

PSY 3100: THE PSYCHOLOGY OF INTIMATE RELATIONSHIPS

Prof. Richard Slatcher, Ph.D. – Fall 2019

DETAILS

Meeting time and place: Tuesdays and Thursdays 12:30 PM – 1:45 PM
171 Zell B. Miller Learning Center

Prof. Slatcher's Office Hours: Tuesdays and Thursdays from 3:00 PM – 4:00 PM and by appointment
515 Psychology Building
Email: Richard.slatcher@uga.edu

TEACHING ASSISTANTS

Michael Harvey
Email: Michael.harvey@uga.edu
Office: 436 Psychology Building
Office Hours: Tuesdays and Wednesdays 11:15-12:15

Arturia Melson-Silimon
Email: arturia.melsonsil25@uga.edu
Office: 301F
Psychology Building
Office Hours: Mondays 12-2

COURSE OVERVIEW

The primary goal of this course is to serve as an introduction to psychological theory and research on intimate relationships. Intimate relationships are a human universal. Moreover, there is consensus around the globe about what successful intimacy entails: We all want to be loved, supported, and cared for by partners that we hold in high esteem. But if everyone wants the same things, why are intimate relationships nevertheless so difficult to form and maintain? Over the 16 weeks of this course, we will pursue this question pretty single-mindedly, adopting a range of perspectives to understand how it is that intimate relationships develop, thrive, or deteriorate over time.

REQUIRED TEXTBOOK

Bradbury, T. N. & Karney, B. R. (2019). *Intimate Relationships (Third edition)*. New York: W.W. Norton.

SUPPLEMENTAL READINGS

Readings from these books will be posted on the eLC site for this course:

Eli Finkel (2017): *The All-Or-Nothing Marriage: How the Best Marriages Work*.

Rowland Miller (2018): *Intimate Relationships*, 8th edition.

Other individual readings will be posted on the eLC site as well.

COURSE STRUCTURE AND REQUIREMENTS

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

- **eLC course page:** I will post lecture notes for each topic area on eLC. I expect you to check eLC on a daily basis as I will regularly post announcements there. **Anything posted in the news feed or distributed via eLC email (e.g., date changes, information regarding assignments) is equivalent to being announced in class.**
- There will be four exams in this course. Each exam is worth 100 points and will be comprised of 50 multiple-choice questions worth 2 points each. **I will drop your lowest exam score.** In its place will be the average of your three highest exam scores (thus, the overall point total for exams is still out of 400 points). This should help everyone, but especially those who did poorly on one particular exam. **There is no final exam for this course.**

Exams will cover material from lectures, the text, and supplementary article readings. This is an *idea* class as opposed to a fact class. All of the tests will emphasize psychological concepts and their relationships to other concepts and to real-world examples. From my experience, the best way to be prepared for tests is to read all of the material and attend all lectures. Afterwards, talk with others in the class about the topics we've covered. Actively talking with others about theories and ideas of the course helps to organize them in your mind. Indeed, we will discuss research evidence that supports this strategy.

GRADING OVERVIEW

The final grade will be based on the number of points you have earned on the exams divided by the total points possible (400 points).

Exam 1	100 points
Exam 2	100 points
Exam 3	100 points
Exam 4	100 points

TOTAL: 400 points

UGA Letter Grade Ranges:

A	93.0-100 %	B-	80.0-82.99 %	D	60.0-69.99 %
A-	90.0-92.99 %	C+	77.0-79.99 %	F	< 60 %
B+	87.0-89.99 %	C	73.0-76.99 %		
B	83.0-86.99 %	C-	70.0-72.99 %		

CONTACTING US

For most questions about the course, emailing your TAs is the best and quickest mode of contact. Your TAs and I both also offer weekly office hours for more extensive questions. It's appropriate to ask for clarifications on course material, but it is not appropriate to ask a TA to re-teach material if you missed class. If you know that you will attend office hours, it's helpful if you email in advance (but drop-in visits are fine). TAs refer questions or issues to Dr. Slatcher as necessary.

Because this is a large class, please help keep email manageable. We strive for email replies within 24 hours on weekdays; if you haven't received a reply within 48 hours please feel free to follow up. Questions that can be answered by consulting the syllabus are given lowest priority.

There is also email messaging within eLC. As you may already know, emails from eLC will forward to your UGMail inbox, but you cannot reply from your email client and must reply from within eLC.

