



University of Maryland – Spring 2015

WHAT IS RELATIONSHIP SCIENCE AND WHAT DO RELATIONSHIP SCIENTISTS DO?

Although researchers disagree on what exactly defines a close relationship, they do agree that relationships are central to our lives; friends, parents, siblings, romantic partners, social networks, and acquaintances, have an enormous influence on our thoughts, feelings and behavior.



The purpose of this course is to help you understand the processes that regulate human social relationships, through the lens of the scientific method. It will include an overview of social-psychological theories of relationships research and an exploration of the current literature. In other words, relationship scientists try to understand what underlies close relationships in human life (e.g., how we form and break relationships, commitment, how we experience emotions like jealousy). Topics include: parent, family, friendship, sexuality, interdependence, communication, conflict, quality, and others.

access to this email as well). For emails that only Dr. Selterman should see, use dselter@umd.edu.

Graduate	Lucy Venuti
Teaching	Office Hours: Wednesday 3:00 –
Assistant:	5:00pm in BPS 4141A

The scientific study of relationships is more difficult than it sounds because we all have our own subjective intuitions and experiences (and personality traits), and our beliefs are also influenced by the cultures we grow up with (e.g., nations, religions, gender, histories). In many cases the assumptions we have about relationships turn out to be wrong, and in other cases the research helps us more fully understand why the assumption was correct all along. There is a tremendous reason to use science to study relationships... the more we understand about ourselves and those around us the more effective we can be at achieving our own personal goals (e.g., having a satisfying sex life) and advancing society (e.g., mitigating the negative effects of divorce).



This course will teach you the scientific process that relationship psychologists use to study human thoughts, feelings and behavior and give you the opportunity to practice applying that process in a number of ways. You will learn how we (a) gather and critically evaluate research findings in the existing research literature, (b) integrate those findings into coherent and testable theories that explain objective observations, (c) conceptually design new ideas for research that test those theories and extends our knowledge, and (d) effectively communicate our theories and findings to a wide range of audiences. The result of the process is a more accurate and objective (rather than intuitive) understanding of the psychological processes that influence us - and that is what prepares you to apply your scientific understanding to explain and influence a wide range of complex, challenging and controversial social issues.

Examples of how you will practice thinking and behaving like a relationship scientist:

- Participate in activities that require you to use the scientific process and the results from research studies in your understanding and discussion of “real world” applications and events.
- Complete critical writing assignments that put you in the shoes of a relationship scientist and challenge you to engage in the process of scientific thought and practice.
- Develop a scholarly analysis paper that integrates your progressive learning of the scientific process and practice in the “real world” and develops new research ideas on topic of interest to you.

REQUIRED TEXT

Text: Miller (2012). *Intimate Relationships* (6th ed). New York: McGraw-Hill

ISBN-10: 0078117151 ISBN-13: 978-0078117152

A Turning Technologies clicker such as **Response Card: RCRF-LCD** ISBN# 978-1-9-3493140-0

COURSE GOALS/LEARNING OUTCOMES

The learning objectives for this course are based on the Department of Psychology’s learning outcomes for all courses, which include developing students’ abilities in the following areas:

- 1) **Research Methods:** Understand basic research methods in social psychology, including design and interpretation. In other words, you should learn to think like a scientist who studies human behavior.
 - a. Formulate testable predictions/hypotheses.
 - b. Incorporate existing theoretical frameworks into new areas.
 - c. Recognize limitations in applicability of results.
 - d. Demonstrate technological competency and information literacy related to research methods.
- 2) **Critical Thinking:** Apply creative and critical thinking to behavior and mental processes.
 - a. Use critical thinking and reasoning to recognize, develop, defend, and criticize arguments and other persuasive appeals.
 - b. Be a good “consumer” of social science research.
 - c. Distinguish between different types (and varying quality) of research.
 - d. Understand how psychological research is portrayed (accurately or inaccurately) in the mainstream media.
- 3) **Communication:** Communicate effectively in a variety of formats.
 - a. Develop effective writing skills.
 - b. Develop interpersonal skills with peers and collaborators.

- 4) **Content:** Demonstrate familiarity with the content of the course: a sampling of the major concepts, theoretical perspectives, empirical findings, and historical trends in social psychology.

As you can see, the overarching goal for you in this course is to develop an understanding process by which Social Psychologists apply the scientific method to understand and influence human thought and behavior.

