

## Syllabus

### Course Information:

PSYC 3370.001: The Psychology of Love Relationships

Spring 2020

WED 6:00-8:45 pm

HPR 262

### Instructor Information:

Rosemary Barké, Ph.D. (pronounced: Dr. *Bar kay*)

Office: HPR 208

Office Hours: WED 3:00-6:00 p.m. (Or request an appt. time if needed)

Office Phone: (903) 566-7144

E-mail: [rbarke@uttyler.edu](mailto:rbarke@uttyler.edu)

NOTE: *A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.*

**Course Catalog Description:** This course is intended to introduce students to the study of love relationships, and offer opportunities to read and discuss theoretical, cultural and empirical approaches to understanding love relationships.

### Student Learning Outcomes & Assessments:

As a result of taking this course, successful students will be able to:

1. Identify and explain well-known theories of love relationships
2. Identify predictors of successful and unsuccessful long term love relationships
3. Describe and explain the results of current research about love relationships
4. Identify components of healthy long term love relationships
5. Identify dysfunctional love relationship elements
6. Describe common interaction patterns in couple love relationships
7. Identify factors that would increase the probability of an affair occurring
8. Describe some methods of reducing the probability of an affair occurring
9. Identify some relationship tools that promote long-term, committed relationships
10. Demonstrate familiarity with some cultural differences in long-term relationships

### **Evaluation and Grading:**

Group Project/Presentation 150 points

Test #1 150 points

Test #2 150 points

Test #3 150 points

Final Exam 200 points (Comprehensive)

Quizzes 200 points – ten quizzes worth 20 points each – you may repeat two quizzes for the average of the two grades. However, **they must be completed by April 22nd.**

Total possible points: **1000 points**

A = 900 to 1000 points; B = 800 to 899; C = 700 to 799; D = 650 to 699 F = 649 or less.

Because I allow you to retake 2 quizzes for the average of the grades, and also allow bonus points through numerous avenues – I will not round up grades. If you have 899 points and have not taken advantage of opportunities to earn bonus points you will have a “B” for this class. 799 will be a “C,” etc.

### **Group Presentation:**

For this requirement your group will prepare a 30-40 minute presentation on an approved topic. **It is important that you analyze your topic using concepts we are learning in class.** You can conduct surveys, interviews, and use clips from **reliable academic sources**. But be sure to **cite your sources** – give credit to those who provided you with information. You will earn up to 150 points for this requirement. I will ask for confidential feedback from your group members to determine if you contributed to the group as contracted. If you committed to complete tasks and did not complete them you can lose a percentage of your points. I will decide based on the feedback your group members provide to me. Note: If you have a group member who enjoys presenting information and has strength in this area and does not write very well and another member who writes very well but fears public speaking – **you may arrange to divide up tasks according to the strengths of the group members.** Please prepare a power point or Prezi presentation highlighting the main points of your presentation, and email the presentation to me immediately before or after the class when you present. Again, your presentation should last **30 to 40 minutes.**

### **Suggested topics for presentations:**

- Free Hugs Experience: A group can structure a FREE HUGS experience in a safe environment on campus, at a church, or with any other group or in any safe location.

Group members will prepare a presentation based on what they experienced and observed (about themselves and others) – with relevant observations and suggestions for us as a society.

- Love as portrayed in Music (Country, Rock, Rap, Hip Hop, Pop, Blues, Jazz, etc.)
- Love as portrayed in popular movies: “Chick Flicks” as contrasted with Action/horror, Comedy, etc.
- Love in same-sex romantic relationships compared and contrasted with heterosexuals
- Interviews with international students to get their perceptions of cultural differences related to Love (Passion, Commitment & Intimacy).
- Love as portrayed in Romance Novels: Is this Love or something else? Why so popular?
- The history and current realities of Arranged Marriages
- Love as perceived by the elderly
- The history of and laws related to Marriage in Western Culture
- Love as portrayed in fairy tales.
- Love in long-term, committed relationships: How to keep the relationship healthy?
- Love, sex, and dating: Gender differences in expectations or communication.
- Love relationships and Love Languages (Gary Chapman)
- Gottman’s Seven Week Course in Fondness and Admiration – Analyze/Contrast with similar program(s) pages 81-86 in Gottman (e.g. Fire proof)
- Generational Differences in views on Living Together, Marriage, Affairs, and Divorce
- History and current state of online dating/dating app opportunities and cautions
- Topic of your choosing – MUST be approved by Dr. Barké

