

Interpersonal Relationships (PSYC 2000)
Fall 2008
Weber State University- Davis Campus

Instructor Information

Dr. Melinda Russell-Stamp

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Office Hours/ Davis Campus: Monday (11-12; 4:30-5:30 p.m.), Wednesday (11-12; 4:30-5:30 p.m.), or by appointment

Class Meeting Times and Locations:

Monday, Wednesday, Friday

10:00-10:50 a.m.

Location: Davis Campus Room # 104

Required Readings

Hendrick, S.S. (2004). Understanding Close Relationships. Boston: Allyn & Bacon.
(PLEASE BRING YOUR BOOK TO EACH CLASS)

Course Description

This course will provide you with an analysis of the skills necessary for personal development and interpersonal relationship development, maintenance, and repair. Particular emphasis will be placed on the learning of effective relationship skills and the communication styles that support them. Topics will include the importance of relationships and research methods, attraction, friendship, romantic love, relational sexuality, communication, conflict and abuse, relationship dissolution, diverse relationships, and gender.

Course Goals

This course emphasizes interpersonal relationships as a behavioral science. It is designed for students interested in psychology as their field of concentration as well as for those who wish to include knowledge of interpersonal relationships as part of their general education requirements. The objectives are to help you acquire knowledge of the:

- Vocabulary and concepts involved in describing and explaining phenomena in relationship science;
- Basic methods used by relationship psychologists in their investigations of phenomena;
- Principles, theories, and other empirical generalizations which have emerged from relationship studies
- Acquire skills in interpreting psychological information about relationships and applying it to daily life, everyday problems, and social issues
- Integrate theories and research with real-life applications so as to make the study of relationships both interesting and meaningful to you.

Methods of Instruction

Group discussions, small group work, lectures, and videos are some of the instructional methods that will be utilized. Homework and discussions call for introspection and personal revelation. As you approach the course material, I encourage you to be open to new and different points of view. It is important to respect each others' preferences for self-disclosure. In homework and discussions, reveal as much as you desire, and be mindful of others' privacy when sharing your experiences. Since each of you comes to this class with unique experiences and perspectives, please share your thoughts, comments, reactions, observations and personal experiences. These efforts can enrich the learning experience for the entire class. Respect for the different ideas and opinions expressed in this class is expected and is part of Weber State University's mission.

Vista Enhancement

This course is Vista-enhanced. To access the course website, got to <http://online.weber.edu>. Log-in with your Wildcat username and password. From the "My WSU Online" tab, click on "PSYC 2000". Once you are on the course homepage, click on "Start Here", to ensure that your computer has the proper "Software Downloads", to view the e-copy of the syllabus, and to review "How to Contact Your Professor".

On the course website you will be able to access the course syllabus, Power Point presentations, handouts, exam reviews, course announcements, and your course grades. The material on the site is not a substitute for attending class. You will be provided with information in class that is not adequately elaborated in the Power Point handouts. I encourage you to bring the relevant handouts to class since they may aid in note-taking.

<u>Method of Evaluation</u>	<u>Points Possible</u>
Exam 1	50 points
Exam 2	50 points
Exam 3	50 points
Exam 4	50 points
Exam 5	50 points
Case Study Assignments	150 points
In-Class Participation	50 points
Application Paper	100 points
Total Points:	550

Final grades will be assigned based on the percent of total points earned as follows:

A	(100-93%)	B-	(82-80%)	D+	(69-67%)
A-	(92-90%)	C+	(79-77%)	D	(66-63%)
B+	(89-87%)	C	(76-73%)	D-	(62-60%)
B	(86-83%)	C-	(72-70%)	E	(59%-0%)

Exams

- There will be five examinations in this class. Each exam is non-comprehensive and will cover approximately 1/5 of the course material. Study guides for each exam will be available via the course site.
- Exams will be based on in-class lectures and discussions, assigned readings, and videos.
- The format for exams will include 50 multiple choice questions worth 1 point each. Each exam is worth 50 points. Exams are “**closed-book**” and “**closed-note**”
- You will take each exam in the Testing Center at the Davis Campus (Room 215). To take an exam, you must show up on the correct date at the appropriate times (see Course Schedule) with a photo ID, a #2 pencil, and 10 cents for a scantron. You will not be allowed to take an exam without a photo ID or if you show up after hours.
Monday – Thursday 7:30 a.m. – 8:00 p.m. (You must show up by 7:00 p.m.)
Friday 7:30 a.m. – 7:00 p.m. (You must show up by 6:00 p.m.)
Saturday 9:00 a.m.-4:30 p.m. (You must show up by 3:30 p.m.)
- It is your responsibility to take the exam during the period it is administered at the Testing Center. Since you will have at least four days to take each exam, scheduling problems should be rare. If you have a conflict with the exam schedule, you may take an exam early. In this case, please discuss your conflict with me so that we can make arrangements for you to take the exam early. If you do not make arrangements to take an exam early and/or you do not take the exam during the exam period there will be two days during the semester in which makeup exams may be taken. These dates are as follows: **Friday, October 10th & Friday November 21st**. Makeup exams may not be taken on other days.

