

**PSY540**  
**PERSONAL RELATIONSHIPS**

<b>COURSE NAME:</b>	<b>Personal Relationships</b>			
<b>COURSE NUMBER:</b>	<b>PSY-540</b>			
<b>TEACHING PERIOD:</b>	<b>Spring 2021</b>			
<b>INSTRUCTOR</b>	Name	Office	Phone	E-mail
	Nebi Sümer	FASS 1023	Int.: 9320	nebisumer@sabanciuniv.edu
<b>COURSE SCHEDULE</b>	<b>Monday 11:40-14:30</b>			
<b>READINGS</b>	A collection of articles and book chapters given below will be used. Weekly readings with minor revision will be uploaded by Feb. 22 <sup>nd</sup> 2021			

**COURSE DESCRIPTION**

This course aims to provide a broad overview of personal (close) relationships with a specific emphasis on the dynamics of romantic relationships. Major theoretical perspectives (e.g., attachment, evolution, interdependence, and attribution) and specific aspects of relationships such as, attraction, sexuality, commitment, maintenance, satisfaction, jealousy, and dissolution will be covered.

My goal for this class is to generate thought-provoking discussions about close relationships by specifically considering eclectic approach and potential cultural aspects in the formation, maintenance, and termination of relationships. I'm expecting high quality discussions on the basis of assigned readings. I also hope to help you learn how to apply knowledge that you acquire in this course to your own real life experiences and reflect on it. Therefore, it is imperative that you read the assigned materials before class and are ready to contribute with an advanced analytical discussion.

**Course Format**

We are going to meet on Zoom once a week for 3 hours. Each week you will read a combination of review chapters from

edited books and research articles. You will take turns twice during the semester in facilitating and leading discussion using the assigned materials. Everyone will choose the topics s/he'd like to lead (and the presentation time) in the first meeting.

COURSE REQUIREMENTS & ASSESSMENT	
<b>ATTENDANCE, CLASS PARTICIPATION AND BONUS</b>	Reading the assigned materials is very imperative to this course to be able to follow what is covered in a given day and to get more out of the lecture. Therefore, I'd like every student to attend all classes, comprehend the assigned materials, and prepare critical questions via reaction papers relevant to the covered topics prior to the lectures. I also would like you to participate in the class discussions and raise questions as much as possible. Your participation in class discussions and your contribution to the lectures by reviewing and bringing recent publications in the related areas or by making good comments will definitely be rewarded as extra points. There are four specific requirements given below in this course
<b>LEADING AND FACILITATING DISCUSSION</b>	Twice during the semester, students will share the responsibility of leading and facilitating discussion with me. Facilitators will provide discussion questions concerning the materials covered in the given week. These questions should help us understand the topics better, clarify the complex issues and encourage us have more dialogue during the class. The questions should be thought provoking and stimulate class discussion instead of simple repetition of the reading material.
<b>REACTION PAPER</b>	<p>Each week, students will submit a brief reaction paper (maximum 2 pages, double-spaced and typed) describing their reactions to the week's readings. This assignment is very open-ended and you are expected to highlight the important issues and bring good questions with an analytical and critical mind. That is, you should give some thoughts on what you read and come up with good ideas, critics, or testable hypotheses based on the week's readings.</p> <p>The primary goal is to make sure that you come to class not only with the readings read, but also after putting some degree of thought into the implications of the readings. You are expected to submit the reaction paper two hours before the lecture time, latest 9:30 am on Mondays, so that I can read and bring your contributions to the class.</p> <p>The reaction papers will be graded for their contribution to the topic, originality, clarity, and thoughtfulness (insightfulness) on a 3 point scale below..</p> <p>1 = There is no relation to the reading in your paper.  2 = You sort of understood the reading, but that's it  3 = You understood the reading, and contributed with coherent ideas and original comments.</p>