Related Field Experiences: NA

### **Required Text, Materials/Supplies, and Related Readings:**

Glass, S. (2003). *Not Just Friends: Rebuilding Trust and Recovering Your Sanity After Infidelity*. New York: Free Press. (GI)

Gottman, J. & Silver, N. (2015). *The seven principles for making marriage work*. New York: Three Rivers Press. (Gt)

Malakh-Pines, A. (2005). *Falling in love: Why we choose the lovers we choose*. New York: Taylor & Francis, Inc. (P)

**Supplemental Texts:** I will use these. You do **NOT** need to purchase these.

Gottman, John M. (2012). *The Science of Trust*. New York: Norton & Company.

Johnson, S. (2008). *Hold Me Tight: Seven Conversations for a Lifetime of Love*. New York: Little, Brown & Company.

## Course Policies:

Attendance is expected. If you are unable to attend a class please send an email explaining why you will not be present. You are able to retake two quizzes **for the average of the grades**. Therefore, if you have an unexcused absence you can earn points to average with the zero assigned for that quiz. Tests can only be made up in the event of an excused absence. Medical emergencies, contagious illnesses for self and dependent family members are outside of our control and exceptions will be made for documented events. Participation through attendance is reflected in your grades. Cheating on any assignment, quiz, or test is considered academic dishonesty and will result in a zero for that assignment, and can result in failure of the class.

## Due Dates:

## Topical Outline and Calendar:

Date:	Read for this class	Topics for the Class
1/15		Orientation, Intro and Leo Buscaglia
1/22 – Q1	(P) Intro, CH 1 & 2	Proximity, Arousal
1/29 – Q2	(P) CH 3 & 7	Beauty, Character & Status
2/5 – Q3	(P) CH 4, 5, 6	Similarities, Needs, Process
2/12 – Q4	(P) CH 8 & 12	Attachment & Growth
2/19	Review Pines	<b>TEST ONE</b>
2/26 – Q5	(Gt) Intro, CH 1,2 & 3	Happy Marriage & Predicting Divorce
3/4 – Q6	(Gt) CH 4, 5 & 6	Principles 1, 2 & 3
Spring Break		
3/18 – Q7	(Gt) CH 7, 8 & 9	Principle 4 & 5 and Solving Problems
3/25 – Q8	(Gt) CH 10, 11 & 12 & After	Coping, Principles 6 & 7 What now?
4/1	Review Gottman	<b>TEST TWO</b>
4/8 – Q9	(Gl) Intro, CH 1, 2 & 3	The Slippery Slope & Trauma
4/15-Q10	(Gl) CH 6, 7, 13, 14, 15	Trauma, Forgiving & Healing
4/22	Review Glass	<b>TEST THREE</b> <b>Last chance to make up a quiz!</b>
4/29	<b>FINAL EXAM – WILL BE COMPREHENSIVE!</b>	

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Exams and Quizzes: The tests and quizzes will be in multiple-choice, short answer and short essay format. You will be allowed to retake two quizzes for the average of the two grades. **Deadline for retakes: April 22nd.**

Bonus Point Options: If you wish to earn bonus points toward your final grade, you may choose to participate in one or both of the following outside activities:

Participation in a counseling/interview process with graduate student counselors

#### **1. Participation in Psychology research projects**

Each hour of participation in either of these activities will earn 5 points toward the total points for your grade in this course, **up to a maximum of 30 points.** To receive points for the counseling interview process, **you must attend at least 4 interview sessions,** for which you will receive 20 points. If you attend 6 sessions, you would receive 30 points. *You may attend more than 6 sessions if you believe they are beneficial, but you will not receive any additional bonus points.* Credit for research participation will be explained/presented in class. **30 points is the most you can earn in PSYC3370.**

**Social Media and Internet Policy:** Social Media, texting, googling, all activities in this category are NOT allowed during class. You can check between classes or on break. I also do not accept Friend requests from UT Tyler students. It's not that I don't like you. It's about professional boundaries. Please ask me if you have any questions or confusion about this policy. Thank you.

**Attendance Policy:** Attendance in class is expected. If you must leave early please let me know via email. We will often participate in group activities toward the end of class time and you will miss this opportunity to apply the information covered in the class. **A quiz or test is given every time you come to class – so missing class is discouraged!**

## University Policies

### UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

### Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php> (Links to an external site.)Links to an external site.

### Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at

<http://www.uttyler.edu/about/campus-carry/index.php> (Links to an external site.)Links to an external site.

### UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit [www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free) (Links to an external site.)Links to an external site..

### Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Fall, the Census Date is Jan 27th.) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar> (Links to an external site.)Links to an external site.. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at

UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (Jan. 27th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

### State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions or exemptions must be submitted to the Enrollment Services

Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

### Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit

<https://hood.accessiblelearning.com/UTTyler> (Links to an external site.)Links to an external site. and fill out the New Student application. The Student Accessibility and Resources

(SAR) office will contact you when your application has been submitted and an appointment with the Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices> (Links to an external site.)Links to an external site., the SAR office located in the University Center, # 3150 or call 903.566.7079.

### Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

### Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

### Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

### Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.



## Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

1. “Cheating” includes, but is not limited to:

- copying from another student’s test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or
- specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically
- prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key,
- homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the
- instructors has designated that the examination is not to be removed from the examination room or not to be returned
- or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any
- course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test
- key, homework solution, or computer program or information about an unadministered test, test key, home solution or
- computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student
- knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial

- benefit or injuring another student academically or financially.

1. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

1. All written work that is submitted will be subject to review by plagiarism software.

#### UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

#### Psychology B.S./B.A. Program Mission Statement:

The mission of the undergraduate program in Psychology is to provide students with a demonstrable knowledge and understanding of the science of behavior and the mind, including content in Memory and Thinking; Sensory and Behavioral Neuroscience; Developmental Psychology; Clinical and Abnormal Psychology; Social Psychology; Psychological Measurement and Methodology. We seek to prepare students for postgraduate education or a wide variety of employment settings and careers.

#### Psychology B.S./B.A. Program Learning Outcomes:

1.0 Memory and Thinking: Students will demonstrate knowledge and understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in learning and cognition.

2.0 Sensory and Behavioral Neuroscience: Students will demonstrate knowledge and understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in perception, sensory, physiology, comparative, and ethology.

3.0 Developmental Psychology: Students will demonstrate knowledge and understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in developmental psychology.

4.0 Clinical and Abnormal Psychology: Students will demonstrate knowledge and understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in clinical and abnormal psychology.

5.0 Social Psychology: Students will demonstrate knowledge and understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in clinical and social psychology.

6.0 Psychological Measurement and Methodology: Students will demonstrate knowledge and understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends in measurement and methodology.

*Disclaimer: The instructor may amend this syllabus to meet the evolving needs of the students and or University, Department, or any other identified entities. Changes will be provided to students in writing and/or via the Canvas site.*

**Dr. Rosemary Barké is supervised by Dean Hickey of the College of Education and Psychology. If you have any problems related to this class please speak with me directly. If you believe I have not been responsive to your needs your next step would be to speak with Dr. Hickey about your concerns.**