
KHP 609: HEALTHY COUPLE RELATIONSHIPS SEMINAR

Department of Kinesiology and Health Promotion

University of Kentucky

Spring 2014

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Office Hours: Monday: 2-4; Wednesday: 10-12; others by appointment

Class Meeting: Tuesday: 4:30-7:00
213 Seaton Building

Textbook: A textbook is not required for this course. All readings will be posted to Blackboard.

COURSE DESCRIPTION

This course is an intensive seminar on contemporary issues of romantic couple relationships. Research, theoretical, and substantive issues relevant to studying couple relationships will be covered. Students will critically evaluate romantic relationship research, develop depth and breadth of understanding key issues and theories in the inquiry of romantic relationships, and learn the various forms of inquiry used in the study of romantic couple relationships. The course reinforces the College of Education's Conceptual Framework of, "*research and reflection for learning and leading*".

- *Research* serves as one of the major ways for the health promoter to locate and access current and scientifically valid health content information to be taught to students. Also, research provides the basis for planning and developing as well as selecting health promotion programs based upon what researchers have found to be the most effective in influencing health behavior. All elements of a health promotion program (needs assessment, program impact and outcomes, strategies, resources, program implementation, and assessment / evaluation) should be planned, developed, implemented, and evaluated based upon research.
- *Reflection* is emphasized for the purpose of decision-making in order to gain health related knowledge and skills and to learn how to most effectively enable and empower others to develop health literacy. Reflection also enables the health promoter to refine teaching and learning processes. Reflection requires one to evaluate learning processes and to make adaptations to improve the quality of the health promotion program.
- *Leading* is an expectation for all health promoters and health educators. Those trained in health promotion must become leaders in their classroom and school, community agency or organization, in worksite health promotion programs, as well as in health care organizations. Health promoters serve as leaders for curriculum development in schools, health promotion program planning and implementation, policy development, creating environmental changes conducive to health, in addition to many other leadership roles.
- *Learning* must be committed to by all health promoters for all program participants and attention paid to the need to address different learning styles and the effectiveness of various teaching strategies in dealing with diverse and changing populations in a multicultural environment.

COURSE OBJECTIVES

This course is taught from a **learner-centered** perspective, which emphasizes the exploration of meaning and content knowledge through personal and interpersonal discovery. Through the semester in KHP 609, the **student learning outcomes** are as follows:

1. Develop an appropriate depth and breadth of understanding key issues in couple relationships throughout the lifespan, recognizing the implications of course content, and putting it into a broader context;
2. Develop skills in personal attitude recognition; become aware of personal values, biases, and beliefs regarding couple relationships;
3. Define and critique “marriage”, relationship, and family within the context of cultural diversity;
4. Develop moral maturity related to couple relationship issues; specifically, understanding that couple relationships can be considered and evaluated in many ways. It is hoped students will become more aware and accepting of couple relationships which are divergent from their own;
5. Develop independence of thought, and the ability to challenge accepted truths about the dynamics of couple relationships and think critically about couple relationships as they appear in research and the media;
6. Describe demographic trends with respect to cohabitation, age of marriage, timing of parenthood, divorce, stepfamilies, etc.
7. Develop an ability to analyze power within couple relationships and discern the presence of violence;
8. Understand and critically analyze gender-based violence and the intersection of demographic characteristics with gender-based violence;
9. Identify and understand the unique dimensions of family structure and transition for same sex couples and understand the impact of homophobia on couple relationships.
10. Understand the various forms of inquiry used in the study of romantic relationships, and be able to assess the strengths and limitations as well as the cultural and historical impact of these forms;
11. Acquire literacy and numeracy skills related to couple relationships; specifically, be able to analyze and synthesize hypotheses about couple relationships and comprehend the use of quantitative and qualitative data to test such hypotheses;
12. Understand the influence of sexuality and sexual health in couple relationships;
13. Apply an understanding of communication skills and conflict resolution strategies to couple conflict situations;
14. Identify key factors associated with strong relationships, as well as predictors of relationship dissolution;
15. Improve communication skills and increase comfort with communication about relational issues and behavior;
16. Explain couple relationships and couple diversity from a variety of theoretical perspectives;
17. Analyze the impact of social constructions of gender, race, class, ethnicity, and sexual orientation on couple relationships and experience;
18. Develop a love of learning, or intellectual curiosity regarding couple relationships, by becoming engaged with course content and reflecting on the values you’ve grown to have related to couple relationships.

