

FALL 2017 INTIMACY AND LOVE

Family and Consumer Studies 3630 Section 1 — 3.0 credit hours

Tuesdays & Thursdays, 12:25 to 1:45 p.m., in ST 208

Fulfills Social/Behavioral Science Exploration Requirement

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Office Hours: Mondays thru Thursdays 2:00 — 3:30 p.m., and/or by appointment

WELCOME TO THE UNIVERSITY OF UTAH

On behalf of myself and the administration of the University of Utah and the College of Social and Behavioral Science, “Welcome, welcome! Thanks for coming and being with us.” As the only institution in the state classified in the highest research category (R1), at the University of Utah you will have access to state-of-the-art research facilities and be able to be part of the knowledge creation process. You will have the opportunity to do research of your own with faculty who are leading experts in their field, engaging in [programs](#) that match your research interests. Further, you will interact with and often take classes with graduate students that provide an advanced understanding of the knowledge in your field.

NOTE: *This syllabus is meant to serve as an outline and guidebook for the course. Please note that it may be modified by the instructor at any time so long as reasonable notice is provided to students of the modification. The General Course Outline may also be modified by the instructor at any time to accommodate the needs of a particular class. Should you have any questions or concerns about the syllabus, it is your responsibility to contact the instructor for clarification. Thanks for being in our class! I wish you well. Have a pleasant, peaceful, and productive semester.*

INTENDED LEARNING OUTCOMES

By the end of the semester, it is intended that students will have learned and become familiar with the content and considerations that are included within the focus of the course as well as have acquired an understanding of important learning questions to be answered in the course as enumerated below.

COURSE DESCRIPTION AND OBJECTIVES

Lots of research and personal experiences come to the same conclusion: The vast majority of folks are happiest and find their lives to be the most meaningful when they are part of a successful long-term loving relationship with a partner. Amazing, don't you think? Why do you suppose so many of us are this way? How does this happen? How do we build and preserve strong, resilient, and successful coupled relationships? How do we sustain them through intimate, loving, respectful, appreciative, and supportive interactions, communication, and

problem-solving? How can we deepen the intimacy and love in these relationships? What are the obstacles to making them work? Why aren't we more successful? What does research help us understand about these and related matters? That is what we study in this class. Here are some of the primary questions we will explore:

- ⤵ *What is love and what is intimacy? How do they work? How are they related?*
- ⤵ *How do we develop and deepen love and intimacy?*
- ⤵ *Are love and intimacy inevitable in our relationships?*
- ⤵ *How do attraction and desire work? Who are we attracted to?*
- ⤵ *Why do almost all couples lose the passion, romance, and sizzle in their sexual relationships after a few months?*
- ⤵ *What can couples do to keep the passion, romance, and sizzle alive and well in their relationships for the duration?*
- ⤵ *Can we be happy and fulfilled in our lives without a partner?*
- ⤵ *Why does it hurt so much when our partners leave us? What do we do with the pain and grief? How do we get over it?*
- ⤵ *How does the divorce of our parents affect our own coupled relationships?*
- ⤵ *Are long-term relationships enhanced if partners cohabit first or are soul-mates?*
- ⤵ *What do individuals need to do to prepare for being the best persons they can be as singles or as partners?*
- ⤵ *How are successful long-term couples different from couples who do not stay together?*
- ⤵ *Can we tell in advance which are which? How early can we tell? What do we look for?*

A major objective of this course is to understand these important questions and how they are variously perceived and answered within different relevant points of view. Understanding these questions and the ways they are answered are important learning outcomes for our class. Although we may not be able to thoroughly explore all of these questions, it is through our study of them that we will learn of the important contemporary concepts and research endeavors that are addressing these and related matters. Hopefully this will give each of us a broader and deeper sense of how the relevant things we learn can be applied in our own experience.

