

Instructor: Gül Günaydın, Ph.D.

gul.gunaydin@sabanciuniv.edu

Office Hours: Thur 16:40-17:30 via

Zoom (or email for appointment)

TA: Zeynep Özden*

zeynepozden@sabanciuniv.edu

Office Hours: Wed 16:40-17:30 via

Zoom (or email for appointment)

TA: Övgün Ses**

ovgunses@sabanciuniv.edu

Office Hours: Wed 13:40-14:30 via

Zoom (or email for appointment)

contact person for Interactive Assignments**contact person for Popular Song Assignment & Article Critique*

Course Overview

This course examines human affectional ties across the lifespan, drawing on research from developmental, social, cognitive, clinical, and personality psychology as well as social-cognitive neuroscience. The central goal of the course is to familiarize you with the basic structure, functions, dynamics, and formation of human affectional ties. The course will survey a broad range of topics at the heart attachment theory and research, including formation and maintenance of attachment bonds from infancy to adulthood, individual differences in attachment representations, attachment change across the lifespan, dissolution of attachment bonds, and strategies to promote satisfying attachment relationships.

Course website:

The syllabus, readings, lecture outlines (slides), and assignment guidelines will be posted on the course website on SUCourse. Video lectures will be available via Google Shared Drive. The lecture outlines will be available when each video lecture is posted.

Course requirements:

Video Lectures. I will videotape lectures and make them available via the course's Google Shared Drive. You will be able to view these lectures throughout the semester (*Please email IT if you have problems accessing video lectures*). I will be lecturing in the videos on either assigned readings, or on new material, or both. Because I typically will be introducing new material and not simply going over assigned readings, it is essential to carefully watch video lectures. You will be responsible for material covered in the lectures **and** the assigned readings. Please note that lecture outlines do **not** contain all the details. So reading them is not a substitute for watching video lectures or vice versa!

Readings. Each week, we will read research articles from top journals in the field. These readings will feature cutting-edge research that addresses human affectional ties. It is very important to **do the readings on a weekly basis** to follow the lectures, to participate in interactive sessions, and to do well in this course. You may download all readings from the course website.

Midterm & Final Exam. The midterm and final exams will be take-home exams submitted via SUCourse. You may find **post and due dates of exams in the Course Outline**. Further details will be provided before each exam.

Late submission policy: You will **lose 10 points** for each day you fail to submit the exam after the due date.

Interactive Assignments. One important aspect of learning this material is developing your ability to relate attachment-related phenomena to real-world examples. To this end, you will submit 4 interactive assignments. In each assignment, you will find a real-world example (either a short video or a news piece) illustrating specific attachment-related phenomena and submit a one-page assignment describing how this example relates to a phenomenon/research finding covered in the course. Please **see Course Outline below for deadlines**.

You will complete interactive assignments in **groups of 6**. You will form the groups by the end of the add-drop period. One member in each group should email the TA (Zeynep Özden) who the group members are **by the deadline indicated in the Course Outline below**. If you do not know your classmates or are unable to find six people for your group, email the TA about your situation so that we can assign you to a group.

Interactive sessions will consist of five major parts (Please see **Step-by-Step Interactive Assignment Guidelines on SUCourse** for further details):

- 1) **Preparation**: You will individually prepare for the assignment by reading assigned articles and watching lectures on a regular basis.
- 2) **Topic announcement**: Topics for each assignment will be announced.
- 3) **Peer-to-peer (P-to-P) session**: You will remotely meet with your group members via Zoom during the scheduled interactive session. You will brainstorm about real-world examples, prepare a draft of the assignment, and note down questions that you have for the Q & A session.
- 4) **Q & A session**: The week following your P-to-P session, I will be available to meet you via Zoom during the scheduled interactive session. Specifically, I will be available to discuss your ideas about the assignment and answer clarification questions (if any).
- 5) **Assignment submission**: You will submit a one-page written assignment via SUCourse as a Turnitin Assignment including a weblink to your example (either a short video or a news piece). The written assignment must be **exactly 1 full page** excluding any references (typed, double-spaced, default 1-inch margins, Times New Roman, 12 font). The assignment should include a **contribution statement** listing contributions of each group member. If your name is not listed in the contribution statement, you will get **no points** for that week's finalized assignment. Finally, the assignment should include a **working weblink to the short video or news piece** that constitutes your example.