COURSE FORMAT, GUIDELINES, AND REQUIREMENTS

1) **Course material & Participation.** It is imperative that you attend class regularly in order to learn the material. Periodically, we will have participation checks in the form of in-class free writing exercises or clicker questions. Note: these participation checks will NOT be graded, they will simply be checked as done or not done. You are responsible to have a working clicker for all lecture/discussion classes. Even though you will not receive a numerical or letter grade, I will use these checks as a gauge for who regularly attends (or does not attend) class, as well as engagement with the material. I will also use this information to prioritize assisting students who show consistent attendance throughout the semester. You do not need to contact me if you are absent from lecture. Participation checks cannot be made up at a later time. There is nothing you need to do other than to get caught up on the material via classmates' notes or posted lectures online. In addition to the clicker questions, completing the course evaluation at the end of the course will also factor into your participation grade, which is very important for improving your undergraduate learning experience as well as other students to come. All told, participation is worth 5% of your final grade.

You are responsible for any and all course material covered in class, announcements, and/or handouts if you are not present. Be sure to exchange contact information with at least two classmates. If you are unable to come to class because of an illness or another extenuating circumstance, please be aware that I will not be providing/distributing lecture notes. You will be expected to contact another student(s) in the class to receive notes/information. If you were present in class and would like to go over specific material from lecture, you are more than welcome to visit myself (or the TA) and we will gladly assist you. It is your responsibility to contact me and/or the TA for extra help as necessary.

****Also note:** while some Internet forums may tolerate "trolling" (in other words, intentionally and willfully attempting to cause discord or friction through hateful or rude speech), those behaviors will not be tolerated in my course. You are expected to treat each other with respect. Disruptive behavior of any kind will not be tolerated. Students who are unable to demonstrate civility with one another, the teaching assistants, or me will be subject to referral to the Office of Student Conduct or to the University Campus Police. You are expected to adhere to the Code of Student Conduct.

However, I will also add that a key element of the scientific method is the ability for individuals to be **provocative** and to **challenge** conventional wisdom. Do not assume that the textbook authors or I are the absolute final word on the field of social psychology, and do not hesitate to question previous research findings. In addition, do not assume that your teachers or fellow classmates cannot **benefit** directly from your ideas, even if you strongly disagree. The ideal environment for scientific growth is one in which we can be critical while being constructive, provocative while being respectful, professional while being easy-going. Do not be afraid to challenge authority (in this case, academic scientists). Furthermore, do not hesitate to place crude and/or offensive behaviors under the scientific microscope. Social psychology is the study of human life, and human life is X-rated. To approach a full understanding of what people feel, think, and do, it will inevitably include addressing some aspects of human nature that are uncomfortable. Political correctness and self-censorship are the enemies of science.

2) **In-Class Activities.** Each week we will spend some time doing group activities designed to gauge your ability to work in collaborative groups and to integrate your scientific knowledge of the topic for that week. These activities will have practical/applied relevance (e.g., a guide to effectively move on after a breakup/divorce, which will be completed during the week we cover relationship dissolution). These assignments will be submitted (individually) on Canvas each Friday by noon (12pm) unless otherwise specified. Completion of these assignments will be worth approximately 10% of your final grade.

In class: Students are expected to treat each other with respect. Disruptive behavior of any kind will not be tolerated. Students who are unable to demonstrate civility with one another, the teaching assistants, or me will be subject to referral to the Office of Student Conduct or to the University Campus Police. You are expected to adhere to the Code of Student Conduct.

Students who have not had as much experience with academic writing are encouraged to take advantage of the resources available on campus. The Writing Center offers individual appointments to help you draft, proof and complete writing assignments. Even experienced writers can benefit! To schedule an appointment, and to see the other resources available to you, visit <http://www.english.umd.edu/academics/writingcenter>.

3) **Textbook Readings.** The textbook provides the basic information and material in the field of relationship science, and it will help assist you in learning, but it will not (by itself) make you an expert. Reading each assigned textbook chapter in addition to the blog lecture material will help you better understand the topics, help you do well on exams, and help you get ideas for your projects. You are also responsible to read the corresponding [Science of Relationships](#) articles that I link to in Canvas. There may be additional readings (journal articles and articles from the popular press/media), which will be announced as the semester progresses.

4) **Final Analysis Paper.** An 8-page (approximately; not including references), typed, double-spaced paper is due on **Tuesday May 5th** by 5pm. The paper counts for 35% of your final grade. The task for the final paper is to investigate a new phenomenon within the realm of interpersonal relationships that interests you and **has not yet been studied**. In your paper, you must include testable ideas for how to approach the study of that phenomenon as a relationship scientist would.