<b>RESEARCH PROPOSAL</b>	An important goal of the course is to have students choose a topic covered in the course based on their own interests and develop an original research proposal. Although you will not be required to carry out the research you propose, the opportunity to develop a well-thought-out proposal should be helpful to those who wish to develop new lines of research or explore ideas especially relevant to theses and dissertations.
<b>FINAL EXAM</b>	You will have a comprehensive final exam. I will ask general questions which aim to assess students' ability to integrate given materials, the degree of sophistication in their own ideas, and the ability to make connections to daily experiences from an abstracted or conceptual issue.
<b>RESEARCH PARTICIPATION AS BONUS</b>	This involves participating research projects as participants via the SONA system. Each one will worth 0.5 point and you can have max 3 points (bonus) for research participation.
<b>ACADEMIC RULES AND INTEGRITY</b>	Please familiarize yourself with the Sabancı University's rules and regulations. Read the documents on the following web pages: <a href="https://www.sabanciuniv.edu/en/academic-integrity-statement">https://www.sabanciuniv.edu/en/academic-integrity-statement</a> <b><i>I have a zero-tolerance policy for cheating and all ethical violations will result in failure for the course in addition to other substantial penalties. If you have any doubts or questions about what constitutes academic misconduct, please do not hesitate to contact me.</i></b>
<b>Evaluation of Student Performance</b>	Leading Discussion .....20 points (10 points each) Weekly reaction papers .....30 (3 X 10) Proposal .....20 Participation .....10 Final Exam.....20 Total.....100 points Note: "Course content, requirements and policies are subject to change at the discretion of the instructor"
<b>WEEK</b>	<b>SCHEDULE &amp; READINGS</b>
<b>Week 01 22.02.2021</b>	<b>Get to know each other &amp; syllabus</b> <b>Close Relationship: Definitions and History</b> <ul style="list-style-type: none"> <li>Berscheid, E. (1999). The greening of relationship science. <i>American Psychologist</i>, 54, 260-266.</li> <li>Reis, H. &amp; Collins, A. (2004). Relationships, human behavior and psychological science. <i>Current Directions in Psychological Science</i>, 13, 233-237.</li> </ul>
<b>Week 02 01.03.2021</b>	<b>Core Principles of Close Relationships, Attraction and Mating:</b> <b>How and Why Do Relationships Begin?</b> <ul style="list-style-type: none"> <li>Finkel, E. J., Simpson, J. A., Eastwick, P. W. (2017). The psychology of close relationships:</li> </ul>

	<p>Fourteen core principles. Annual review of psychology, 68:4.1–4.29.</p> <ul style="list-style-type: none"> <li>• Elliot, A. J., &amp; Niesta, D. (2008). Romantic red: Red enhances men's attraction to women. <i>Journal of Personality and Social Psychology</i>, 95, 1150-1164.</li> <li>• Stadler, G., Snyder, K.A., Horn, A.B., Shrout, P.E., Bolger, N.P. (2012). Close relationships and health in daily life: A review and empirical data on intimacy and somatic symptoms. <i>Psychosomatic Medicine</i>, 74, 398-409.</li> </ul>
<p><b>Week 03</b> <b>08.03.2021</b> <b>Selen</b></p>	<p><b>Cognitive and Motivational Perspective in Close Relationships</b></p> <ul style="list-style-type: none"> <li>• Baumeister, R. F., &amp; Bratslavsky, E. (1999). Passion, intimacy, and time: Passionate love as a function of change in intimacy. <i>Personality and Social Psychology Review</i>, 3, 49-67.</li> <li>• Reis, H. T., &amp; Aron, A. (2008). Love: What is it, why does it matter, and how does it operate? <i>Perspectives on Psychological Science</i>, 3, 80-86.</li> <li>• Fincham, F. D. (2001). Attributions in close relationships: From balkanization to integration. In G. J. O Fletcher &amp; M. S. Clark (Eds.), <i>Blackwell handbook of social psychology: Interpersonal processes</i> (pp. 3-31). Oxford: Blackwell.</li> </ul>
<p><b>Week 04</b> <b>15.03.2021</b> <b>Ladin</b></p>	<p><b>Interdependence in Relationships and long term love!</b></p> <ul style="list-style-type: none"> <li>• Rusbult, C. E., Arriaga, X. B., &amp; Agnew, C. R. (2001). Interdependence in close relationships. In G. J. O Fletcher &amp; M. S. Clark (Eds.), <i>Blackwell handbook of social psychology: Interpersonal processes</i> (pp. 359-387). Oxford: Blackwell.</li> <li>• Acevedo, B.P., &amp; Aron, A. (2009). Does a long-term relationship kill romantic love? <i>Review of General Psychology</i>, 13, 59-65.</li> </ul>
<p><b>Week 05</b> <b>22.03.2021</b> <b>Deniz</b></p>	<p><b>Evolutionary Perspective</b></p> <ul style="list-style-type: none"> <li>• Eastwick PW. 2016. The emerging integration of close relationships research and evolutionary psychology. <i>Curr. Dir. Psychol. Sci.</i> 25:183–90</li> <li>• Fink, B., &amp; Penton-Voak, I. (2002). Evolutionary psychology of facial attractiveness. <i>Current Directions in Psychological Science</i>, 11, 154-158.</li> <li>• Miller, L. C., Putcha-Bhagavatula, A., &amp; Pedersen, W. C. (2002). Men's and women's mating preferences: Distinct evolutionary mechanisms? <i>Current Directions in Psychological Science</i>, 11, 88-93.</li> </ul>
<p><b>Week 06</b> <b>29.03.2021</b> <b>Nebi</b></p>	<p><b>Attachment Theory: Introduction</b></p> <ul style="list-style-type: none"> <li>• Cassidy, J. (2008). The nature of the child's ties. In J. Cassidy &amp; P. R. Shaver (Eds.), <i>Handbook of attachment: Theory, research, and clinical applications</i> (pp. 3-20). New York: Guilford Press.</li> <li>• Fraley, R. C., &amp; Roisman, G. I. (2015). Early attachment experiences and romantic functioning: Developmental pathways, emerging issues, and future directions. In J. A. Simpson &amp; W. S. Rholes (Eds.), <i>Attachment theory and research: New directions and emerging themes</i> (pp. 9-</li> </ul>