COURSE SCHEDULE

Week	Date	Topic	Reading/Assignment
1	Thursday Aug 15	Introduction to the Course	K & B Chapter 1; Finkel Preface and Chapter 1
2	Tuesday Aug 20	Love	K & B Chapter 1;
2	Thursday Aug 22	History and Research Methods	K & B Chapter 3; Finkel Chapters 2-4
3	Tuesday Aug 27	NO CLASS TODAY!	K & B Chapter 2
3	Thursday Aug 29	Influential Theories (Part I): Evolution and Attachment Theory	K & B Chapter 2
4	Tuesday Sept 3	Influential Theories (Part II): Interdependence	K & B Chapter 2
4	Thursday Sept 5	Gender	K & B Chapter 4
5	Tuesday Sept 10	Sexual Orientation	K & B Chapter 5
5	Thursday Sept 12	Exam 1	
6	Tuesday Sept 17	Personality and Personal History	K & B Chapter 6
6	Thursday Sept 19	Attraction	K & B Chapter 7
7	Tuesday Sept 24	Case Studies	
7	Thursday Sept 26	Communication	K & B Chapter 8

8	Tuesday Oct 1	Intimacy and Closeness	Aron et al. (1997)
8	Thursday Oct 3	Relationship Maintenance	Miller Chapter 14
9	Tuesday Oct 8	Exam 2	
9	Thursday Oct 10	The Self and Relationships	Aron et al. (2013); Rusbult, Finkel, & Kumashiro (2009)
10	Tuesday Oct 15	Sexuality	K & B Chapter 9
10	Thursday Oct 17	Conflict	K & B Chapter 10
11	Tuesday Oct 22	Infidelity and Aggression	K & B Chapter 11
11	Thursday Oct 24	Interpreting Experience	K & B Chapter 12
12	Tuesday Oct 29	Dissolution and Loss	Miller Chapter 13
12	Thursday Oct 31	Exam 3	
13	Tuesday Nov 5	Stress and Context	K & B Chapter 13
13	Thursday Nov 7	Relationships and Health	Slatcher & Selcuk (2017); Holt-Lunstad, Robles, & Sbarra 2017
14	Tuesday Nov 12	Relationships Across the Lifespan	K & B Chapter 14
14	Thursday Nov 14	Race and Culture	Chenfeng et al (2017); Clavel, Cutrona, & Russell (2017)
15	Tuesday Nov 19	Friendship	Miller Chapter 7
15	Thursday Nov 21	Technology and Relationships	Sbarra, Briskin & Slatcher (2019)
16	Tuesday Nov 26	Improving Relationships	K & B Chapter 15
16	Thursday Nov 28	NO CLASS - THANKSGIVING	
17	Tuesday Dec 3	Exam 4	

There is no final exam for this course.

COURSE POLICIES

Late/Make-up Work. Make-up exams are not given. If you must miss a scheduled exam due to illness, emergency, sporting event or for any other reason, then that will automatically be your exam that gets dropped (in other words, you get one freebie).

Grading Decisions. All grades are final. Unless you believe there has been a clerical or calculation error, please do not contact me or your TA with requests to have grades changed or reconsidered.

Incompletes. A grade of "Incomplete" will be granted only in the most severe emergency circumstances and at the discretion of the instructor. Written documentation is required. Students seeking an Incomplete must make specific arrangements with the instructor before the end of the semester.

Scholastic Dishonesty/Academic Misconduct. All academic work must meet the standards contained in "A Culture of Honesty." All students are responsible to inform themselves about those standards before performing any academic work.

The University defines their policy on scholastic dishonesty as follows: "No student shall perform, attempt to perform, or assist another in performing any act of dishonesty on academic work to be submitted for academic credit or advancement. A student does not have to intend to violate the honesty policy to be found in violation." Examples of academic dishonesty include, but are not limited to, plagiarism, unauthorized assistance, giving false information or tampering with academic work, and theft.

If it is determined that a student has engaged in any form of academic misconduct, he or she may be given an F for the course, will be reported to the Office of the Vice President for Instruction, and may face additional sanctions from the University. For more information concerning academic misconduct, please visit <http://uga.edu/honesty>.

Students with Disabilities. Students with disabilities or special needs are encouraged to contact the instructor to discuss any arrangements that may be needed to facilitate their work in the course.

The University of Georgia seeks to provide students with disabilities the opportunity to fully participate in educational programs and services. In keeping with this philosophy, it is University policy that students with documented disabilities receive reasonable accommodations through access to classroom information. If you plan to request accommodations for a disability, please register with the Disability Resource Center, which is located in 114 Clark Howell Hall or via the internet at <http://www.dissvcs.uga.edu/>