COURSE POLICIES

Attendance/Participation

There are points allotted to attendance and participation in this course. The policy for KHP 609 is that you are required to attend class and be on time. Each student will have one “free pass” absence during the course of the semester. Use this “free pass” wisely. If you have an academic conference to attend, a work commitment, you get the flu, or otherwise, you have this one “free pass” to use where your participation and attendance grade will not suffer. Beyond that one “free pass” any absence that is not excused according to university policy will be counted against you. Please note that there are some class activities that will be difficult to make up should you miss class. Excused absences, as defined by S.R.5.2.4.2, are as follows:

1. Serious illness
2. Illness or death of a family member
3. University-related trips
4. Major religious holidays
5. Other circumstances you find to be “reasonable cause for nonattendance”

Documentation must be provided for any of the excused absences listed above and the student is responsible to inform the instructor of the absence preferably in advance, but no later than one week after. Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day for adding a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (257-2754).

Excessive Absences: According to the Rules of the University Senate, as defined by S.R.5.2.4.2, those students who miss more than 20% of the class FOR ANY REASON may be dropped by the instructor from the class. The student has the right to petition for a “W”, and the faculty member may require the student to petition for a “W” or take an “I” in the course. This is true even if you are sick and have medical excuses. The rationale for this rule is that people who miss more than 20% are not really receiving the content of the course and is particularly relevant in KHP 609 because we only meet once a week.

For UK’s full policy on excused absences, see Students Rights and Responsibilities, Part II, Section 5.2.4.2 (<http://www.uky.edu/StudentAffairs/Code/part2.html>).

It is your responsibility to understand that missing class will be reflected in your attendance and participation points. By missing class you are missing an opportunity to learn.

Technology

Please refer to this syllabus on a regular basis for class dates, assignment info, etc. The use of BlackBoard will be employed in this course for the dissemination of course materials such as syllabus, handouts, course notes, and assignments. Therefore, you MUST have access to a computer to partake in this course and need to check the Blackboard on-line learning website for this course on a regular basis (*at least weekly*) for class announcements, discussion forums, etc.

Communication Etiquette

When sending an email to the professor, please use professional email manners such as addressing the email, signing your complete name, and checking for spelling/grammatical errors. It is a good habit to practice professional email etiquette with all of your professors and community contacts. Professionalism in emails also includes the content – emails that resemble abbreviated text messages are not appropriate, and will likely not receive a response from the professor.

Expected Effort

Graduate work expectations per credit hour assume a ratio of 1:3. That is, a single credit course assumes three hours of work per week including class attendance. So, a three-credit course such as this one assumes that you will work an average of nine hours per week including about 2.5 hours spent on lectures, and 6.5 hours in outside study. The course has been designed with this expectation in mind; however, this is an average. Some weeks may require more time, other weeks less.

Cell Phones & Laptops

Be respectful of the professor and others in the classroom when using laptops, cell phones, or tablets. Use should be reserved for class purposes only.

Late Assignments

For work that is turned in after the due date, one letter grade will be deducted each day it is late from the final grade. All missed work must be completed and turned in within one week of the due date or it will not be accepted.

Academic Accommodations

If you have a documented disability that requires academic accommodations, please see the professor as soon as possible. In order to receive accommodations in this course, you must provide a Letter of Accommodations from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, jkarnes@uky.edu) for coordination of campus disability services available to students with disabilities. We can then collaborate on the best solution.