	<p>38). New York: Guilford.</p> <ul style="list-style-type: none"> <li>Hofer, M. (2006). Psychobiological roots of early attachment. <i>Current Directions in Psychological Science</i>, 15, 84-88.</li> </ul>
<p><b>Week 07</b> <b>05.04.2021</b> <b>Selen</b></p>	<p><b>Developmental Changes in Attachment</b></p> <ul style="list-style-type: none"> <li>Allison K. Farrell, Theodore E. A. Waters, Ethan S. Young, Michelle M. Englund, Elizabeth E. Carlson, Glenn I. Roisman &amp; Jeffry A. Simpson (2019) Early maternal sensitivity, attachment security in young adulthood, and cardiometabolic risk at midlife, <i>Attachment &amp; Human Development</i>, 21:1, 70-86,</li> <li>Gillath, O., (2015). The neuroscience of attachment: Using new methods to answer old (and new) questions. In J. A. Simpson, &amp; W. S. Rholes (Eds.), <i>Attachment theory and research: New directions and emerging themes</i> (pp. 39-67). New York: Guilford Press.</li> </ul>
<p><b>Week 08</b> <b>12.04.2021</b> <b>Ladin</b></p>	<p><b>Attachment, couple relationships, and Sex</b></p> <ul style="list-style-type: none"> <li>Overall, N. C., &amp; Lemay, E. P. (2015). Attachment and Dyadic Regulation Processes. In J. A. Simpson, &amp; W. S. Rholes (Eds.), <i>Attachment theory and research: New directions and emerging themes</i> (pp. 234-261). New York: Guilford Press</li> <li>Birnbaum, G.E. (2015). On the Convergence of Sexual Urges and Emotional Bonds The Interplay of the Sexual and Attachment Systems during Relationship Development. In J. A. Simpson, &amp; W. S. Rholes (Eds.), <i>Attachment theory and research: New directions and emerging themes</i> (pp. 170-194). New York: Guilford Press.</li> <li>Joel, S., MacDonald, G., &amp; Plaks, J.E. (2012). Attachment anxiety uniquely predicts regret proneness in close relationship contexts. <i>Social Psychological and Personality Science</i>, 3, 348-355.</li> </ul>
<p><b>Week 09</b> <b>19.04.2021</b> <b>Nebi</b></p>	<p><b>Adult Attachment II: Affect Regulation and Cognition</b></p> <ul style="list-style-type: none"> <li>Sbarra, D. A., &amp; Hazan, C. (2008). Coregulation, dysregulation, self-regulation: An integrative analysis and empirical agenda for understanding adult attachment, separation, loss, and recovery. <i>Personality and Social Psychology Review</i>, 12, 141–167.</li> <li>Sümer, N., &amp; Cozzarelli, C. (2004). The impact of adult attachment on partner and self-attributions and relationship quality. <i>Personal Relationships</i>, 11, 355-371.</li> <li>Szepeswol O, Simpson JA. Attachment within life history theory: an evolutionary perspective on individual differences in attachment. <i>Current Opinion in Psychology</i>. 25: 65-70.</li> </ul>
<p><b>Week 10</b> <b>26.04.2021</b> <b>Deniz</b></p>	<p><b>Affect and satisfaction (Last day for proposal topic)</b></p> <ul style="list-style-type: none"> <li>Berscheid, E., &amp; Ammazalorso, H. (2001). Emotional experience in close relationships. In G. J. O Fletcher &amp; M. S. Clark (Eds.), <i>Blackwell handbook of social psychology: Interpersonal processes</i> (pp. 308-330). Oxford: Blackwell.</li> <li>Bradbury, T. N., Fincham, F. D., &amp; Beach, S. R. H. (2000). Research on the nature and</li> </ul>