Each interactive assignment is worth 3 points (1 point for the relevance of the example and 2 points for the quality of the written assignment).

Late submission policy: You will lose 1 point for each day you fail to submit the assignment after the due date.

Popular Song Assignment. You will find **2 popular songs** (either in Turkish or in English) closely related to a different theme about **adult romantic attachments** covered in the current course (e.g., "Attachment change", "Jealousy", "Dissolution of attachment bonds", please see topics uploaded on SUCourse). You will then submit on the course website the name of the Song, the Artist, the Album, the YouTube link, and the name of the topic for each song **by the deadline indicated in the Course Outline below**. We will make a playlist consisting of the best selections by the end of the semester. 😊

Late submission policy: You will lose 0.5 points for each day you fail to submit the assignment after the due date.

Article Critique. To develop your ability to think critically about research in human affectional ties, you will be asked to write a 5-page critique on a journal article (typed, double-spaced, Times New Roman, 12 font, default 1-inch margins). Following the Midterm, we will select articles from top journals in the field and post them on the course website. You will select an article, read it thoroughly, briefly summarize its rationale, methods, and findings in your own words and provide an assessment of the strengths and weaknesses of the paper as well as its practical implications.

You will complete this assignment with your discussion group. Each member will be **evaluated on the basis of their individual contribution as well as the overall performance of the group**. Working on the article critique will also be a great exercise in collaborative work—a central requirement of both the scientific and professional world. Please note that it is entirely *your* responsibility to manage within-group relations and division of labor.

The **deadline** of the assignment is **indicated in the Course Outline below**. Detailed guidelines as to how to complete this assignment is posted on the course website (see **Article Critique Guidelines**).

Late submission policy: You will lose 5 points for each day you fail to submit the critique after the due date.

Research Participation (Extra Points!). Students can optionally serve as participants in research that is run by Sabancı University researchers. By participating in research (*including online surveys*), you can get extra points. For this course, you will be able to earn up to 3 extra points. Six research points (1 research point equals ~30 minutes of research participation) will be converted to 3 bonus points added to your overall total at the end of the semester. More information on the available research projects will be provided during the semester. You will be able to sign up for the experiments and get your research participation points through the online Sona system at <http://sabanciuniv.sona-systems.com> Please carefully read the Guide for Students: Sabancı University Experiment Credits System (Sona).

Course Assessment

Interactive group assignments: 12% (3% each x 4 assignments)

Popular song assignment: 2%

Midterm exam (individual take-home exam): 30%

Article critique (group take-home exam): 20%

Final exam (individual take-home exam): 36%

Grades

The following grading scheme is used to assign the final grade for the course. **No changes can be made to your final grade unless there has been an arithmetical error.**

A	90-100	B	79.99-75	C	64.99-60	D	49.99-45
A-	89.99-85	B-	74.99-70	C-	59.99-55	F	44.99-0
B+	84.99-80	C+	69.99-65	D+	54.99-50		

Office Hours

During the office hours, I or the TA will start an online session via Zoom, which you will be able to access via weblinks posted on SUCourse (**under Office Hour Zoom Links**).

If you have questions but are unable to attend office hours, you may email us a few days in advance to make an appointment. In your email, please list all hours you are available within the upcoming seven days so that we can find a time that fits our schedule and email you back with an appointment time. **Note that we may not be able to accommodate appointment requests that are sent at the last minute.**

Academic Honesty

Every student in this course is expected to abide by the Sabancı University Academic Integrity Statement. Please see <https://www.sabanciuniv.edu/en/academic-integrity-statement>

Academic dishonesty, or plagiarism, is the act of taking someone else's work or ideas and presenting them as your own. Academic dishonesty can be deliberate or it can also result from carelessness; **you will be held responsible for academic dishonesty regardless of whether you meant to do it.**