ASSIGNMENTS, EVALUATION, & GRADING POLICY

Assignments

Research Paper

200 points

The paper will consist of an in-depth review of a specific topic within the umbrella topic of couple relationships chosen by the student based upon their area of interest. It should integrate relevant literature pertaining to a selected topic in couple relationships. The paper should have some discussion of methodological issues and substantive issues. It will be evaluated on the basis of organization and integration of research material, accuracy and analysis of literature review, originality of thought, and style of writing.

The paper should be 10 to 15 pages, double-spaced. It should follow the guidelines of APA. Students are strongly encouraged to purchase a copy of the APA style guidelines. A **one-page typed proposal** for the paper, which specifies the topic and key issues, indicates the outline, and includes an annotated bibliography, is due February 25, 2014. Feedback will be provided on this proposal. The paper is due April 1, 2014. The topic chosen should be specifically focused on couple relationships as opposed to the more general topic of gender or social relationships.

Research Presentation

150 points

Each student will be asked to present on their research paper. There is up to 45 minutes allocated for each presentation including discussion. Presentations will be evaluated in terms of comprehensiveness of topic coverage, highlighting of important issues, and facilitation of discussion. You are encouraged to use powerpoint, short video clips, other media, or group activities to compliment your presentation. You are free to assign one article to the class to read in preparation for your presentation. If you choose to do this, please email a PDF to the professor one week before the presentation.

Article Facilitation

100 points

Quality, quantity, and originality of contributions will be taken into account. The number of articles to be facilitated will depend on the number of students enrolled in the course.

Sixty Second Relationship Science Video

100 points

Each student will prepare a video to be posted online that updates the public on a scientific finding regarding relationship science. Students will be graded on the quality, accuracy, and ability to translate scientific findings for public digestion. The segment should be based on one or more peer-reviewed scientific articles. This assignment will mimic the *Scientific American* podcast titled *Sixty Second Science*, found here: <http://www.scientificamerican.com/podcast/podcasts.cfm?type=60-second-science> The

quality of the product should be on par with examples from the *Scientific American* podcast. Should your video meet the high quality requirements, it will be posted to the professor's website for public consumption (with student permission). Due on March 11, 2014.

Practical Application

75 points

Students select one of the following activities to complete and share with the class. Practical application presentations should last no longer than 10 minutes, including discussion time. Students will choose their preferred presentation date at the beginning of the semester. All Practical Applications must be completed before the Research Presentations commence. No more than 2 Practical Applications can be presented in a class period, presentation slots will be allotted on a first-come, first-serve basis.

- Read a “self-help” or “how-to” book on a topic related to couple relationships and share your thoughts about it with the class;
- Bring in an article from a current newspaper, magazine or website related to the topic of couple relationships and discuss how it links with course content;
- Analyze an excerpt from a current television show or popular music for their treatment of couple relationships;
- Write a letter to a legislator, advertiser, etc. about an issue you feel strongly about related to couple relationships;
- Attend a talk related to couple relationships (on- or off-campus, conference, etc.) and summarize key presentation points and issues.

Attendance/Participation

75 points

Success in this course depends heavily on regular and punctual attendance and participation in class, keeping up with assigned readings, and punctual completion of class assignments and exams. Students will be required to attend class and participate actively in discussions and activities that occur during class time. As a graduate-level seminar, your critical analysis of the readings and course content is vital to your success in the course.

