Course Information:
PSYC 3370.001: The Psychology of Love Relationships
Fall 2015
WED 6:00-8:45 pm
Brathwaite 1030

Instructor Information:
Rosemary Barké, Ph.D. (pronounced: Dr. Bar kay)
Office: HPR 208
Office Hours: WED 1:00-4:00 p.m. (Or request an appt. time if needed)
Office Phone: (903) 566-7144; Cell: (903) 262-____ (Please do not send text messages)
E-mail: rbarke@uttyler.edu; RoseTori@aol.com (Please email to both addresses for the quickest response)

Blackboard Site: 2015-Fall-PSYC-3370.001

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:

<table>
<thead>
<tr>
<th>Evaluation Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Project/Presentation</td>
<td>150 points</td>
</tr>
<tr>
<td>Test #1</td>
<td>150 points</td>
</tr>
<tr>
<td>Test #2</td>
<td>150 points</td>
</tr>
<tr>
<td>Test #3</td>
<td>150 points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200 points</td>
</tr>
<tr>
<td>Quizzes</td>
<td>200 points</td>
</tr>
<tr>
<td></td>
<td>(Will be comprehensive)</td>
</tr>
</tbody>
</table>

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 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.
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: December 2nd**

**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:

a. Participation in a counseling/interview process with graduate student counselors
b. 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 35 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 7 sessions, you would receive 35 points. **You may attend more than 7 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. **35 points is the most you can earn in PSYC3370.**

**Teaching Strategies:**

**Projects:**

**Group Presentation:**

For this requirement your group will prepare a 30-45 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 various 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. 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 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 45 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.
  - Love as portrayed in Romance Novels: Is this Love or something else? Why so popular?
  - Cultural symbols and rituals that mock Consummate Love in favor of Infatuation versus those that affirm Consummate Love
  - Love as perceived by the elderly
  - The history of and laws related to Marriage in Western Culture
  - Gender differences in displays of Love and (dis)comfort in expressing loving feelings
• 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
• 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
• Topic of your choosing – MUST be approved by Dr. Barké

Related Field Experiences: NA

Social Media and Internet Policy: Facebook, texting, and 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 UTTyler 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.

Required Text, Materials/Supplies, and Related Readings:


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


Course Policies:

Attendance is expected. Presence for each quiz and application of the material covered is expected. If you are unable to attend a class please send an email explaining why you were not present. You are able to retake two quizzes. So if you have an unexcused absence you can use this policy to make up those points. 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.
Due Dates:

Topical Outline and Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Read for this class</th>
<th>Topics for the Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 26th</td>
<td>(P) Intro, CH 1 &amp; 2</td>
<td>Orientation, Intro and Leo Buscaglia</td>
</tr>
<tr>
<td>Sept 2nd – Q1</td>
<td>(P) CH 3 &amp; 7</td>
<td>Proximity, Arousal</td>
</tr>
<tr>
<td>Sept 9th – Q2</td>
<td>(P) CH 4, 5, 6</td>
<td>Beauty, Character &amp; Status</td>
</tr>
<tr>
<td>Sep 16th – Q3</td>
<td>(P) CH 8 &amp; 12</td>
<td>Similarities, Needs, Process</td>
</tr>
<tr>
<td>Sep 23rd – Q4</td>
<td>Review Pines</td>
<td>Attachment &amp; Growth</td>
</tr>
<tr>
<td>Sep 30th</td>
<td>TEST ONE &amp; Gottman Video</td>
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</tr>
<tr>
<td>October 7th – Q5</td>
<td>(Gt) Intro, CH 1,2 &amp; 3</td>
<td>Happy Marriage &amp; Predicting Divorce</td>
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<tr>
<td>October 14 – Q6</td>
<td>(Gt) CH 4, 5 &amp; 6</td>
<td>Principles 1, 2 &amp; 3</td>
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<tr>
<td>October 21-Q7</td>
<td>(Gt) CH 7, 8 &amp; 9</td>
<td>Principle 4 &amp; 5 and Solving Problems</td>
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<tr>
<td>October 28 – Q8</td>
<td>(Gt) CH 10, 11 &amp; 12 &amp; After</td>
<td>Coping, Principles 6 &amp; 7 What now?</td>
</tr>
<tr>
<td>Nov 4th</td>
<td>Review Gottman</td>
<td>TEST TWO</td>
</tr>
<tr>
<td>Nov 11- Q9</td>
<td>(Gl) Intro, CH 1, 2 &amp; 3</td>
<td>The Slippery Slope &amp; Trauma</td>
</tr>
<tr>
<td>Nove 18 – Q10</td>
<td>(Gl) CH 6, 7, 13, 14, 15</td>
<td>Trauma, Forgiving &amp; Healing</td>
</tr>
<tr>
<td>December 2</td>
<td>Review Glass</td>
<td>TEST THREE</td>
</tr>
<tr>
<td>December 9th</td>
<td>FINAL EXAM – WILL BE COMPREHENSIVE!</td>
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</tbody>
</table>

Evaluation and Grading:

- Group Project/Presentation: 100 points
- Test #1: 150 points
- Test #2: 150 points
- Test #3: 150 points
- Final Exam: 200 points (Will be comprehensive)
- Participation: 50 points
- 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 Dec 2nd.

Total possible points: **1000 points**

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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 rubric for class participation is completed during the class period prior to the Final Exam. Points are lost when you miss a class without a documented medical reason for you or a family member.**
University Policies

Grade Replacement/Forgiveness
If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to do so will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates will receive grade forgiveness (grade replacement) for only three course repeats; graduates, for two course repeats during his/her career at UT Tyler.

Disability Services
In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Support Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact the Disability Support Services office in UC 282, 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.

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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.

(i) “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 instructor 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, homework 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 U. T. 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.

(ii) “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.

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 either 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 BB site.

Dr. Rosemary Barké is supervised by Dean Sherman 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. Sherman about your concerns.