	<p>determinants of marital satisfaction: A decade in review. <i>Journal of Marriage and Family</i>, 62, 964-980.</p> <ul style="list-style-type: none"> <li>• Kane H.S., Slatcher, R.B, Reynolds, B.M, Repetti RL, Robles TF. (2014). Daily self-disclosure and sleep in couples. <i>Health Psychol.</i></li> </ul>
<p><b>Week 11</b> <b>3.05.2021</b> <b>Nebi</b></p>	<p><b>Conflict, Jealousy and Divorce</b></p> <ul style="list-style-type: none"> <li>• Salvatore, J.E., Kuo, S.I., Steele, R.D., Simpson, J.A., Collins, W.A. (2011). Recovering from conflict in romantic relationships: A developmental perspective. <i>Psychological Science</i>, 22, 376-383.</li> <li>• Scheinkman, M., &amp; Werneck, D. (2010). Disarming jealousy in couples relationships: A multidimensional approach. <i>Family Process</i>, 49, 486-502.</li> <li>• Gottman, J., &amp; Levenson, R. (2000). The timing of divorce: Predicting when a couple will divorce over a 14-year period. <i>Journal of Marriage and the Family</i>, 62, 737-745.</li> <li>• Richardson, D.S. (2014). Everyday aggression takes many forms. <i>Current Directions in Psychological Science</i>, 23, 220-224.</li> </ul>
<p><b>(10 May Holiday)</b></p> <p><b>Week 12</b> <b>17.05.2021</b> <b>Nebi</b></p>	<p><b>Culture and personal relationships</b></p> <ul style="list-style-type: none"> <li>• Kito, m., Yuki, m., &amp; Thomson, R. (2017). Relational mobility and close relationships: Spcioecological approach to explain cross-cultural differences. <i>Personal Relationships</i>.</li> <li>• Sümer, N &amp; Kağıtçıbaşı, Ç. (2010). Culturally Relevant Parenting Predictors of Attachment Security: Perspectives from Turkey. In P. Erdman &amp; N. Kok-Mun (Eds.). <i>Attachment: Expanding the Cultural Connections</i>. Routledge Press.</li> <li>• Schmitt, D.P. (2010). Romantic attachment from Argentina to Zimbabwe: Patterns of adaptive variation across contexts, cultures, and local ecologies. In K. Ng &amp; P. Erdman (Eds.), <i>Cross-cultural attachment across the life-span (pp. 211-226)</i>. New York: Routledge.</li> </ul>
<p><b>Week 13</b> <b>24.05.2021</b></p>	<p><b>PRESENTATION OF THE PROPOSALS</b></p>

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