The inspiration for this paper can come from a variety of different sources, including articles in the popular press/media (newspapers or magazines), or in a popular movie/film, etc. For example, you may have observed a behavioral pattern in your own relationship that you wish to approach from a scientific perspective (relationship psychologists often do this!). Or, you may have observed that characters in a popular film (e.g., *Closer*) display certain behavioral patterns that have not yet been studied by relationship scientists, and you wish to write a paper that explores that understudied phenomenon. Or, you may have heard bold yet unsubstantiated claims made in the popular media (e.g., newspapers or magazines) and then you can develop new research that would explore the validity of those claims.

You will be charged with conducting a literature review with research that is relevant to your topic/phenomenon, coming up with conceptual and operational definitions for your variables that can be measured, developing hypotheses and justifications for your predictions, design (conceptually) a study/experiment to test your hypothesis, and explaining the anticipated results, drawing conclusions and implications for understanding human social behavior.

Keys to doing well on the final paper:



- Accuracy. Define and describe concepts, theories, and phenomena correctly and clearly, and make sure the examples you cite are actually demonstrating the concepts.
- Clear and coherent writing. Use proper grammar, spelling, capitalization, diction, syntax, punctuation, organization, etc. and use APA style referencing/citations correctly as well!
- Edit and revise. It is also a good idea to have a friend, family member, or classmate read over drafts of your paper (especially someone who is unfamiliar with psychology). It is also beneficial to have either the TAs or myself look over specific parts of your paper, as well as the UMD Writing Center (for technical feedback). We can give excellent feedback on your writing.
- Start early. Begin thinking about what phenomenon you'd like to study in your paper within the first 1-2 months of the semester. Feel free (and encouraged) to stop by during my office hour to ask for feedback. If you procrastinate too much, you may find there's not enough time left at the end of the semester to get good feedback and revise your paper.

Students who have not had as much experience with academic writing are encouraged to take advantage of the resources available on campus. The Writing Center offers individual appointments to help you draft, proof and complete writing assignments. Even experienced writers can benefit! To schedule an appointment, and to see the other resources available to you, visit <http://www.english.umd.edu/academics/writingcenter>.

5) **Exams.** There will be 2 midterm exams, each worth 10% of your final grade. They will include both multiple choice and short answer questions and will cover material discussed in class and in the textbook. Midterms are **not** cumulative, **however**, some concepts/facts fit into more than one unit (e.g., self-esteem and jealousy), and may appear on an exam more than once. If that is the case, I will usually mention it again during lecture. Alternatively, it may appear a second time in the textbook. There will also be a final exam (worth 21% of your final grade), which will be cumulative and contain a higher number of questions, although it will focus more on the material covered since the 2nd midterm.

Note: No student will be allowed to start the exam once the first student finished has turned in his or her exam and exited the room.

Also note: I encourage you to go over your exams with the TAs, especially if your grade does not match your performance goals. For any given exam, you have until the next exam is given to review it with the TAs. In other words, you have until the date exam #2 is given to review exam #1 with the TAs or myself.

Missed Exams. If you know you are going to miss an exam, you (the student) or a guardian must email me **PRIOR** to class to inform me that you will not be in attendance due to extenuating circumstances on the day of an exam and thus will miss the exam. On the very next class session that you are in attendance, you must present me with a note for missing the exam, accompanied with appropriate documentation (e.g., doctor's note, police report, obituary, etc.). This note must include the date of illness and a statement that the information you have provided is true. You must also state that if your statement is found to be false, you understand that you will be referred to the Office of Student Conduct. The statement must be signed and dated. If you do not inform me or if you do not present me with timely documentation, 0 points will be given to you for the exam/assignment. Note: In the case that you are unable to get a written medical excuse, you may ask your provider for a copy of your medical notes for the specific visit(s) in question.

