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Course Overview

This course examines human affectional ties primarily from a social psychological perspective, drawing on research from other fields including developmental, 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 across the lifespan. 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, lectures, and lecture outlines will be posted on the course website. The lecture outlines will usually be available online shortly before each lecture.

Course requirements:

Lectures. I will be lecturing each class on either the readings that were assigned for that day, 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 attend each class. You will be responsible for material covered in the lectures **and** the assigned readings. Please note that the slides do not contain all the details. So, reading the slides is not a substitute for attending class!

Lectures will be held on **Mondays in FASS G006** and will be synchronously broadcast online [via this Zoom link](#). (Meeting ID: 931 7595 9047 Passcode: 950005) Those of you attending lectures physically, keep in mind that you need to wear a mask and maintain social distance. Those of you attending lectures via Zoom, check your cameras and sound system before starting the Zoom session (using headphones is highly recommended!).

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 online discussions, and to do well in this course. You may download all readings from the course website.

Midterms. There will be 2 midterms that will be held physically in class. Further details will be provided before each exam.

Online Discussions & Short Assignments. One important aspect of learning this material is developing your ability to critically think about issues pertaining to attachment relationships. To this end, **the lecture on Thursdays will be dedicated to online discussions** (unless otherwise announced in the Course Outline). During discussions, you'll focus on hot issues in human bonding based on that week's readings and lectures. We'll complete the discussions via Gather—a fun platform that allows you to interact with your peers using avatars.

Readings that will be covered in discussions are listed at the end of the Course Outline. These readings are available via the course website. You will receive an **email** if a reading is assigned for a given week's discussion, in which case you **must** do the assigned reading before the discussion to successfully complete that week's assignment. If no reading is assigned for the discussion session, the discussion will focus on things that we go over in lecture.

You will complete this assignment in **groups of 6**. You will form the groups at the beginning of the semester. One member in each group should email the TA 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.

Before the online discussion, make sure you find a quiet spot where you have good internet connection and are able to freely interact with your group members. You have to **turn your camera on** for the entire discussion. At the end of the discussion session, each group will turn in a summary of their group discussion via the Turn-it-in assignment on SUCourse. Please note that **only group members present during the online discussion session** will get points for that week's discussion assignment. Also note that **you will lose points for arriving late or leaving early** without advance notice. (For example, arriving after your group already completed a part of the assignment or leaving while your group members are still working on the assignment is unfair to your fellow group members and hence is unacceptable.) Finally, **if you miss more than 20 minutes of a discussion session you will be considered absent** and will get no points from that session.

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 play the best selections in class. 😊

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

Example Portfolio. One important aspect of learning about theories and research in human affectional ties is developing your ability to relate it to the real world. To this end, each group will turn in a 3-page example portfolio, in which you delineate 3 examples of attachment phenomena out in the real world. Out of the 3 examples, one may be based on your own personal experience (e.g., conversations with others, your observations of other people, of yourself, etc.), and the other 2 **must** be taken from the media (TV, film, newspapers, magazines, etc.). For each example, you must identify and describe the example, and then explain how it relates to a concept or research covered in the lecture or the readings as well as defining the concept/research. You must clearly indicate your sources (which movie, which newspaper, etc.) for each example. Your explanation of each example must be **exactly 1 full page** excluding any references (typed, double-spaced, 1-inch margins, Times New Roman, 12 font).

The **deadline** of the assignment is **indicated in the course outline below**.

It's a great idea to start a log of events and illustrations related to attachment bonds that you notice in the real world. Not only will this foster a greater appreciation over the semester for how the course material can be applied to daily life, it will also enable you to easily complete the portfolio by the deadline. We will talk about this requirement more in class as the semester progresses.

You will complete this assignment with your discussion group. Working on the portfolio 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.

Detailed guidelines as to how to complete this assignment will be posted on the course website. We will talk about this requirement more in class as the semester progresses.

Late submission policy: You will lose 5 points for each day you fail to submit the portfolio 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, 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. 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

In-class discussions: 20% (2% each x 10 discussions)

Popular Song Assignment: 2%

Midterm 1: 30%

Midterm 2: 30%

Example portfolio (group take-home exam): 18%

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		

NA grade: Students who **are absent from 6 or more of the online discussions** will be assigned an NA grade.

One bonus point for participation may be assigned to students who show up for classes regularly and ask thoughtful questions during lecture hours as well as providing thoughtful responses to questions posed during lectures. The participation bonus will only be assigned to those students who demonstrate extraordinary participation.

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.

*Note on Appointments

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 works 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.

Course Outline

INTRODUCTION

Week 1: September 27-30: 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 4-7:

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., Loughhead, 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.

In-class discussion 1

[Add-Drop: October 5-6]

[Email the TA about your group members by October 6, 17:00]

Week 3: October 11-14:

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.

In-class discussion 2

[Submit two popular songs via SUCourse by October 15, Friday by 17:00]

Week 4: October 18-21:

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*, 12, 839-849.

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

In-class discussion 3

ADULT ATTACHMENT FORMATION AND CHANGE

Week 5: October 25-28:

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.

[No in-class discussion, National Holiday]

Week 6: November 1-4:

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.

In-class discussion 4Week 7: November 8-11: 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.

In-class discussion 5Week 8: November 15-18:**[MIDTERM 1: November 15, in class]**Week 9: November 22-25:

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.

In-class discussion 6Week 10: November 29-December 2:

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.

In-class discussion 7Week 11: December 6-9:

Attachment Change

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.

DARK SIDE OF PAIR BONDS

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.

In-class discussion 8Week 12: December 13-16:

Dissolution of attachment bonds

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.

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.

In-class discussion 9

Week 13: December 20-23:

[MIDTERM 2: December 20, in class]

Week 14: December 27-30: Meetings for example portfolios

In-class discussion 10

[EXAMPLE PORTFOLIOS due via SUCourse on January 11 by midnight]

READINGS ASSIGNED FOR ONLINE DISCUSSIONS

[Please follow our emails for when to do each reading]

Time magazine: Why Johnny can't sleep. *[discussion piece from the popular press]*

The New York Times: Poor behavior is linked to time in daycare. *[discussion piece from the popular press]*

Nelson, C. A., Zeanah, C. H., Fox, N. A., Marshall, P. J., Smyke, A. T., & Guthrie, D. (2007). Cognitive recovery in socially deprived young children: The Bucharest Early Intervention Project. *Science*, 318, 1937-1940. *[discussion article]*

Bhargava, S., Kassam, K. S., & Loewenstein, G. (2014). A reassessment of the defense of parenthood. *Psychological Science*, 25, 299-302. *[discussion article]*

With her dating app women are in control *[discussion piece from the popular press]*

WIRED: Facebook Breakups Just Got a Little Less Depressing *[discussion piece from the popular press]*

Note: I reserve the right to make changes to the syllabus throughout the semester if needed.