REQUIRED COURSE READINGS AVAILABLE IN THE UNIVERSITY OF UTAH BOOKSTORE

1. Fisher, Helen. (2004). *Why we love: The nature and chemistry of romantic love*. New York: Owl Books (Henry Holt & Company).
2. Gottman, John Mordechai, and Nan Silver. (2015). *The seven principles for making marriage work*, revised and updated second edition. New York: Harmony Books (Crown/Random House/Penguin).
3. Some of our required readings are accessible from the **Modules** section of our class page in **CANVAS**.

RECOMMENDED BOOKS AVAILABLE IN THE UNIVERSITY OF UTAH BOOKSTORE

4. Fredrickson, Barbara. (2013). *Love 2.0: Finding happiness and health in moments of connection*. New York, NY: Plume Books (Penguin).
5. Levine Amir, and Rachel Heller. (2011). *Attached: The new science of adult attachment and how it can help you find — and keep — love*. New York, NY: Tarcher (Penguin).
6. Lyubomirsky, Sonja. (2013). *The myths of happiness: What should make you happy, but doesn't, what shouldn't make you happy, but does*. New York: Plume Books (Penguin).
7. McGonigal, Kelly. (2016). *The upside of stress: Why stress is good for you, and how to get good at it*, reprint edition. New York: Avery Books (Penguin/Random House).
8. Perel, Esther. (2007). *Mating in captivity: Unlocking erotic intelligence*. New York: Harper Paperbacks.

COURSE LEARNING DEMONSTRATIONS, ACTIVITIES, AND GRADING SCALE

EXAMS (80% of total course grade). There are three **take-home** exams. Hard copies of your completed exams are required. **The highest two of three exam grades are counted for the final grade after the lowest of the three exams is dropped.** If you know that you will miss two of the three exams, please realize it will be difficult to get a grade higher than a D. If you are satisfied with your first two exam grades, you do not have to take the third exam. The exams will mostly be short and long-essay items and multiple-choice, true/false, matching, and fill-in items. Exams cover both topics and content discussed in class lectures and/or the readings and will be posted as a module on our CANVAS class page approximately at least one week before they are due. **There are no make-up exams and late exams will not be accepted. The first exam will be over class meetings 2 - 11 and will be due by 3:00 p.m., Friday, October 6th, in the main FCS office in AEB 228. Exam two will be over class meetings 12 - 20 and will be due by 3:00 p.m., Tuesday, November 14th, in the main FCS office in AEB 228. The third exam is not comprehensive and it will be over class meetings 21 - 29 and will be due by 3:00 p.m., Thursday, December 14th, in the main FCS office in AEB 228.**

IN-CLASS ACTIVITIES (20% of grade). During most class meetings we engage in activities, as individuals and/or in small groups, that build on your class preparation, readings, and other class activities. A few activities may require work outside of class but most are completed in class. For these activities, you receive credit if you are present, participate effectively, and turn your work in at the end of the particular class meeting with your name on it. Since these activities take place and have their intended meaning within the context of a particular class meeting, you have to be in class to participate and receive credit. Parts of activities missed because you were late in coming to class or activities missed because you were not in class at all, cannot be made up. These exercises are intended to provide experiences with additional forms of learning in addition to reading and listening to lectures. Your grade for these activities will be determined by the percentage of the total number of these activities that you complete in class.

GRADING SCALE. Letter grades are assigned to exam scores and to total points at the end of the term according to the scale of percentages listed below.

	94 - 100 = A	90 - 93.9 = A-
87 - 89.9 = B+	84 - 86.9 = B	80 - 83.9 = B-
77 - 79.9 = C+	74 - 76.9 = C	70 - 73.9 = C-
67 - 69.9 = D+	64 - 66.9 = D	60 - 63.9 = D-
	< 60 = E	

IMPORTANT DATES TO REMEMBER

SEPTEMBER 1 !!!REMINDER: LAST DAY TO DROP AND/OR ADD COURSES!!!
SEPTEMBER 1 !!!REMINDER: TUITION DUE OR YOUR CLASSES WILL BE CANCELLED!!!
OCTOBER 20 !!!REMINDER: LAST DAY TO WITHDRAW FROM TERM COURSES!!!
DECEMBER 28 !!!GRADES AVAILABLE ON THE WEB!!!