6) **Group work.** Everyone can relate to having a bad experience with a group project, and in those cases it always seems to be either social loafing (someone not doing their share of the work) or conflict that isn't handled well (disagreements over what to do or how to do it). Luckily, scientists have been studying groups

and you'll learn why loafing and conflict occur and what we can do to combat it. There is a considerable amount of collaborative work in this course, so to assess the extent to which you have developed and practiced strong group skills a portion of your grades will be based on intra-group evaluations. This is an essential professional skill and the perfect course to refine it in. The intra-group evaluation will assess your strengths in collaborative environments and identify areas for you to improve your skills. There are five things that you will develop and demonstrate... **a valued team member:**

Takes Initiative	Eagerly contributes ideas and effort and voluntarily takes on responsibilities that advance the group's collective effort.
Is Responsive	Actively participates in group discussions, both in-class and online, and responds to requests and email communication in a reasonable timeframe (within 24 hours unless otherwise requested).
Is Reliable	Submits individual work by the agreed upon deadline and does not miss scheduled meetings.
Produces Quality	Submits individual work that is of excellent quality and requires no substantial revisions.
Is Collegial	Actively maintains a positive, team-oriented attitude and supports the group and its members, even during times of disagreement.

Much like in the "real" world, none of us have the right to expect that others will do our work for us, and none of us are entitled to benefits (e.g., grades, salaries, bonuses, awards) that we did not personally work to earn. Social loafing will not be tolerated... All students will sign an academic performance contract before joining a group. No one wants to be the type of person that no one else wants to work with.

RESEARCH PARTICIPATION

Students may earn extra credit by participating in a minimum of 4 credits of experimental research as participants in the psychology department's subject pool. If you have never done this before, you can learn about the subject pool here <http://psychology.umd.edu/research/partinfo.html> and you can sign up for research studies by going to: <http://umpsychology.sona-systems.com>. Upon completion of 4 credits of experimental participation, you will receive an **extra credit bump** of 1/3 of a letter grade (ex: from B- to B; from B+ to A-, from C+ to B-, etc). This will be taken into account after all other grades and credits are factored in. For more information see the psychology department's website or the YouTube video <http://www.youtube.com/watch?v=tIDAjBHWwWg>.

UNIVERSITY & DEPARTMENT POLICIES

As a member of this campus community I expect that you are aware of, and will adhere to, all relevant policies that relate to this course. All university policies can be found at www.president.umd.edu/policies.

ACADEMIC INTEGRITY

Academic integrity is the foundation of science and the policies will be strictly enforced. Any indication of academic dishonesty (including but not limited to cheating, plagiarism and falsification) will be referred to the Office of Student Conduct (www.osc.umd.edu) without hesitation. That includes the worksheet and learning check submissions. Please see the Department of Psychology's policy statement on academic integrity (attached) for more details.

ACCOMMODATIONS & ABSENCES

Students requiring specific academic accommodations should contact me with the appropriate documentation from DSS during the first week of the semester (www.counseling.umd.edu/DSS).

University of Maryland policy dictates that a single absence during the semester due to illness or injury will be excused with a signed letter attesting to the date of the illness and acknowledging that the information is true and correct and that providing false information is prohibited under the Code of Student Conduct. You are required to contact me by email prior to the class meeting if you expect to be absent for any reason, especially due to illness or injury.

Multiple absences, and those occurring on a major scheduled grading event, require written documentation of the illness or injury from the Health Center or an outside health care provider. The letter must verify the dates of treatment and the time period during which you were unable to meet academic responsibilities. Accommodations will be arranged on a case-by-case basis.

RELIGIOUS HOLIDAYS

University policy “provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances...It is the student's responsibility to inform the instructor of any intended missed work or delays for religious observances in advance. Notice should be provided as soon as possible but no later than the end of the schedule adjustment period.” If your work will be delayed for a religious holiday, notify me at the start of the course if possible.

UNIVERSITY EMERGENCY CLOSINGS

In the event that the University is closed for an emergency or extended period of time, I will communicate to you via email or phone to indicate schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies. Official closures and delays are announced on the campus website <http://www.umd.edu>. The snow phone line is 301-405-SNOW, as well as local radio and TV stations.

PROBLEMS

If you are experiencing a problem with the course or if you foresee a problem, PLEASE talk to me before it gets any worse. We will be much more sympathetic if the problem is small and if we have forewarning.

MUTUALLY-DERIVED EXPECTATIONS

I believe it is essential that we, as members of a learning community, agree upon what is expected of each other and ourselves. As a course instructor, my role is to design and manage a learning environment that is rigorous, engaging and focused on evidenced-based teaching practices. As a student, your role is to take personal responsibility for your learning and actively engage in all aspects of the course. What you see here comes directly from working with students in previous semester, and we'll discuss these in class so that we can add or clarify anything that I've missed:

YOU, AS A STUDENT, HAVE THE RIGHT TO EXPECT THAT:

- > All work is evaluated by reasonable, objective and transparent criteria intended to assess learning
- > All students are treated with equality, professionalism and respect
- > I will be prepared and on-time for every class meeting and scheduled appointment
- > I will maintain a classroom conducive to active learning, discussion and critical thinking
- > I will, when possible, integrate contemporary examples, videos and activities to reinforce learning
- > I will be available to assist with coursework and offer referrals to campus resources upon request
- > I will read and respond to your emails within 24 hours on weekdays
- > I will do my best to answer any questions you have, and if I don't know the answer, I'll do my best to work with you so we can find it (in other words, I won't just make stuff up).