Evaluation

Students will be evaluated on the following:

Assignment	Total Points	Percentage
Research Paper	200 points	28.5%
Research Presentation	150 points	21.5%
Article Facilitation	100 points	14.3%
Sixty Second Science Video	100 points	14.3%
Practical Application	75 points	10.7%
Attendance/Participation	75 points	10.7%
Total	700 points	100%

Grading Scale: A 89.50 – 100
 B 79.50 – 89.49
 C 69.50 – 79.49

Assignments will be given a letter grade based on departmental grading policy and on the scoring guidelines which accompany each assignment. ***The instructor reserves the right to modify the above grading system to accommodate any special situations that may arise throughout the semester.***

Grading Policy

To calculate your percentage: (Total Points You Have Earned ÷ 700) x 100 = Your Total Percent

The 1-Week Rule: It is the responsibility of the student to check their grades within the week after an assignment has been graded and grades have been posted to BlackBoard. Any inquiry or disputes over scores must be made within one week after the scores are posted. If you fail to protest any score during this time limit, changes to the score will not be made regardless of the reason. No changes will be made to a grade after it has been posted one week.

The grading scale will not be curved. For Pass/Fail options, please consult your advisor. For Withdrawal information, please consult your advisor.

All papers are to be written using APA format and if APA format is not followed, your grade will suffer. If you are unfamiliar with APA format, please consult this online resource:

<http://owl.english.purdue.edu/owl/resource/560/01/>, purchase the APA Manual 6th Edition, or set up a meeting with the professor to learn APA format.

ACADEMIC INTEGRITY, CHEATING, & PLAGIARISM

Students may collaborate on assignments in general terms, but they should individually complete each assignment. Quizzes are to be taken and completed individually. Take-home exams are to be completed on an honor system. You may not contact fellow nor former students (or non-students) for help on such exams. Inappropriate contact during a take-home exam will be considered cheating and will be prosecuted as such via normal UK channels. The minimum penalty for cheating is a disciplinary E, which cannot be removed from one's transcript by a repeat option. For more information on plagiarism, and UK's new academic offense policy, see <http://www.uky.edu/Ombud>. For more on UK's policy on academic integrity, see Students Rights and Responsibilities, Part II, Section 6.3 (<http://www.uky.edu/StudentAffairs/Code/part2.html>).

RESOURCES

You should expect to put forth your best possible work when writing your paper assignments. Many students find it helpful to use **The Writing Center** or **Student Support Services** available on the UK campus. To learn more about The Writing Center, see <http://wrd.as.uky.edu/writing-center> to schedule an appointment or call 257-1368. Student Support Services offers both writing instruction and study skills classes. To learn more, see <http://www.uky.edu/Diversity/SSS/contact.html> or call 257-9797.

SCHEDULE OF CLASSES

DATE	TOPIC	DUE
1/21	Theoretical approaches and methodology in couple relationship research	
1/28	Communication and negotiation strategies in couple relationships Expectations in couple relationships	
2/4	Cohabitation and marriage Couple relationships across the life course	
2/11	LGBT couple relationships, homophobia, and heterosexism	
2/18	Romantic relationships in the digital age	
2/25	Sexuality and sexual health in healthy couple relationships	Paper Proposal
3/4	Impact of parenthood on couple relationships	
3/11	No Class Meeting: Independent Study on Paper	60-Second Science Video
3/18	No Class Meeting: Spring Break	
3/25	Gender-based violence and power dynamics in couple relationships	
4/1	Relationship dissolution, jealousy, and unrequited love	Research Paper
4/8	Presentations	Presentation
4/15	Presentations	Presentation
4/22	Presentations	Presentation
4/29	Last Day of Class: Room for topic movement	

SCHEDULE OF READINGS

1/21: Theoretical approaches and research methodology in couple relationship research

Kenny, D. A. (1996). Models of non-independence in dyadic research. *Journal of Social and Personal Relationships, 13*, 279-294.

Kenny, D. A., & Cook, W. (1999). Partner effects in relationship research: Conceptual issues, analytic difficulties, and illustrations. *Personal Relationships, 6*, 433-448.

Weis, D. L. (1998). The use of theory in sexuality research. *Journal of Sex Research, 35*, 1-9.

