. (2007), When thinking hurts: Attachment, rumination, and postrelationship adjustment. *Personal Relationships* 14, 351-368.

Fincham, F. Hall, J., Beach, S.R., (2006) Forgiveness in Marriage: Current Status and Future Directions. *Family Relations*, 55, 415-427.

Week 13

Nov. 16 & 18

Power and Violence

Chapter 12

Fisher, B., Daigle, L, Cullen, F., Turner, M., (2003). Reporting sexual victimization to the police and others: Results from a national-level study of college women. *Criminal Justice and Behavior*. 30(1), 6-38.

Taft, C., Resick, P., Panuzio, J., Vogt, D., Mechanic, M., (2007) Coping Among Victims of Relationship Abuse: A Longitudinal Examination. *Violence and Victims*. (22)4, 408-419.

Fincham, F. Bradbury, T., Arias, I., Byrne, C., Karney, B. (1997) Marital violence, marital distress, and attributions. *Journal of Family Psychology*. 11(3), 367-372.

Week 14

Nov. 23 & 25

Dissolution and Loss

Chapter 13

Amato, P., Previti, D. (2003) People's Reasons for Divorcing: Gender, Social Class, the Life Course, and Adjustment. *Journal Of Family Issues*, 24(5), 602-626.

Dates Assignments	Topics	
Week 15 Nov. 30 & Dec. 2 Chapter 15	Maintaining Relationships	Papers on Relationship Issues Due on Nov. 30

Rempel, J., Ross, M., Holmes, J., (2001) Trust and communicated attributions in close relationships. *Journal of Personality and Social Psychology*. 81(1), 57-64.

Diener, E., Lucas, R., Scollon, C. (2006) Beyond the Hedonic Treadmill: Revising the Adaptation Theory of Well-Being. *American Psychologist*. 61(4), 305-314

Neufeld, B and Carmichael, M.A. (2005) Four Horsemen of the Apocalypse, www.marleneandbob.com

Final Exam - Friday, Dec. 11, 2009, 11:00 to 1:00 p.m.

Review all chapters, readings and class notes.

*****Please note that changes in this syllabus may occur at the instructor's discretion, and will be announced in class. You are responsible for any announced changes.***