I, AS AN INSTRUCTOR, HAVE THE RIGHT TO EXPECT YOU WILL:

- > Devote the necessary time and energy to master the course material.
According to Department of Psychology guidelines you should budget an average of 2-3 out-of-class hours per week for every hour in-class. If your schedule does not currently permit you to satisfy these requirements I advise you take the course at another time.
- > Be prepared and on-time for every class meeting, having completed the assigned work
- > Save newspapers, word & math puzzles, texting, IM, email, Facebook, etc. for outside of class
- > Sleep in your bed, in someone else's bed, in the hall, or under a tree... but not in class
- > Take responsibility for getting anything you might have missed from a fellow classmate
- > Monitor your email and Canvas announcements at least once every 24 hours
- > Adhere to all course and university policies, deadlines, requirements and grading criteria
- > Seek assistance when you need it and see that your questions are answered to your satisfaction

Semester Length	Out-of-Class Hours/Week
16 weeks	6-9
6 weeks	15-22
3 weeks	30-45

COURSE EVALUATIONS

You will have at least two formal opportunities to evaluate the effectiveness of this course, though I first want to encourage you to schedule a meeting with me if you have any questions, concerns or suggestions for how I can help support your learning and engagement. First, I will post an anonymous survey on Canvas part way through the semester to help us identify ways that we can work together to further enhance our cooperative approach to learning. In addition, the University will ask you to evaluate all of your courses through the online system (www.courseevalum.umd.edu) towards the end of the semester.

As members of this learning community your feedback is crucial to the success of our program, and therefore to the value of your degree. All I ask is that in evaluating of all your courses you approach it the same way you expect instructors to evaluate your performance... be open, honest and objective.

GRADES

GRADES ARE NOT GIVEN, BUT EARNED. Your grade is determined by your performance on the various learning assessments in the course and is assigned individually (not curved). With the exception of calculation errors, no grade changes will be made to your final grade at the end of the semester. If earning a particular grade is important to you, please contact me at the beginning of the course so that I can offer some helpful suggestions for achieving your goal.

I am happy to discuss any of your grades with you. Any formal grade disputes must be submitted in writing within 1 week (7 calendar days) of receiving the grade. If you request a re-grade, I will handle it (not the TAs) and my re-grade is final. Your grade may go up, it may go down, or it may stay the same. You must submit a ½ page explanation of why you feel your assignment/paper was unfairly graded and why you deserve a re-grade. Note: A re-grade is different than an error in scoring/grading.

If eligible to be turned in late, work will be penalized 1 letter grade per 24 hours after the time it was due. Note: The final term paper is NOT eligible to be turned in late, for any reason. Late term papers (even if submitted less than 5 minutes beyond the deadline) will receive zero credit (0 points).

I highly recommend utilizing a network-based drive to ensure that you do not risk losing your work should a computer die, get lost or be stolen. There are many options available...including Google Drive and Dropbox <https://db.tt/90AoMKHM>. Tip: it works best if you download and install the free software because then you can just save things to the folder on your computer like you already do and it will automatically save a copy on the network that you can access from anywhere. It even stores previous versions of the file in case you edit or delete it.

Attendance/Participation = 5%
 2 Midterm Exams (10% each) = 20%
 1 Final Exam = 20%
 1 Final Analysis Paper = 35%
 In-Class Activities = 20%

Total = 100%

Please note: Your grade in this class is **weighted** according to the relative percentage weights for each assignment/exam; it is *not* the accumulation of a raw total number of points. If you have questions about how grades are calculated, ask me or the TA for clarification.

Your final letter grade will be based on the following grading scale:

LETTER GRADE	=	SCORE	LETTER GRADE	=	SCORE
A+	=	97-100	C+	=	77-79
A	=	94-97	C	=	73-76
A-	=	90-93	C-	=	70-72
B+	=	87-89	D+	=	67-69
B	=	83-86	D	=	63-66
B-	=	80-82	D-	=	60-62
			F	=	< 60

EXTRA CREDIT

There are opportunities to receive extra credit. All exams will contain additional questions for extra credit. Other extra credit opportunities, if they are offered, will be announced on Canvas and cannot be made up if missed.

