\*Tentative Syllabus\* - Subject to change - Updated 3/11/2022

**PSYC S126 – Attraction and Relationships (Summer, 2022)**

Class Meetings: M/W/F 9:00-11:15am EST

Location: TBD

**Time Zone:** All listed or referenced times for this course are ET, even if “ET” is not explicitly listed next to the time. Keep this in mind for due dates!

**Instructor:**

**Dr. Jennifer Hirsch**

**Email:** jennifer.hirsch@yale.edu

**Zoom office hours:** TBD

Office hours are an opportunity for you to seek help on assignments, receive feedback on course progress, talk about your academic interests, or find out about other opportunities in psychology (to name just a few things). This time is specifically reserved for PSYC 126 students only. I encourage you to join!

**Pre-requisites and Enrollment**

There are no pre-requisites for this course. This is an introductory level course with no expectation of prior experience with Psychology. However, enrollment in this course is limited to a maximum of 18 students. All enrollment decisions are made by YSS, not the instructor.

**Goals**

This course provides a broad overview of the research topics, methodology, and findings in the study of close, intimate relationships. Content will include breadth (and focused depth) on the life-cycle of family relationships, friendships, and romantic relationships from interpersonal attraction to lifelong partners—including all of the intimacy, interdependency, relationship maintenance, and stresses and strains that come in between. Please note this is a course grounded in social psychology and personality psychology theory and research—***this is neither a clinical psychology nor a self-help course***. Though you may gain insights relevant to your own personal lives and relationships, the course material focuses on the science of what contributes (or detracts) from normal, healthy functioning of relationships *in general*.

By the end of this course students should be able to:

1. Discuss (and execute) the basic research process in the field of psychology
2. Define, describe, and apply a broad range of close relationship psychology theories
3. Critically evaluate psychology findings, phenomena, and popular press

In order to achieve these goals, the instructor will provide:

1. Clear instruction and feedback
2. Transparent and fair evaluations
3. Support in achieving the above goals as well as students own personal goals for taking this course

In order to achieve these goals students are expected to:

1. Actively engage in all aspects of the course
2. Seek support, when needed, in achieving the course goals and their own personal goals for taking this course

**Textbook (Required)**

This course will primarily use the following textbook:

**Miller, R.S. (2021). *Intimate Relationships (9th Edition)*. ISBN-13: 978-1259870514.**

**E-book price:** starting at $50: <https://www.mheducation.com/highered/product/1260804267.html>

You are encouraged to rent the textbook or get a used copy to minimize cost.

Lecture and the textbook are complementary (you can think of it like a venn diagram). There is some overlap but there is also some material covered deeply in lecture but not the textbook and some material covered deeply in the textbook but not the lecture. You are responsible for the content from the assigned reading. Students are expected to seek help from their peers or the instructor in a timely fashion if they have questions about the material in the textbook, as it will not necessarily be repeated in class.

Additional required course materials will be posted on Canvas and may not be listed on the course schedule below.

**A note on using prior editions of the textbook:** The core material covered in prior editions is likely the same, but as textbooks get updated new research and topics are added (and some outdated information is removed). I cannot guarantee that the assessments will only cover material that is the same between all editions.

**Class Meetings and Announcements**

Class will meet synchronously three times a week for 2hr 15mins each class. This is a lot of time per class—I want to get the most out of this time without it being too draining. Each class session will include lecture as well as class discussion and activities. Details about the content of each class will be provided prior to the class meeting itself. Attendance is required at all classes and, in fact, lots of research suggests attending class has a positive influence on course grades (e.g. Credé, Roch, & Kieszczynka, 2010).

Class-wide announcements will be posted as Announcements on Canvas, so be sure to check those regularly or turn on e-mail notifications.

**Course Requirements and Grading**

*Midterm examination (25%):* There will be a midterm exam during class on Friday, 6/10. The exam will assess the topics covered up through that date, including assigned readings. The format of the exam will be a combination of multiple choice and short answer. It will be open-book, timed, and must be completed during the scheduled class time.

*Final examination (25%):* There will be a final exam during the last day of class: Friday, 7/1. It is largely not cumulative. The exam will assess the topics from after the midterm. This does mean, however, that material from the first half of the course that continues to be discussed in the second half of the course may be on this exam (this is what is meant by “largely not cumulative”). The format of the exam will be a combination of multiple choice and short answer. It will be open-book, timed, and must be completed during the scheduled class time.

*Research Lab Assignments (25% total):* Students will conduct two research labs throughout the course. The labs will represent the research experience as a whole, first as a consumer of and participant in relationships research (Lab #1) and then in the role as a researcher (Lab #2). The latter will include many of the facets included in research, like creating a research question and hypothesis, “analyzing” data, and discussing the results in the context of students’ research questions. The labs will be comprised of smaller homework assignments due periodically throughout the course. Research Lab #1 will be worth 12.5% and Research Lab #2 will be worth 12.5%, meaning, in combination, the two Research Labs will be worth 25% of students’ overall grade. All Research Labs will be submitted on Canvas.