Plagiarism can include anything from copying another student's work to using journal articles or an internet source (e.g., Wikipedia) in an assignment without describing them in your own words **and** referencing them. Please note that making small changes in a sentence (e.g., changing "a great deal" to "a lot" and "revealed" to "showed") does **not** mean that you paraphrased an existing idea and it is now your original claim. If you are unsure as to whether a certain act would fall in the category of academic dishonesty, please contact me for clarification. Any form of academic dishonesty in this course (e.g. plagiarism, cheating, etc.) will not be tolerated.

Course Outline

INTRODUCTION

Week 1: October 5-12: Course Overview and Introduction

Finkel, E. J., & Eastwick, P. W. (2015). Attachment and pair bonding. *Current Opinion in Behavioral Sciences*, 3, 7-11.

ATTACHMENT IN INFANCY AND ADOLESCENCE

Week 2: October 12-18: The Nature and Functions of Infant-Caregiver Bonds

Fairhurst, M. T., Löken, L., & Grossmann, T. (2014). Physiological and behavioral responses reveal 9-month-old infants' sensitivity to pleasant touch. *Psychological Science*, 25, 1124-1131.

Glocker, M. L., Langleben, D. D., Ruparel, K., Loughead, J. W., Valdez, J. N., Griffin, M. D., ... & Gur, R. C. (2009). Baby schema modulates the brain reward system in nulliparous women. *Proceedings of the National Academy of Sciences*, 106, 9115-9119.

[Add-Drop: October 13-14]

[Email the TA: Zeynep Özden your group members by October 15]

Week 3: October 19-25: The Psychobiology of Attachment

Feldman, R., Weller, A., Zagoory-Sharon, O., & Levine, A. (2007). Evidence for a neuroendocrinological foundation of human affiliation: Plasma oxytocin levels across pregnancy and the postpartum period predict mother-infant bonding. *Psychological Science*, 18, 965-970.

Interactive Assignment 1 – P-to-P Session (Thursday 15:40-16:30)

[Submit two popular songs via SUCourse by October 23, Friday]

Week 4: October 26-November 1: Developmental Milestones and Transition to Adulthood

Gunaydin, G., Selcuk, E., Urganci, B., & Yalcintas, S. (2020). Today you care, tomorrow you don't: Differential roles of responsiveness variability and average responsiveness in romantic attachment. *Social Psychological and Personality Science*.

Kendrick, K. M., Hinton, M. R., Atkins, K., Haupt, M. A., & Skinner, J. D. (1998). Mothers determine sexual preferences. *Nature*, 395, 229-230.

Interactive Assignment 1 – Q&A Session (not on Thursday due to the National Holiday but on Tuesday between 15:40-16:30; please email me to make an appointment if the time does not work)

[Interactive Assignment 1 due via SUCourse by 17:00 on November 2, Monday]

ADULT ATTACHMENT FORMATION AND CHANGE

Week 5: November 2-8: Who is around as a potential friend or mate?

Back, M.D., Schmukle, S. C., & Egloff, B. (2008). Becoming friends by chance. *Psychological Science*, 19, 439-440.

Cacioppo, J. T., Cacioppo, S., Gonzaga, G. C., Ogburn, E. L., & VanderWeele, T. J. (2013). Marital satisfaction and break-ups differ across on-line and off-line meeting venues. *Proceedings of the National Academy of Sciences*, 110, 10135-10140.

Interactive Assignment 2 – P-to-P Session (Thursday 15:40-16:30)

Week 6: November 9-15: Who is appealing?

Hunt, L. L., Eastwick, P. W., & Finkel, E. J. (2015). Leveling the playing field: Longer acquaintance predicts reduced assortative mating on attractiveness. *Psychological Science*, 26, 1046-1053.

Gunaydin, G., Selcuk, E., & Zayas, V. (2017). Impressions based on a portrait predict, 1-month later, impressions following a live interaction. *Social Psychological and Personality Science*, 8, 36-44.

