

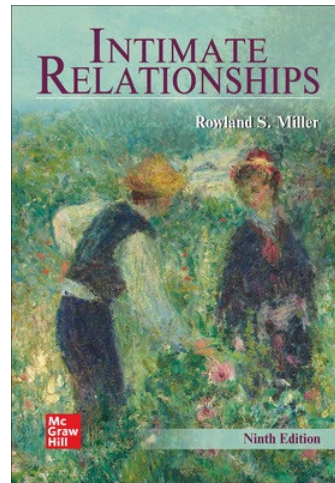
## SOP4704 Adv Social Psychology: Close Relationships Spring 2025

**Professor:** Dr. Lindsey M. Rodriguez  
**Classroom:** MAEA 327  
**Class Time:** M W F 12:50-1:40pm  
**Office Hours:** By appointment (Psychology 220)  
**Instructor Email:** lmrodriguez@ufl.edu  
 \*\* Email is, *by far*, the best way to reach me. Please do not hesitate to email me with any questions or concerns about the course!

### Textbook Information:

#### Required:

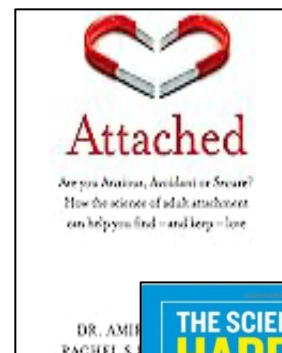
Miller, R. (2022). *Intimate Relationships, 9th Ed.*  
 New York, NY: McGraw Hill.  
 ISBN-10: 1260804267



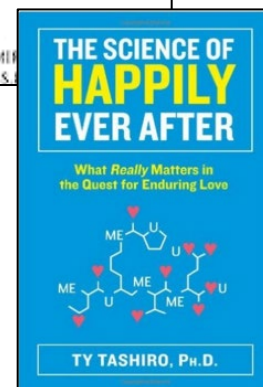
*The required text is available at the University of Florida bookstore.*

#### Optional:

Levine, A. & Heller, R. (2012). *Attached, 1<sup>st</sup> Ed.*  
 TarcherPerigee. [*Available on Amazon.com*]



Tashiro, T. (2014). *The Science of Happily Ever After, 1<sup>st</sup> Ed.*  
 Ontario, CA: Harlequin. [*Available on Amazon.com*]



**Course Description and Objectives:**

The purpose of this course is to provide an overview of current theory and research in the field of close relationships. The major theories of close relationships will be emphasized, including examinations of attachment, interdependence, evolutionary, and cognitive approaches. In addition, research related to topics such as attraction, relationship development, communication, infidelity, conflict, jealousy, and relationship dissolution will be explored, with methodological concerns discussed within the context of each topic.

Additionally, you will find that the literature contains unexpected findings that can change the way you look at relationships, both from academic and applied, “real-life” perspectives, and I look forward to joining you on that exploration. Thus, the lectures, readings, assignments, exams, and activities are all designed to introduce you to the material in an engaging fashion. Close relationships are one of the most significant experiences in our lives. For this reason, a major goal of the class is to help you gain a better understanding of yourself and your relationships.

This course provides the opportunity to achieve the following goals:

1. Students will gain knowledge about major theories about the development and maintenance of close relationships. Students will analyze a variety of perspectives to understand how intimate relationships are cultivated, what makes them flourish, and why they may deteriorate over time.
2. Students will become familiar with the science of relationships and identify tools for managing and improving intimate relationships. Students will discover how to effectively apply, both theoretically and realistically, their knowledge and demonstrate this through weekly discussions and homework assignments.
3. Students will be able to demonstrate a basic understanding of research and theory in the area of close relationships, gaining knowledge of various research methods used in studying close relationships, and critically apply these ideas through the development of a research proposal.
4. Students will learn how to write a scientific research proposal with an iterative feedback process.
5. Students will expand their relationship schemas by interviewing individuals they know who have been together for a long time and represent satisfying, fulfilling, and stable relationships. Students will also write an essay wherein they apply course content to these individuals' responses.
6. Students will delve into the process of reading and critically analyzing research and will demonstrate this through submission of discussion questions that are coherent, thoughtful, and reflective of understanding of the material.

**Critical Thinking in This Course:**

Critical thinking is the process of thinking on your own, not just memorizing or stating what someone else has written or said about a topic. It is the process of going more deeply than just “reporting.” Critical thinking means evaluating, synthesizing, and critiquing information, and figuring out how different ideas fit together. Please exercise your critical thinking skills while taking this course!