Graham, J. M. (2011). Measuring love in romantic relationships: A meta-analysis. *Journal of Social and Personal Relationships, 28*, 748-771.

Hatfield, E., Bensman, L., & Rapson, R. L. (2012). A brief history of social scientists' attempts to measure passionate love. *Journal of Social and Personal Relationships, 29*, 143-164.

1/28: Communication and negotiation strategies in couple relationships Attachment in couple relationships

Epstein, R., Warfel, R., Johnson, J., Smith, R., & McKinney, P. (2013). Which relationship skills count most? *Journal of Couple and Relationship Therapy, 12*, 297-313.

- Mark, K.P., & Jozkowski, K.N. (2012). The mediating role of sexual and nonsexual communication between relationship and sexual satisfaction in a sample of college-age couples. *Journal of Sex & Marital Therapy*, 39, 410-427.
- Yoo, H., Bartle-Haring, S., Day, R.D., & Gangamma, R. (2013). Couple communication, emotional and sexual intimacy, and relationship satisfaction. *Journal of Sex & Marital Therapy*.
- Bartholomew, K. (1990). Avoidance of Intimacy: An Attachment Perspective. *Journal of Social and Personal Relationships*, 7, 147-178.

**2/4: Cohabitation and marriage
Couple relationships across the life course**

- Neto, F. (2012). Perceptions of love and sex across the adult life span. *Journal of Social and Personal Relationships*, 29, 760-775.
- Pinquart, M. (2003). Loneliness in married, widowed, divorced, and never-married older adults. *Journal of Social and Personal Relationships*, 20, 31-53.
- Furman, W., & Shaffer, L. (2003). The role of romantic relationships in adolescent development.
- Collins, A. W. (2003). More than myth: The developmental significance of romantic relationships during adolescence. *Journal of Research on Adolescence*, 13(1), 1-24.
- Jose, A., O'Leary, K. D., & Moyer, A. (2010). Does premarital cohabitation predict subsequent marital stability and marital quality? A meta-analysis. *Journal of Marriage and Family*, 72, 105-116.
- Kornrich, S., Brines, J., & Leupp, K. (2012). Egalitarianism, housework, and sexual frequency in marriage. *American Sociological Review*, 78(1), 26-50.

2/11: LGBT couple relationships, homophobia, and heterosexism

- Clarke, V., Burgoyne, C., & Burns, M. (2013). Unscripted and improvised: Public and private celebrations of same-sex relationships. *Journal of GLBT Family Studies*, 9, 393-418.
- Crowl, A., Ahn, S., & Baker, J. (2008). A meta-analysis of developmental outcomes for children of same-sex and heterosexual parents. *Journal of GLBT Family Studies*, 4, 385-407.
- Dudley, M. G., Rostosky, S. S., Riggle, E. D. B., Duhigg, J. M., Brodnicki, M. A., & Couch, R. (2005). Same-sex couples' experiences with homonegativity. *Journal of GLBT Family Studies*, 1, 61-78.
- Newton Webb, S., & Chonody, J. (2013). Heterosexual attitudes toward same-sex marriage: The influence of attitudes toward same-sex parenting. *Journal of GLBT Family Studies*.

2/18: Romantic relationships in the digital age

- Przybylski, A. K., & Weinstein, N. (2013). Can you connect with me now? How the presence of mobile communication technology influences face-to-face conversation quality. *Journal of Social and Personal Relationships*, 30, 237-246. (podcast: <http://spr.sagepub.com/content/30/3/237/suppl/DC1>)
- Hall, J. A., Park, N., Song, H., & Cody, M. J. (2010). Strategic misrepresentation in online dating: The effects of gender, self-monitoring, and personality traits. *Journal of Social and Personal Relationships*, 27, 117-135. (podcast: <http://spr.sagepub.com/content/27/1/117/suppl/DC1>)
- Heino, R. D., Ellison, N. B., & Gibbs, J. L. (2010). Relationshopping: Investigating the market metaphor in online dating. *Journal of Social and Personal Relationships*, 27, 427-447.