SEPTEMBER 4 ☺ LABOR DAY — NO CLASS — HAVE SOME FUN!!! ☺
OCTOBER 8 — 15 ☺ FALL BREAK — NO CLASS — HAVE SOME FUN!!! ☺
NOVEMBER 23, 24 ☺ THANKSGIVING BREAK — NO CLASS — HAVE SOME FUN! ☺

CLASS MEETINGS AND READING ASSIGNMENTS

The following schedule is somewhat flexible with respect to timing since we may spend more or less time on a topic as determined by class interest. Our class meetings are listed below with their respective dates and reading assignments. Each reading is preceded by one of two symbols. A ‘📖’ means the reading can be found in one of the course textbooks and a ‘📄’ means the reading is accessible from the **Modules** section of our class page in **CANVAS**. Bringing copies of the assigned readings to class meetings will be very helpful.

Class Meeting 1: August 22

📄 **Course Syllabus** and introduction to the study of intimacy and love in enduring romantic relationships.

Meeting 2: August 24

📄 Lyubomirsky, Sonja. (2013). Introduction: The Myths of Happiness. In *the Myths of Happiness: What Should Make You Happy, but Doesn't, What Shouldn't Make You Happy, but Does*. New York, NY: Penguin Press, 1-13.

Meeting 3: August 29

📄 Lyubomirsky. I Can't Be Happy When...I Don't Have a Partner. In *Myths...* (Chapter Four), 101-111.

Meetings 4, 5: August 31, September 5

📄 Lyubomirsky. I'll Be Happy When...I'm Married to the Right Person. In *Myths...* (Chapter One), 17-49.

Meeting 6: September 7

📄 Lyubomirsky. I Can't Be Happy When...My Relationship Has Fallen Apart. In *Myths...* (Chapter Two), 50-61.

Meeting 7: September 12

📖 Fisher, Helen. (2004). “What Wild Ecstasy”: *Being in Love*. In *Why we love: The nature and chemistry of romantic love* (Chapter One), 1-25.

Meeting 8: September 14

📖 Fisher. Animal Magnetism: *Love Among the Animals*. In *Why...* (Chapter Two), only 47-50 are required.

📖 Fisher. Chemistry of Love: *Scanning the Brain “in Love”*. In *Why...* (Chapter Three), 51-76.

Meeting 9: September 19

📖 Fisher. Web of Love: *Lust, Romance, and Attachment*. In *Why...* (Chapter Four), 77-98.

Meetings 10, 11: September 21, 26 (end)

📖 Fisher. “That First Fine Careless Rapture”: *Who We Choose*. In *Why...* (Chapter Five), 99-125.

Meeting 12: September 28

📖 Fisher. Why We Love: *The Evolution of Romantic Love*. In *Why...* (Chapter Six), 126-152.

Meeting 13: October 3

📖 Fisher. Lost Love: *Rejection, Despair, and Rage*. In *Why...* (Chapter Seven), 153-180.

Meeting 14: October 5

📖 Fisher. Taking Control of Passion: *Making Romance Last*. In *Why...* (Chapter Eight), 181-208.

TAKE-HOME EXAM ONE due by 3:00 p.m., Friday, October 6th

Meeting 15: October 17

-  Fisher. "The Madness of the Gods": *The Triumph of Love*. In *Why...* (Chapter Nine), 209-219.
-  Gottman, John Mordechai, and Nan Silver. (2015). Introduction. In *The seven principles for making marriage work*, revised and updated second edition, xv-xviii.

Meeting 16: October 19

-  Gottman. Inside the Seattle Love Lab: The Truth about Happy Marriages. In *The Seven...* (Chapter One), 1-19.
-  Gottman. What *Does* Make Marriage Work? In *The Seven...* (Chapter Two), 20-29.