**Prerequisite Courses:**

Students must have completed Introduction to Psychology, Statistics in Psychology, Research Methods, and Social Psychology.

**Classroom Policies:**

Here are some guidelines set in place to help you succeed in this course:

*Show up.* This one is pretty simple. It basically means that if you don't attend class, or if you arrive late repeatedly, you're going to miss a lot of relevant material. You'll also miss in-class participation activities that directly contribute to your grade. Thus, please attend every class. That said, I also understand that illness and various life events will happen. If you are ill, it's probably healthy for you and your fellow classmates to care for yourself and excuse yourself from class. If you need to miss a class for illness or for any other reason, you are still responsible for obtaining the notes from a classmate (or two).

*Read the chapters before we talk about them in class.* It's difficult to participate in class discussions, complete assignments, or learn without reading the relevant articles beforehand. If you need tips on how to efficiently digest the articles assigned, please let me know.

*Participate.* The quality of this course depends in large part upon your level of engagement in the class with your fellow students. Classes will include group discussion, as well as interactive exercises and debates. Thus, your participation in class enhances the experience not only for yourself, but for your fellow students as well (and for me, as I am genuinely interested in what you have to say!).

*Complete each assignment and turn it in on time.* This course includes various assignments intended to facilitate your exploration and application of the psychology of close relationships. All assignments are due either in class or at 5pm (Canvas). Written assignment grades will be reduced by a letter grade for each day late. Extensions will not be permitted except in unusual extenuating circumstances (e.g., loss of a loved one).

*Ask questions and ask for assistance if you need it.* This is important. Teaching is my passion, and it is extremely important to me to make concepts clear and accessible. Therefore, please do not wait or hesitate to ask questions or ask for help. Whenever you ask questions, you give me a rich opportunity to do my job.

**Course Requirements:**

Your time partaking in this course will be spent in a variety of ways including, but not limited to, sharing ideas and discussing interesting topics, engaging in activities and video presentations, designing and writing a formal research paper, a relationship interview, and completing four exams and a final exam. All due dates are 5:00PM ET unless denoted otherwise. Lectures will consist primarily of reviews of the assigned readings but may be complemented by research findings that are not covered in the text.

1. *Readings and In-class Activities:* Assigned readings must be completed on time. Students will complete class activities throughout the semester for participation points. For some chapters, there may be an empirical journal article that accompanies the textbook reading. Several times throughout the course of the semester, students will be asked to submit 2-3 discussion questions that demonstrate critical thinking about the material. Discussion questions can respond to topics (e.g., ideas about future research, questions about methodologies used) in the chapter from that week.

2. *Exams and Final Exam:* A total of four noncumulative quizzes/exams and one cumulative final exam will be given. Material from the lectures, chapter readings, and articles posted on Canvas will be on the exams.
3. *Relationship Interview:* Students will be asked to interview someone you know who has been married or together for a long period of time to learn about their story as well as various psychological (e.g., conflict resolution) topics. Students will be asked to write a paper detailing their discoveries.
4. *Choose Your Own Adventure Research Proposal:* A research proposal will involve a research review and proposal on a topic that stems from a topic of interest to you.

### **Participation in Course Activities and Discussion Questions (100 points):**

Over the course of the semester, assignments and activities will be given in class. Sometimes this might be as simple as writing a response to a video presentation, other times it might involve a thoughtful application of a research topic to your own life. It may come in the form of discussion questions. You might find that sometimes, after reading a chapter or article, you have a reaction to the way the field has perceived (i.e., thought of) or operationalized (i.e., measured or conceptualized) a construct. You may also just have thoughts about the topic at hand or make connections between the readings and your or a close other's lives. Take note of these! I will ask you to turn in discussion questions several times throughout the semester. You may frame your questions in terms of responses to what you read, questions about the concepts or methodology used in a particular study, or ideas for future research directions. You may also connect what you read to patterns you have observed in others' lives.

These activities must be completed during class and thus, if you are not present for class that day, you will not have an opportunity to submit your activity. These assignments are given to encourage thoughtful interaction with the material as well as facilitate discussion with your fellow classmates.

### **Exams and Final Examination (250 points):**

There will be four noncumulative quizzes/exams and one cumulative final exam throughout the semester. Each exam and the final exam may consist of both multiple-choice and short-answer questions.