Case Study Homework Assignments

- At the beginning of each chapter, a relationship scenario is presented. Each case study describes a relationship and is followed by questions about the scenario. You will be responsible for answering the questions that I provide you regarding each scenario. You are required to complete five case study write-ups this semester. Case studies will be discussed in class on due dates. Everyone will be required to read the case study before class and be prepared to discuss the questions in class in small groups (bring your text!). Answers to case studies should be typed.
- Homework will be available online via Vista and are due at the beginning of class (see Course schedule). Homework assignments must be turned in on time in order to receive full-credit. Each case study is worth 30 points. Late papers will be penalized 2 points for each day they are late (weekends count as two days, Sat. & Sun.). Late papers are better than no papers.

Class Activities and Participation

- Throughout the semester, you will be asked to participate either alone or in a group in different class exercises. These may include more detailed discussions or thinking exercises designed to help you master the material. There will be approximately 10 of these activities and you will be allowed to drop 2 of these without penalty. Thus, attendance will be of the utmost importance.

Movie Analysis Final Paper and Presentation:

- In addition to entertaining us, movies offer detailed portrayals of close relationship behavior. Your task is to analyze from a psychological perspective the events depicted in one of the films listed in the handout (distributed in class). You are not to critique the film in terms of its entertainment or artistic value. Rather, you should think carefully about the actions and events depicted in the movie. Then, apply what you have learned in this course about the factors that influence and explain relationship behavior. This project is comprehensive: I encourage you to bring to bear any/all concepts encountered in this course that relate to the issues, interactions, and behavior portrayed.
- You should watch the film and then choose two scenes from the film that reflect a relevant relationship-psychological principle. You will likely have to watch all or the relevant scenes of the film at least twice. As you watch the film the second time, stop often and take specific notes about dialogues and interactions—you must have concrete and specific examples to complete your paper.
- For each of the two scenes you choose, you must:
 1. Describe the scene. I have viewed the films, so be sure to give a clear and concise description of the events in the scene you've chosen.
 2. Describe in detail the psychological concept you believe is implicated in or relevant to your scene. You must meticulously define and characterize the relevant concept. For example, if you are describing a scene bearing on equity theory, you'll need to explain the theory and its predictions in your own words. Or if you are describing a scene bearing on relational power, you'll need to define relational power and reasons for it. In other words, you must do a lot more than simply name the concept; you need to demonstrate complete understanding of the concept.
 3. Elaborate on how the scene illustrates the relationship/psychological concept and any discrepancies between the scene and what the concept would predict. For example, if the scene bears on balance theory, you should state the unbalance that exists and describe how the imbalance is resolved. Or if the scene bears on relational power, you should describe what kind of relational power is depicted and whether the pattern of power fits with research findings. You must do more than simply say "This scene illustrates relational power." You must be specific as to precisely how and in what ways the scene illustrates the concept.

Paper Requirements

- At least one concrete and specific example for each of your two scenes to illustrate your arguments.

- At least two references to your textbook and/or course notes for each of your two scenes.
- A cover page with your name, the film you analyzed, the due date, and course name, and an APA style reference list at the end of your paper.
- A brief introduction outlining the goals of your paper, and a brief conclusion to tie the paper together.
- The text of the paper should be typed and double-spaced with 1-inch margins and 12 point font. Check your paper for sentence structure, clarity of arguments, grammar, spelling, and inclusion of appropriate references.
- Your paper should be thoughtful and organized and range from 4-6 pages (excluding cover and reference pages).
- Grading: Introduction (5 points), Scene 1 Analysis (35 points), Scene 2 Analysis (35 points), Conclusion (5 points), Writing and APA style (5 points), Oral Presentation of 1 scene (15 points)
- The paper is due on . **No Late Papers will be Accepted. If you must miss class that day, be sure to e-mail me the final paper by noon.**

Course Expectations

1. You are responsible for deciding the level at which you will be engaged in this course. While I will not take daily attendance, a portion of your grade is made up of participation points. Approximately 10 activities/assignments will take place in class during the semester. Students cannot make up these assignments but will be allowed to drop two this semester without penalty. Students who complete all 10 of the activities can use the additional points for extra credit.
2. If you do have to miss a class, it is your responsibility to obtain missed notes and /or assignments during the next class period (do not wait until the end of the semester).