Meetings 17, 18: October 24, 26

-  Gottman. How I Predict Divorce. In *The Seven...* (Chapter Three), 30-52.
-  Gottman. Principle 1: Enhance Your Love Maps. In *The Seven...* (Chapter Four), 53-66.

Meeting 19: October 31

-  Gottman. Principle 2: Nurture Your Fondness and Admiration. In *The Seven...* (Chapter Five), 67-86.

Meeting 20: November 2 (end)

-  Gottman. Principle 3: Turn Toward Each Other Instead of Away. In *The Seven...* (Chapter Six), 87-114.

Meeting 21: November 7

-  Gottman. Principle 4: Let Your Partner Influence You. In *The Seven...* (Chapter Seven), 115-136.

Meeting 22: November 9

-  Gottman. The Two Kinds of Marital Conflict. In *The Seven...* (Chapter Eight), 137-159.

Meeting 23: November 14

-  Gottman. Principle 5: Solve Your Solvable Problems. In *The Seven...* (Chapter Nine), 160-194.

TAKE-HOME EXAM TWO due by 3:00 p.m., Tuesday, November 14th**Meetings 24, 25: November 16, 21**

-  Gottman. Coping with Typical Solvable Problems. In *The Seven...* (Chapter Ten), 195-235.

Meetings 26, 27: November 28, 30

-  Gottman. Principle 6: Overcome Gridlock. In *The Seven...* (Chapter Eleven), 236-259.

Meeting 28: December 5

-  Gottman. Principle 7: Create Shared Meaning. In *The Seven...* (Chapter Twelve), 260-276.

Meeting 29: December 7

-  Gottman. Afterword: What Now? In *The Seven...*, 277-284.

TAKE-HOME EXAM THREE due by 3:00 p.m., Thursday, December 14th

COURSE “ODDS and ENDS”

NOTE TO GRADUATE STUDENTS. If you are a graduate student and have enrolled in this course for credit, your graduate program has negotiated credit for this course by you completing additional course work and/or being held to higher standards of performance. Please visit with me about this as soon as you conveniently can.

CLASS MEMOS AND COURSE RELATED EMAILS. I often send Class Memos to all of the members of the class regarding important course information, reading and writing assignments, **IN-CLASS ACTIVITIES**, grades, etc. This is made possible by a utility provided by the University. When I send out such an email, like the one I sent before classes started to inform you of the places where you could find a current course syllabus for this class, the University sends my course related emails to your *Umail* address unless you have changed the personal email address the University uses to contact you. If you have not made such a change, please check your *Umail* account on a regular basis so you don't miss any of our **CLASS MEMOS AND COURSE RELATED EMAILS**. Alternatively, you could also change the personal email address the University uses to contact you to a more convenient email address of your choosing so my course related emails will come to your preferred personal email account. Information about managing your *Umail* and personal email addresses can be found at: https://uofu.service-now.com/cf/kb_view.do?sysparm_article=KB0001067. You are responsible for receiving, knowing, and understanding the content of all our **CLASS MEMOS AND COURSE RELATED EMAILS**. If you have any questions about this matter or the content of any of our memos and emails, please contact me and let me know.

ATTENDANCE POLICY. You should register only for those courses for which you have no scheduling conflicts that will interfere with your class participation or your ability to complete course requirements. As a general rule, you need to attend class in order to participate in and receive credit for **IN-CLASS ACTIVITIES**. These activities cannot be made-up except in particular circumstances when you have informed me in advance of your absence (i.e., you are ill or some emergency has detained you) if at all possible. *Typically, if you want a faculty member to give you special consideration due to your absence(s), it is essential that you inform her or him of your circumstances as soon as it is reasonably possible — preferably before the absence when circumstances permit. Whatever you do, do not wait until weeks later or the end of the term to request the consideration.* According to the University's Registrar's guidelines, if you are absent from class to participate in officially sanctioned University activities (e.g. band, debate, student government, intercollegiate athletics), religious obligations, or with instructor's approval, you will be permitted to make up both assignments and examinations. If you miss class, it is *your* responsibility to find out from other students what was covered in your absence. More information on this policy is available at <http://regulations.utah.edu/academics/6-100.php>, **Section O**.