*There is one other optional extra credit assignment: “Science of Relationships Post.” Students can earn extra credit by writing a brief article that would be considered of publishable quality on ScienceofRelationships.com (detailed guidelines are posted on Canvas). This paper must be handed in **no later than April 9th**.

Note: I encourage you to take advantage of extra credit, but be aware that no amount of extra credit can effectively boost a failing grade. An “F” cannot turn into a “D” with extra credit.

A NOTE TO THE CLASS

I am anticipating a very thoughtful, interesting and insightful class. I expect us to have some great conversations about relationship science and how it relates to your lives and society. Although the course may be challenging, I believe you will all enjoy being in the class and learning what social psychology has to offer.

Tips for doing well in the course:

- 1) **READ THE TEXTBOOK THOROUGHLY!** This is crucial. Many college students shrug off the reading, and then are unhappy when they do not get the grade they desire. This can mean the difference between a B and an A, or a C and a B.
- 2) Don't fall behind. Start your assignments EARLY (especially your term paper).
- 3) Don't expect this class to be “easy.” The material and assignments are highly challenging. Don't strategize by slacking off to devote efforts to your “harder” courses, as this will result in an undesirable grade.
- 4) Begin with the mindset that your current grade is a zero (0%) and you must work up to earn points in your exams/assignments.
- 5) Form a study group! This is STRONGLY recommended. Your learning will be enhanced, and so will your performance in the class. Don't go it alone!
- 6) If you are struggling, utilize me the TAs. **Chat with us** if something is unclear. Do NOT wait until the last week of the semester to investigate why you're not getting the grades you desire.
- 7) Get an adequate amount of sleep, eat a healthy diet, and exercise.
- 8) Enjoy the college experience. Have fun!

COURSE SCHEDULE

Date	Topic (Textbook Chapter)	Assignment/Activity
Week 1: Jan 27 th , 29 th	Introduction (Ch. 1); Theories & Research Methods (Ch. 2)	Fast Friends
Week 2: Feb 3 th , 5 th	Attraction (Ch. 3)	N/A
Week 3: Feb 10 th , 12 th	Love & Intimacy (Ch. 8)	The Ethics of Love
Week 4: Feb 17 th , 19 th	Social Cognition (Ch. 4)	Catch-up
Week 5: Feb 24 th , 26 st	Interdependence (Ch. 6) Film: <i>The Science of Sex Appeal</i>	Film MCQs
Week 6: March 3 th , 5 th	Exam 1 – Tuesday March 3 rd	N/A
	Communication (Ch. 5)	

Week 7: March 10 th , 12 th	Conflict (Ch. 11)	New Technology and Communication
Week 8: March 17 th , 19 th	NO CLASS – SPRING BREAK	N/A
Week 9: March 24 th , 26 th	Jealousy, Infidelity, and Betrayal (Ch. 10)	Negotiating Monogamy
Week 10: March 31 st , April 2 nd	Exam 2 – Tuesday March 31 st	N/A
	Morality in Relationships	
Week 11: April 7 th , 9 th	Divorce & Breakups (Ch. 13) Science of Relationships (optional extra credit paper) due Thursday April 9th	Surviving a Breakup
Week 12: April 14 th , 16 th	Friendship (Ch. 7)	Challenging Friendships
Week 13: April 21 st , 23 rd	Sexuality (Ch. 9)	Catch-up
Week 14: April 28 th , April 30 th	Marriage & Maintenance (Ch. 14)	Ask a Married Couple
Week 15: May 5 th , 7 th	Miscellaneous Topics Final Term Paper due Tues May 5th	N/A
Week 16: May 12 th	Wrap Up	N/A
Final Exam - Monday, May 18 th 10:30am-12:30pm		

NOTE: The schedule above is **tentative**. It is an approximate schedule of topics and readings. I may be forced to shift things around slightly depending on time and interest. I will announce in class any changes as they happen, and I will post notes on Canvas that reflect this. The one aspect of the schedule that I expect to remain fixed is the exam dates.

ALSO NOTE: This syllabus is *not* a binding document. I reserve the right to modify the syllabus for any time and for any reason. If anything is modified, I will notify the class but it is your responsibility to keep up with class announcements and updates. In addition, if you are confused about anything on the syllabus (including assignment guidelines and due dates) then you are responsible to ask either me or the TAs for clarification.