*Late policy to exams/exams:* Once the first person has completed the exam and left the room, absolutely no individual who arrives after this point will be allowed to take the exam. Students will be held for 15 minutes, but after that, if you are late, you will not be allowed to take the exam. This is not negotiable for rain, parking, pet, or any other issue. Therefore, make sure to be on time for exams/exams!

*There will be no make-ups for missed exams without an accompanying note from a doctor or professional.* Makeup exams will be in essay format.

Every exam (including the Final Exam) is worth 50 points.

**Relationship Interview (100 points):**

We will be talking about something called relationship schemas, which are ideas about the way relationships work. Many college students' relationship schemas are framed around their parents' relationship with each other, or with another close relationship they have witnessed. I believe that exposure to a variety of relationships is important to understand how they work. Thus, one component of this course is to interview a person you know who has been in a romantic relationship for at least three years. There are no requirements regarding the quality of their relationship. The only exclusion criterion is that the interviewee cannot be your parent/guardian. Your task is to discover their story, as well as other lessons they may have learned about close relationships, including relationship-relevant questions (for example, "What obstacles have you had to overcome, and how have you done that?").

Once the interview is complete, you will compile their responses—and your scientific interpretation of their responses—in a written report and class presentation.

**The report:** This report will be as long as you feel it needs to be, but it should be at least six pages double-spaced. You should incorporate at least five concepts that we learned in class that you heard echoed in the responses of the couple. You will also be asked to turn in a transcript of the actual interview – a detailed transcript with quotations is required (due April 23<sup>rd</sup>).

**The presentation:** As a way to share what you found with your fellow Relationship Scientists, each student will give a 10- to 15-minute presentation in class, highlighting who you interviewed, what you asked, what you found, and how it overlaps with what we learned in class. I would aim to have anywhere between 8-12 slides, and include your 5 concepts that we learned in class. Don't forget to include quotes!

I hope you enjoy this facet of the course as much as previous students have—there is much to learn from every person. Hopefully, this will be a story that will stay with you for a long time after this class ends!

You will have some class time allotted to work on this. You will submit a rough outline of who you will interview and what you will ask them on February 24.

This assignment is worth 100 points total:

- Questions you will ask due 2/24 (15 points)
- Transcription due 4/9 (10 points)
- Final report due 4/14 (50 points)
- Final presentations 4/16-21 (25 points)

All due dates are 5:00PM ET.

**Choose Your Own Adventure! Research Proposal (150 points)**

A central goal of this course is to give students a running start on becoming a relationship researcher, which includes being able to identify areas in which the current state of theory and research leaves important issues unresolved.

Students will write a paper (6-8 pages plus abstract and references) in which some area of the research relevant to this class is reviewed, a problem is identified, and a study is proposed that addresses this problem. Students can think of this as a research proposal (ideally one that they might actually set out to pursue). This proposal will include an abstract, introduction, method section, proposed analyses, discussion of expected/unexpected results, and references.

The proposal will involve the combination of class material, recent (past 10 years) research articles, and the application of concepts to everyday experience. Please be sure to branch out beyond the class notes. In each case, your task is to use scientific studies and information to help explain relationships.

You will need to use a minimum of 10 journal articles that you have found on your own (though you are encouraged to use more). When using a journal article, you should indicate the key results as well as how the study was done in your own words (i.e., avoid quotes and be sure to avoid plagiarizing). Be sure to provide sufficient detail (more than you can simply get from the Abstract) so that someone unfamiliar with the study understands what was done in the study, and the findings. At least five articles must have not been ones we covered in class. At least two articles should be from the past 10 years.

This is a course project that will require a great deal of time, which is why you have the majority of the semester and a few class periods to work on it. Time is a valuable resource. Please make use of it and do not put this off until the last week, day, or hours. Not only will this likely result in a bad grade, but you probably won't get as much out of the project as you could in terms of learning and enjoyment. This project will be evaluated under the expectation that you have spent several weeks working on it. Originality, creativity, and quality count.

The project should be written in APA (7<sup>th</sup> edition) style. Students are encouraged to meet with me before writing the proposal to discuss the topic, design, and relevant analyses. Because this project is a relatively large part of the course, there will be feedback given in stages:

- First, an annotated outline of the proposal (2-3 pages) is due in Canvas on February 28. This outline is worth 25 points. I will provide you with a template for this outline.
- Second, a rough draft of the proposal is due on April 7. This rough draft, formatted in APA style, is also worth 25 points. You will receive feedback to improve your project for final submission. It must be a complete draft (including references) to receive all 25 points.
- The final paper itself (due on Canvas April 23) is worth 50 points, totaling 100 points. Late papers will be accepted until Friday, April 25, with the deduction of one letter grade per day late.