INCOMPLETE POLICY. According to University policy, students must have completed 80% of the course requirements *and* be in good standing (i.e., have earned at least a C on all completed work) *and* receive permission from the instructor to be eligible for an “*Incomplete*” grade. The **Family and Consumer Studies Department Policy** is that students who do not complete the remaining course work within one year from the time the incomplete is given will automatically receive a failing grade for the course. No exceptions will be made to this policy. More information about these policies can be found at: <http://regulations.utah.edu/academics/6-100.php>, **Section G: 2**.

UNIVERSITY DROP and WITHDRAWAL POLICY. You may *drop* this course without penalty or permission of the instructor until **Friday, September 1st**. You may *withdraw* from this course without permission of the instructor until **Friday, October 20th**, but a “W” will be recorded on your academic record, and applicable tuition and fees will be assessed. If you remain in this course after October 20th, you cannot

withdraw for academic reasons at any other time during the term. If you have any questions regarding this policy, please contact the **Office of Admissions and Registrar** at (801) 581-5808. More information about these policies can be found at: <http://registrar.utah.edu/handbook/withdrawal.php>

REQUESTS for SPECIAL ACCOMMODATIONS by STUDENTS with DISABILITIES. Persons with disabilities requiring special accommodations to meet the expectations and assignments of this course are encouraged to bring this to the attention of the instructor as soon in the term as possible. The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the **Center for Disability Services**, <http://disability.utah.edu/>, 162 Union Building, 581-5020 (V/TDD). **CDS** will work with you and the instructor to make arrangements for accommodations. All written information in the course can be made available in alternative format with prior notification to the **CDS**. More information is available at: <http://disability.utah.edu/faculty/role.php>

ACCOMMODATIONS POLICY. It is very likely that some of our reading materials, lectures, discussions, films, or other presentations in this course will include content that may be at odds with your personal set of values, beliefs, or point of view. This is virtually unavoidable in a class that is designed to help you study and understand the central concerns, issues and perspectives that are relevant to our course of study. We deliberately work at trying to understand multiple viewpoints and what they are based on that are diverse and often in opposition to one another. Only as we do this are we able to more fully and accurately understand the problems, issues, and concerns that are relevant to our class so we can consider possible responses and resolutions. Please carefully review the syllabus, assignments, and readings to determine if you are willing to participate in and contribute to our class as a learning environment and experience. Consequently, accommodations in content or assignments are not offered in our class. Please let me know if you have any questions or concerns about these or related matters at your earliest convenience. More information on the University of Utah's Accommodations Policy is available in Section III of the University's Policy 6-100: Instruction and Evaluation documentation available on the web at: <http://www.regulations.utah.edu/academics/6-100.html>, **Section Q**.

PRIVACY of STUDENT INFORMATION and MATERIALS. The Family Educational Rights and Privacy Act passed by the U.S. Congress in 1974, among other things, prohibits the public posting of grades or exam scores using personally identifiable information (e.g., name, student or social security number) and the distribution of graded exams and assignments from a public area. A couple of times during the term (usually following exams), I will calculate grades for everyone at those points in time, and send out a spreadsheet by email with the grade information. Before doing so, I will ask each class member to provide me with an individualized code that I will use for identification purposes or use some other form of designation such as an exam ID number. I usually keep all class related materials for one year after the term is over.

APPROPRIATE CONDUCT. To ensure that the highest standards of academic conduct are promoted and supported at the University, students must adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, research misconduct, misrepresenting one's work, copying or using another student's work, inappropriately collaborating, and/or submitting the same work for more than one course without the permission of both instructors. Any of these actions will not be tolerated. If you include information from outside the class or quotes in your written assignments (with the exception of exams), you must provide citations and a reference list. Avoid the urge to over-rely on quotes; a written assignment that is substantially made up of quoted material will not be considered to be your own work, even if you have used correct citations. Students are expected to be aware of and adhere to the guidelines for appropriate conduct as articulated in the **CODE OF STUDENT RIGHTS AND RESPONSIBILITIES**. A current copy of the "STUDENT CODE" is available at:

<http://www.regulations.utah.edu/academics/6-400.html>.