Interactive Assignment 2 – Q&A Session (Thursday 15:40-16:30)

[Interactive Assignment 2 due via SUCourse by 17:00 on November 16, Monday]

Week 7: November 16-22: Midterm exam

[MIDTERM: Questions will be posted on SUCourse by 12:00 on November 16; Answers due via the Turnitin Assignment on SUCourse by 17:00 on November 20]

Week 8: November 23-29: Who is interested?

Eastwick, P. W., Finkel, E. J., Mochon, D., & Ariely, D. (2007). Selective versus unselective romantic desire: Not all reciprocity is created equal. *Psychological Science*, 18, 317-319.

Whitchurch, E. R., Wilson, T. D., & Gilbert, D. T. (2011). "He loves me, he loves me not..." Uncertainty can increase romantic attraction. *Psychological Science*, 22, 172-175.

Week 9: November 30-December 6: Love, Lust, and Pair Bonding

Beckes, L., Simpson, J. A., & Erickson, A. (2010). Of snakes and succor: Learning secure attachment associations with novel faces via negative stimulus pairings. *Psychological Science*, 21, 721-728.

Gunaydin, G., Selcuk, E., Yilmaz, C., & Hazan, C. (2018). I have, therefore I love: Status quo preference in mate choice. *Personality and Social Psychology Bulletin*, 44, 589-600.

Interactive Assignment 3 – P-to-P Session (Thursday 15:40-16:30)

Week 10: December 7-13: Attachment Styles

Chopik, W. J., & Edelstein, R. S. (2014). Age differences in romantic attachment around the world. *Social Psychological and Personality Science*, 5, 892-900.

Joel, S., MacDonald, G., & Plaks, J. E. (2012). Attachment anxiety uniquely predicts regret proneness in close relationship contexts. *Social Psychological and Personality Science*, 3, 348-355.

Interactive Assignment 3 – Q&A Session (Thursday 15:40-16:30)

[Interactive Assignment 3 due via SUCourse by 17:00 on December 14, Monday]

Attachment Change

Week 11: December 14-20: Arriaga, X. B., Kumashiro, M., Finkel, E. J., VanderDrift, L. E., & Luchies, L. B. (2014).

Filling the void: Bolstering attachment security in committed relationships. *Social Psychological and Personality Science*, 5, 398-406.

Interactive Assignment 4 – P-to-P Session (Thursday 15:40-16:30)

DARK SIDE OF PAIR BONDS

Week 12: December 21-27: Jealousy and Infidelity

Marshall, T. C., Bejanyan, K., Di Castro, G., & Lee, R. A. (2013). Attachment styles as predictors of Facebook-related jealousy and surveillance in romantic relationships. *Personal Relationships*, 20, 1-22.

Interactive Assignment 4 – Q&A Session (Thursday 15:40-16:30)

[Interactive Assignment 4 due via SUCourse by 17:00 on December 28, Monday]

Week 13: December 28-January 3: Dissolution of attachment bonds

Collins, T. J., & Gillath, O. (2012). Attachment, breakup strategies, and associated outcomes: The effects of security enhancement on the selection of breakup strategies. *Journal of Research in Personality*, 46, 210-222. [only read pages 210-218; till the end of Study 3]

Kross, E., Berman, M. G., Mischel, W., Smith, E. E., & Wager, T. D. (2011). Social rejection shares somatosensory representations with physical pain. *Proceedings of the National Academy of Sciences*, 108, 6270-6275.

Week 14: January 4-8: Back to the bright side: Maintaining satisfying pair bonds

Coulter, K., & Malouff, J. M. (2013). Effects of an intervention designed to enhance romantic relationship excitement: A randomized-control trial. *Couple and Family Psychology: Research and Practice*, 2, 34-44.

[ARTICLE CRITIQUE due via the Turnitin Assignment on SUCourse by 17:00 on January 13]

[FINAL EXAM: Questions will be posted on SUCourse by 12:00 on January 16; Answers due via the Turnitin Assignment on SUCourse by 17:00 on January 20]