All due dates are 5:00PM ET.

### **Understanding appropriate sources for citations:**

The following are considered appropriate and valid sources for references:

- Published journal articles, both in online and paper formats.
- Professional handbook chapters and reviews (i.e., edited volumes with chapters written by psychological researchers).
- Academic books (i.e., books written by psychological researchers).

The following are *not* to be used as citations in your work:

- Information found on the internet, unless it is the online version of a scientific journal (e.g., accessing an electronic version of a journal online is fine). This includes Wikipedia and/or any other web pages.
- Any undergraduate-level textbook.

In short, you should always be working with the primary literature written by psychological researchers. If you have questions about a particular source, please ask.

### Calculation of Grade:

Your grade in this course comprises grades from class assignments, relationship interview, research proposal, and five exams (including one final exam). The number of total points you can receive is 600 (yet, it is possible that extra credit could bring you higher than 600). Your grade will be determined by the number of points you receive.

After the completion of each assignment/exam, add grades to the table below. This is a good way to keep track of where you stand. In this manner, near the end of the course, you can calculate how many points you will “need” to receive on the final exam to obtain the grade you desire in the course. Your grades will also be posted on Canvas.

SOURCE	POSSIBLE POINTS	MY POINTS (FILL IN WITH YOUR SCORES)
Exams (4)	200 (50 each)	
Final Exam	100	
In-class Participation	100	
Relationship Interview	100	
Research Proposal	100	
Extra Credit (max of 10)	---	
Total # of Points	<b>(out of 600)</b>	

Final semester letter grades for the course will be determined according to the following STRICT (i.e., **non-negotiable**) cutoffs.

GRADE IN CLASS	NUMBER OF TOTAL POINTS
<b>A (94+)</b>	564 and above
<b>A- (90-93)</b>	540-563
<b>B+ (87-89)</b>	522-539
<b>B (84-86)</b>	504-521
<b>B- (80-83)</b>	480-503
<b>C+ (77-79)</b>	462-479
<b>C (74-76)</b>	444-461
<b>C- (70-73)</b>	420-443
<b>D+ (67-69)</b>	402-419
<b>D (64-66)</b>	384-401
<b>D- (60-63)</b>	360-383
<b>F (below 60)</b>	359 AND below

*Note:* Although 539 points is only 1 point from an A-, it is still a B+. There is no curve in this class. That means that if all of you do exceptionally well, you will all get As in the class. I have absolutely no problem with this (in fact, I hope for it!).

### Extra Credit:

There will be several opportunities for extra credit throughout the semester. If I were you, I would definitely take advantage of these chances to boost your grade. Even with the best preparation, you can never know *for sure* how you will perform on an upcoming exam or assignment. Further, all of the extra credit possibilities may have passed by the time you figure out that you really do need a few extra points to get the grade that you desire. Please DO NOT ask me to give additional extra credit.

You can receive a **maximum of 10 extra credit points!**

*(Extra credit points will be added to your final # of total points (i.e., 600) for the course.)*

**IMPORTANT:** All Extra Credit is **due on Wednesday, April 23 IN CLASS!** I will keep track of the extra credit opportunities and will post credit on Canvas with the rest of your grades.

### Drop Policy:

If you are unable to complete a course or courses for which you have registered, it is **your responsibility** to withdraw formally from the course.

The last day to drop a course with no fee liability = January 17

The last day to drop a course or withdraw with a “W” and 25% refund = February 7

The last day to drop a course or withdraw with a “W” = April 11

### Students with Disabilities:

If you require classroom accommodation because of a disability, please register with the Dean of Students Office (DSO) at <http://www.dso.ufl.edu> within the first week of class. The DSO will provide documentation that you can give to the instructor when requesting accommodation. UF is committed to providing reasonable accommodations to assist students in their coursework.

### Counseling and Well-Being

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

Here are some of those resources:

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their website for more information: <http://www.counseling.ufl.edu>. Online and in-person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or



stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.

- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
  - Alachua County Crisis Center: (352) 264-6789
  - <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Please do not wait until you reach a crisis to ask for help! UF's counselors have helped many students through all kinds of situations. You are not alone. Please do not be afraid to ask for assistance.

### **Makeup Exams or Other Work**

Students who must miss an assignment or exam deadline because of conflicting professional or personal commitments must make prior arrangements with the instructor. If an assignment is missed because of illness, please contact me to discuss.