-Research Lab #1: Being a consumer of and participant in relationships research (3 homework assignments)

-Research Lab #2: Working with a relationships dataset (3 homework assignments)

*Diversity in relationship science assignment (10%):* Students will have an opportunity to deep-dive into under-represented samples and/or topics related to diversity that may not be well-represented in relationships science yet. This will culminate in a brief reaction paper.

*Participation (15%):* Active engagement with all parts of the course, particularly with a condensed summer course such as this one, is vital. Participation will be evaluated in a variety of ways—attendance, providing peer feedback, and speaking in class will all contribute. Additionally, there will be 4 participation assignments that will go toward your participation grade. These 4 assignments, due once a week, are simply a chance for you to reflect on the past week of the course and write about your thoughts. Course attendance is required (this is coming both from the instructor and the Yale summer session policies) and nonattendance may lead to cut restriction. Per YSS policy, missing 2 classes will result in removal from the course. You will be provided participation feedback mid-way through the course if your participation is off-track.

*Final Grades in the Course:* Final grades are earned via the midterm exam (25%), the final exam (25%), the research lab assignments (25%), the diversity in relationship science assignment (10%), and overall participation (15%). There is **no curve** and **no grade rounding** beyond two decimal places. Firm grade cut-offs are provided below. If you have any inquiries about grading, all communications should be submitted in writing via e-mail in a professional and thoughtful manner within a reasonable and relevant timeframe.

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| 93.00% and higher  90.00% - 92.99%  87.00% - 89.99%  83.00% - 86.99%  80.00% - 82.99%  77.00% - 79.99%  73.00% - 76.99%  70.00% - 72.99%  67.00% - 69.99%  63.00% - 66.99%  60.00% - 62.99%  less than 60.00% | A  A-  B+  B  B-  C+  C  C-  D+  D  D-  Fail |

***Seeking help from the teaching team:*** Before outlining the extensions, absences, and late work policies, I’d like to note that I expect and encourage students to reach out for help with any of the above assignments. While I have done my best to anticipate the needed extensions and absences, you may find yourself in a situation not covered clearly by these policies. Please contact the instructor as soon as possible if you find yourself in such a position and especially, when possible, prior to deadlines. The earlier I know what is going on, the more opportunity I have to support you. Ask for support when you need it – I will never fault a student for asking for an extension so long as you understand the answer will not automatically be a “yes”.

**Dean’s Extensions**

There are no Dean’s Extensions during Yale summer session. All excuses that would typically be filtered through the Dean’s Office are left to the discretion of the instructor.

**Extension and late work policies**

Students are urged to complete all assignments by their due dates and to take all exams at their scheduled times. An extension of these due dates is permitted at the discretion of the instructor for the case of e.g. personal illness, personal or family crisis, religious holidays that you observe, use of “Grace Day” (see below for restrictions\*).

*\*Grace Day*

All students will have 1 grace day – a personal 24hr extension on the due date for one Research Lab Assignment (i.e. one of the 7 homework assignments), Participation Assignment, or the Diversity in Relationship Science Assignment. This extension is for reasons other than those that would typically warrant an extension. If a student decides to use their Grace Day, please notify the instructor *prior to the time the assignment is due* in order to avoid penalty. **A Grace Day cannot be applied retroactively**. Your Grace Day is good for one assignment. Please note that the Grace Day cannot be used for either exam.

*Unexcused Late Work Policy (late work without an approved extension or Grace Day)*

*-Research Labs, Participation Assignments, or the Diversity in Relationship Science Assignment*:The assignments are due at 6pm EST on their reported due date (always on a day before class will meet). Late assignments will lose 10% if turned in by 11:59pm EST and an additional 10% if turned in by 8:59am EST (just prior to the start of class). The maximum grade for turning in a late assignment by 11:59pm EST is 90% and by 8:59am EST is 80%. Due to the fast timeline of this course, no late assignments will be accepted after class begins without permission from the instructor or the use of a Grace Day (see Grace Day policy above).

*-Midterm or Final exam*: For a missed exam, students can contact the instructor within a reasonable timeframe to schedule a make-up exam and will receive a 30% penalty (i.e. the highest earned grade on an unexcused make-up exam is a 70%).

*COVID related adjustments*

All policies outlined in this syllabus are based on YSS’ plan for in-person instruction. Should COVID conditions require that we fully move the class to online teaching, any updates or changes to the required coursework, policies, or due dates will be communicated promptly to all students. Should an individual student be quarantined due to a COVID exposure, we will work individually with that student to adjust coursework, policies, or due dates as needed to fulfill the course requirements while still prioritizing the student’s health and wellness.