RESPECTFUL CLASSROOM ENVIRONMENT. Please help contribute to a respectful and civil learning environment by coming to class on time, turning off and refraining from the use of cell phones, beepers, ipods, ipads, palm pilots, etc., during our class meetings, and waiting until the instructor finishes class before packing up all of your things. **Use of laptop or notebook computers in class is allowed only after notifying and obtaining the instructor's permission.** Also avoid the use of non-course related materials, objects, or activities during class meetings such as homework for other classes, newspapers, personal correspondence, browsing the internet, etc.

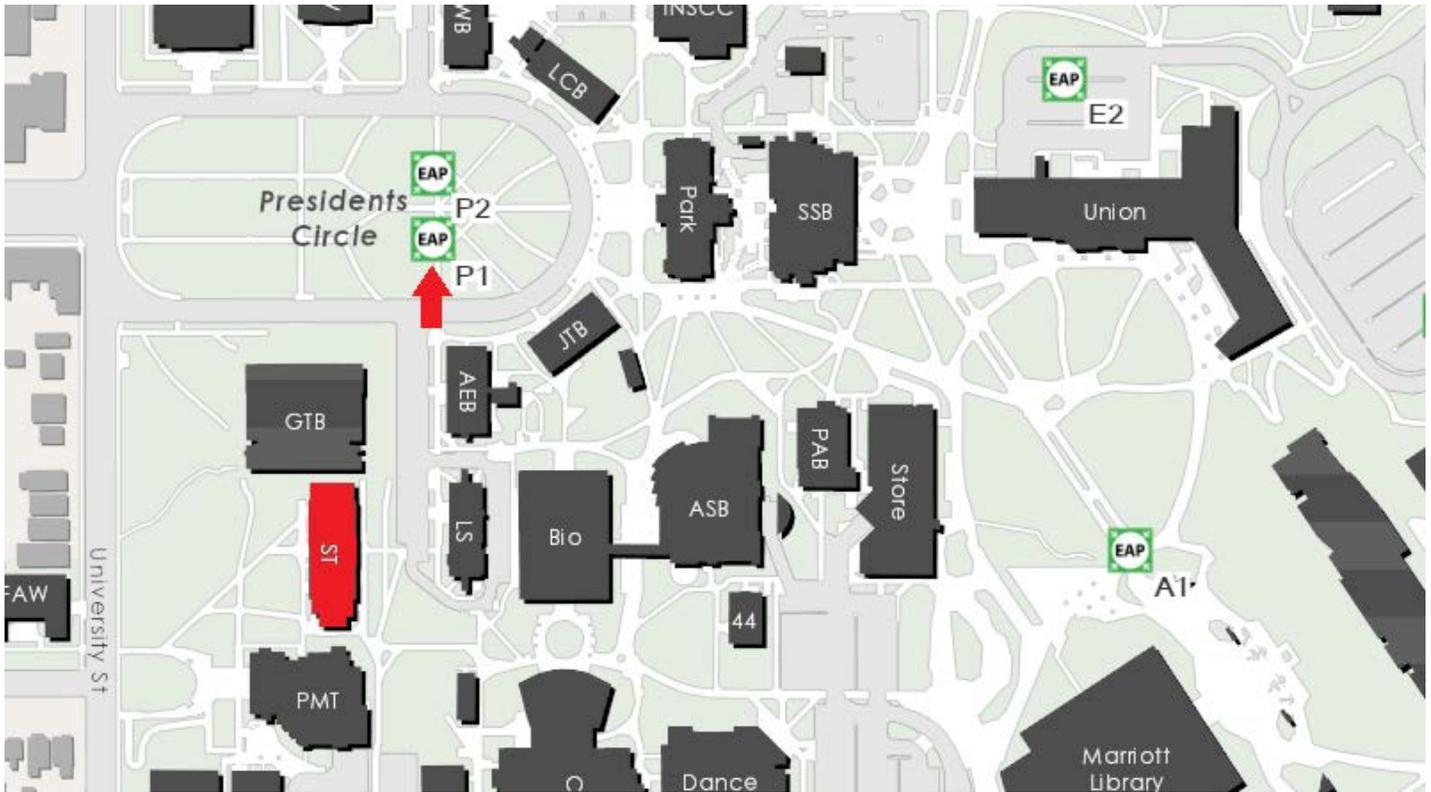
INSTRUCTOR RESPONSIBILITIES. The following responsibilities of faculty members are part of **Family and Consumer Studies Department policy**. The full list of faculty responsibilities at the University of Utah, is available at: <http://www.admin.utah.edu/ppmanual/8/8-12-4.html>. Accordingly, the instructor will do the following:

1. Be prepared for class and arrive on time or early for class and have all equipment set up.
2. Use a variety of teaching methods, including lecture, group work, discussion, demonstrations, films, etc. in an effort to create a stimulating learning environment and accommodate different learning styles.
3. Provide feedback on assignments in a timely manner.
4. Be available for individual consultation during office hours or by appointment.
5. Reply to email within 48 hours, not including weekends or holidays.
6. Comply with the final exam schedule. Final papers (in place of exams) should be due at the final exam time. Final projects or presentations should also follow this schedule.
7. Not cancel classes — if there is an emergency situation efforts should be made to inform students.
8. Follow all official University of Utah policies regarding conduct within the classroom, incompletes, and accommodations. Accommodations will be considered on an individual basis and only with the required documentation. No exceptions will be made to this policy.
9. Treat students equitably and with respect. This includes enforcing responsible classroom behavior on the part of students.

STUDENT RESPONSIBILITIES. The full list of student rights and responsibilities at the University of Utah is available at: <http://www.admin.utah.edu/ppmanual/8/8-10.html>. Accordingly, students are expected to do the following:

1. Spend 2-3 hours per credit hour preparing for this class, including completing reading assignments, written assignments, and studying for exams. As this is a 3 credit hour course, you should plan to spend 6-9 hours per week in preparation for this course in addition to class time.
2. Complete required reading assignments in a timely manner.
3. Complete written assignments on time or make alternate arrangements for completing assigned work with the instructor in advance of assigned due dates.
4. Attend class and participate in class activities and discussions.
5. Arrive on time for class and stay the entire class period — arriving late and/or leaving early is disruptive to group work and class discussions.
6. Treat one another, the instructor, campus staff, and the classroom with respect.
7. Seek help from the instructor (and other resources such as the Center for Disability Services or the Writing Center) whenever necessary, and before minor problems become major barriers to learning.
8. Refer to the syllabus and the class or faculty webpage for important information pertaining to exams, written assignments, and class policies.

CSBS EMERGENCY ACTION PLAN



BUILDING EVACUATION

EAP (Emergency Assembly Point) – When you receive a notification to evacuate the building either by campus text alert system or by building fire alarm, please follow your instructor in an orderly fashion to the EAP marked on the map below. Once everyone is at the EAP, you will receive further instructions from Emergency Management personnel. You can also look up the EAP for any building you may be in on campus at <http://emergencymanagement.utah.edu/eap>.



CAMPUS RESOURCES

U Heads Up App: There's an app for that. Download the app on your smartphone at alert.utah.edu/headsup to access the following resources:

- **Emergency Response Guide:** Provides instructions on how to handle any type of emergency, such as earthquake, utility failure, fire, active shooter, etc. Flip charts with this information are also available around campus.
- **See Something, Say Something:** Report unsafe or hazardous conditions on campus. If you see a life threatening or emergency situation, please call 911!

Safety Escorts: For students who are on campus at night or past business hours and would like an escort to your car, please call **801-585-2677**. You can call 24/7 and a security officer will be sent to walk with you or give you a ride to your desired on-campus location.