Please note: Any requests for late submissions due to technical issues must be accompanied by the UF Computing help desk (<http://helpdesk.ufl.edu/>) correspondence. You must e-mail me within 24 hours of the technical difficulty if you wish to submit an assignment late due to this.

### **Required Class Attendance**

Attendance is expected as a part of the student's professional training. Students are expected to arrive for class on time and to remain for the full class period. Students needing to miss class should make prior arrangements with the instructor. Please note all faculty are bound by the UF policy for excused absences. Excused absences must be consistent with university policies in the Undergraduate Catalog. Additional information can be found here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### **Academic Integrity**

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

*"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."*

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

*“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”*

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>  
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

### **Online Faculty Evaluation Process**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

### **Policy Related to Guests Attending Class**

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Link to full policy: <http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

### **Non-discrimination Policy**

UF's Non-Discrimination Policy reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act."

If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu).

**COURSE SCHEDULE\***

<i>DATE</i>	<i>TOPIC</i>	<i>CORRESPONDING TEXTBOOK READINGS</i>
Jan 13 (M)	Syllabus/Overview	-----
Jan 15 (W)	Building Blocks of Relationships	Miller Chapter 1
Jan 17 (F)	Building Blocks of Relationships	Miller Chapter 1
Jan 20 (M)	No class (Martin Luther King Jr. Day)	
Jan 22 (W)	Research Methods in Relationship Science	Miller Chapter 2
Jan 24 (F)	Class Activity	-----
Jan 27 (M)	Social Cognition	Miller Chapter 4
Jan 29 (W)	Social Cognition Guest Lecturer	Miller Chapter 4
Jan 31 (F)	Attraction Guest Lecturer	Miller Chapter 3
Feb 3 (M)	Attraction	Miller Chapter 3
Feb 5 (W)	Quiz 1	Chapters 1-4 + reading
Feb 7 (F)	Pronk & Dennison (2020) article	
Feb 10 (M)	Research Design and Proposal Class: Idea and hypothesis generation; Literature reviews; APA style writing for introductions	
Feb 12 (W)	Communication	Miller Chapter 5
Feb 14 (F)	Communication	Miller Chapter 5
Feb 17 (M)	Interdependence	Miller Chapter 6

Feb 19 (W)	No class (Independent work on proposal and interview)	
Feb 21 (F)	No class (Independent work on proposal and interview)	
Feb 24 (M)	Interdependence <i>Interview Target and Questions Due</i>	Miller Chapter 6
Feb 26 (W)	Friendship	Miller Chapter 7
Feb 28 (F)	Friendship <i>Research Project Outline Due</i>	Miller Chapter 7
Mar 3 (M)	Quiz 2	Chapters 5-7
Mar 5 (W)	Love and Maintenance	Miller Chapter 8
Mar 7 (F)	Love and Maintenance	Miller Chapter 8
Mar 10 (M)	Stresses and Strains	Miller Chapter 10
Mar 12 (W)	Stresses and Strains	Miller Chapter 10
Mar 14 (F)	Research Proposal Class: Writing Methods, Results, and Discussion in APA format	
Mar 17 (M)	No class (Spring Break)	-----
Mar 19 (W)	No class (Spring Break)	-----
Mar 21 (F)	No class (Spring Break)	-----
Mar 24 (M)	Conflict	Miller Chapter 11
Mar 26 (W)	Conflict	Miller Chapter 11
Mar 28 (F)	Quiz 3	Chapters 8, 10, 11
Mar 31 (M)	Dissolution and Loss	Miller Chapter 13

Apr 2 (W)	Dissolution and Loss	Miller Chapter 13
Apr 4 (F)	No class (Independent work on proposal and interview)	
Apr 7 (M)	Maintaining and Repairing Relationships <i>Research Project Rough Draft Due</i>	Miller Chapter 14
Apr 9 (W)	Maintaining and Repairing Relationships <i>Interview Transcription Due</i>	Miller Chapter 14
Apr 11 (F)	Quiz 4	Chapters 13 and 14
Apr 14 (M)	Class Activity <i>Interview Report Due</i>	-----
Apr 16 (W)	Relationship Interview Presentations	-----
Apr 18 (F)	Relationship Interview Presentations	-----
Apr 21 (M)	Relationship Interview Presentations	-----
Apr 23 (W)	Review for Final Exam/Lessons Learned <i>Extra Credit and Research Project Final Draft due</i>	-----
TBD	Final Exam	All Chapters and Readings

\* The instructor reserves the right to modify the above schedule, if necessary.