Name of Contact	Phone # or E-mail
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3. **Class Disruptions**
 Students in this course have the right to participate in lecture sessions that are relatively free of any unnecessary noises or other distractions that could impair their ability to take good lecture notes. For this reason, all students attending class will be expected to refrain from the following:
Chronic Tardiness. Students who anticipate being late for class on a regular basis should see me at the beginning of the semester to explain why they will be late. They also should plan to sit in an area of the classroom that will lead to the least amount of class disruption when they arrive.
Early Departures. Students who must leave a class early should discuss their plans with me before the beginning of the class period. Students who

expect to make many such departures should talk to me about their plan at the beginning of the semester.

Inappropriate Behavior. Students engaging in horseplay or disruptive, lecture-irrelevant conversations during a class period will be given up to two warnings to stop their behavior. Following the second warning, disruptive students will be asked to leave the classroom after each additional incident. A petition will be submitted to the Dean's office to drop the disruptive students from the class roster after the second class dismissal. Those dropped from the roster may receive a grade of "F".

Electronic Gadgets. Students are expected to deactivate all beepers, cellular phones, and watch alarms while class is in session. Any students who disrupts the class more than 2 times during the semester because of these devices will be asked to leave the classroom after each subsequent incident. No walkmans or other portable headsets may be worn while class is in session. Tape recorders are permitted in lecture; however, care should be taken to not disrupt class while changing tapes.

4. **Reasonable Accommodation.** In accordance with the Americans with Disabilities Act (ADA), any student requiring accommodations or services due to a disability must contact Services for Students with Disability (SSD) in room 221 on the Davis campus. (http://departments.weber.edu/ssd/handbook/hb_07.htm). SSD can also arrange to provide course materials in alternative formats, if necessary. I offer any qualified student with a disability the opportunity to meet with me privately to discuss receiving reasonable accommodation, which will be afforded based on the specific disability and as agreed in writing. This statement in no way asks that students identify themselves as having a disability; however a request for reasonable accommodation can be granted if a student makes his or her disability known.
5. Students are expected to comply with University standards regarding honesty. Please refer to <http://documents.weber.edu/ppm/6-22.htm> Plagiarism is the unacknowledged (uncited) use of any other person's or group's ideas or work. This includes:
 - Purchasing or borrowing others papers to turn in as your own
 - "Cutting and Pasting" material into your paper/presentation
 - Failing to Quote or paraphrase material
 - Failing to cite the sourcePlease see the class handout about quotations, paraphrasing, and academic dishonesty. If you have questions about citing sources please see me. Academic dishonesty and plagiarism will result in a grade of zero for the assignment. It may further result in failure of the course and a hearing before the Dean of Students.

Course Schedule
2000 Interpersonal Relationships

Date	Topic	Readings/Assignments
8/25	Course Overview/Introductions	
8/27	Importance of Relationships	Chapter 1
8/29	Importance of Relationships	Chapter 1
9/1	Labor Day Holiday- No Class	
9/3	Attraction	Chapter 2
9/5	Attraction	Chapter 2
9/8	Attraction	
9/10	Relationship Research	Article; Case Study 1
9/11-9/15	Exam 1	
9/15	Friendship	Chapter 3
9/17	Friendship	Chapter 3
9/19	Friendship	
9/22	Friendship	
9/24	Love	Chapter 4;
9/26	Love	Chapter 4; Case Study 2
9/29	Love	
10/1	Love	
10/2-10/6	Exam 2	
10/6	Communication	Chapter 6
10/8	Communication	Chapter 6
10/10	Communication	Chapter 6
10/13	Communication	Chapter 6
10/15	Communication	Chapter 6
10/17	Fall Break- No Class	
10/20	Sex	Chapter 5; Case Study 3
10/22	Sex	Chapter 5
10/24	Sex	Chapter 5
10/25-10/29	Exam 3	
10/29	Conflict and Abuse	Chapter 7
10/31	Conflict and Abuse	Chapter 7

11/3	Conflict and Abuse	Chapter 7
11/5	Conflict and Abuse	Chapter 7
11/7	Conflict and Abuse	
11/10	Breakup & Divorce	Chapter 8
11/12	Breakup & Divorce	Chapter 8; Case Study 4
11/14	Breakup & Divorce	Chapter 8
11/15-11/19	Exam 4	
11/19	Diverse Relationships	Chapter 9
11/21	Diverse Relationships	Chapter 9
11/24	Diverse Relationships	Chapter 9
11/26	Diverse Relationships	Chapter 9
11/28	Thanksgiving Holiday	
12/1	Gender	Chapter 10; Case Study 5
12/3	Gender	Chapter 10
12/5	Paper Discussion	Final Paper Due

12/6-12/11 **Exam 5**

PLEASE NOTE: This syllabus is subject to change at the discretion of the instructor to accommodate instructional and/or student needs. It is the sole responsibility of the student to maintain an updated course syllabus.

Student Survey

Name: _____

Year in School: _____

Hometown: _____

Major: _____

Goal: _____

What is one thing in the past that teachers have done to help you learn?