**Technology in the classroom**

The Learning Management System, Canvas, is the central hub for this course. All course materials, including the administration of exams, will be distributed via Canvas. While, of course, electronic devices are required for this course, I ask that you only use them for educational uses during class.

**Diversity, Inclusion, and Accessibility[[1]](#footnote-1)**

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Additionally, for students with permanent or temporary accessibility needs, I encourage you to consult with Yale’s Student Accessibility Services (sas.yale.edu). They will be able to work with you and your professors (current and future) to make sure you receive the appropriate accommodations so that you can fully participate in all aspects of the university.

**Academic Honesty[[2]](#footnote-2)**

Academic honesty is a core institutional value at Yale. It means, among other things, truth in presentation, diligence and precision in citing works and ideas we have used, and acknowledging our collaborations with others. While students are encouraged to discuss course content and material with other students, all work submitted for this course must be the work of each individual student. Academic honesty is a very serious issue which includes prohibiting e.g. cheating on exams or coursework, falsification and/or fabrication of data, plagiarism, and multiple submission of the same work without obtaining explicit written permission from both instructors before the material is submitted (to name a few). Students are encouraged to familiarize themselves with Yale’s policy: <http://catalog.yale.edu/first-year-student-handbook/academic-information/introduction-undergraduate-education/academic-honesty/>

**References**

Credé, M., Roch, S.G., & Kieszczynka, U.M. (2010). Class attendance in college. A meta-analytic review of the relationship of class attendance with grades and student characteristics. *Review of Educational Research, 80(2),* 272-295.

**Course Schedule**

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| *Week 1* | | | Reading due |
| M | 5/30 | **Introduction to the course; Building blocks of relationships** |  |
| Tu | 5/31 | *Research Lab #1.1 due at 6pm EST* |  |
| W | 6/1 | **Attraction** | Ch. 1 The Building Blocks of Relationships (only “The Influence of Experience” section on p. 14-20)  Ch. 2 Research Methods |
| Th | 6/2 | *Research Lab #1.2 due at 6pm EST* |  |
| F | 6/3 | **Relationship initiation** | Ch. 3 Attraction |
| *Week 2* | | |  |
| Su | 6/5 | *Participation Assignment #1 due at 6pm EST* |  |
| M | 6/6 | **Vulnerability and social support** | Ch. 5 Communication (only “Verbal Communication” section on p. 193-202)  Ch. 6 Interdependency |
| Tu | 6/7 | *Research Lab #1.3 due at 6pm EST* |  |
| W | 6/8 | **Vulnerability and social support cont’d and social cognition** | Ch. 4 Social Cognition  Ch. 7 Friendship (only “The Nature of Friendship” section on p. 266-274) |
| Th | 6/9 | *No assignment due* |  |
| F | 6/10 | **Midterm Exam; Relationships and broader social context** |  |
| *Week 3* | | |  |
| Su | 6/12 | *Participation Assignment #2 due at 6pm EST* |  |
| M | 6/13 | **Sex** | Ch. 1 The Building Blocks of Relationships (only “The Influence of Individual Differences” section on p. 20-29)  Ch. 9 Sexuality |
| Tu | 6/14 | *Research Lab #2.1 due at 6pm EST* |  |
| W | 6/15 | **Stresses and strains** | Ch. 5 Communication (only “Dysfunctional Communication and What To Do About It” section on p. 203-208)  Ch. 11 Conflict |
| Th | 6/16 | *No assignment due* |  |
| F | 6/17 | **Relationship and self growth** | Ch. 12 Power and Violence |
| *Week 4* | | |  |
| Su | 6/19 | *Participation Assignment #3; Research Lab 2.2 due at 6pm EST* |  |
| M | 6/20 | **Dissolution** | Ch. 10 Stresses and Strains |
| Tu | 6/21 | *No assignment due* |  |
| W | 6/22 | **Life after closeness** | Ch. 13 The Dissolution and Loss of Relationships |
| Th | 6/23 | *Research Lab 2.3 due at 6pm ET* |  |
| F | 6/24 | **Exploring unanswered questions** | Ch. 14 Maintaining and Repairing Relationships |
| *Week 5* | | |  |
| Su | 6/26 | *Participation Assignment #4 due at 6pm EST* |  |
| M | 6/27 | **Zooming out: Relational context’s influence on other processes** |  |
| Tu | 6/28 | *Diversity in Relationship Science Assignment due at 6pm EST* |  |
| W | 6/29 | **Zooming out cont’d. and lessons learned** |  |
| Th | 6/30 | *No assignment due* |  |
| F | 7/1 | **Final Exam** |  |

1. Statement adapted from the University of Iowa College of Education (posted by the Poorvu Center) [↑](#footnote-ref-1)
2. Statement adapted from a sample statement posted by the Poorvu Center [↑](#footnote-ref-2)