2/25: Sexuality and sexual health in healthy couple relationships

- Mark, K.P., & Murray, S.H. (2012). Desire discrepancy impact on sexual and relationship satisfaction. *Journal of Sex & Marital Therapy*, 38, 198-215.

- Impett, E. A., Muise, A., & Peragine, D. (2014). Sexuality in the context of relationships. In D. L. Tolman, L. M. Diamond, J. A. Bauermeister, W. H. George, J. G. Pfaus, & M. L. Ward (Eds.) *APA Handbook of Sexuality and Psychology, Vol. 1: Person-based Approaches*, (pp. 269-315). American Psychological Association: Washington, DC. **not to be used as facilitation**
- Treger, S., Sprecher, S., Hatfield, E., & Erber, R. (2013). Women's sexuality in close relationships. In D. Costaneda (Ed.) *The Essential Handbook of Women's Sexuality*, (pp. 47-68). Praeger: Santa Barbara, CA.
- vanAnders, S. M., Edelstein, R. S., Wade, R. M., & Samples-Steele, C. R. (2013). Descriptive experiences and sexual vs. nurturant aspects of cuddling between adult romantic partners. *Archives of Sexual Behavior*, *42*, 553-560.

3/4: Impact of parenthood on couple relationships

- vanAnders, S. M., Hipp, L. E., & Low, L. K. (2013). Exploring co-parent experiences of sexuality in the first 3 months after birth. *Journal of Sexual Medicine*.
- Kluwer, E. S. (2010). From partnership to parenthood: A review of marital change across the transition to parenthood. *Journal of Family Theory & Review*, *2*, 105-125.
- Olsson, A., Lundqvist, M., Faxelid, E., & Nissen, E. (2005). Women's thoughts about sexual life after childbirth: Focus group discussions with women after childbirth. *Scandinavian Journal of Caring Science*, *19*, 381-387.
- Schwerdtfeger, K. L., Todd, J., Oliver, M., & Hubler, D. (2013). Trying Versus Not Trying: A Qualitative Exploration of Pregnancy Intentions, the Transition to Parenthood, and the Couple Relationship. *Couple and Relationship Therapy*, *12*(2), 113-134.

3/25: Gender-based violence and power dynamics in couple relationships

- Giordano, P. C., Soto, D. A., Manning, W. D., & Longmore, M. A. (2010). The characteristics of romantic relationships associated with teen dating violence. *Social Science Research*, *39*, 863-874.
- Russo, N. F., & Pirlott, A. (2006). Gender-based violence: Concepts, methods, and findings. *Annual New York Academy of Sciences*, *1087*, 178-205.
- Walker, K., Bowen, E., & Brown, S. (2013). Desistance from intimate partner violence: A critical review. *Aggression and Violent Behavior*, *18*(2), 271-280.

4/1: Relationship dissolution, jealousy, and unrequited love Infidelity

- Le, B., Dove, N. L., Agnew, C. R., Korn, M. S., & Mutso, A. A. (2010). Predicting nonmarital romantic relationship dissolution: A meta-analytic synthesis. *Personal Relationships*, *17*, 377-390.
- Mark, K.P., Janssen, E., & Milhausen, R.R. (2011). Infidelity in heterosexual couples: Demographic, interpersonal, and personality-related predictors of extradyadic sex. *Archives of Sexual Behavior*, *40*, 971-982.
- Muise, A., Christofides, E., & Desmarais, S. (2009). More information than you ever wanted: Does Facebook bring out the green-eyed monster of jealousy? *CyberPsychology & Behavior*, *12*, 441-444.
- VanderDrift, L. E., Lewandowski, G. W., & Agnew, C. R. (2010). Reduced self-expansion in current romance and interest in relationship alternatives. *Journal of Social and Personal Relationships*, *28*(3), 356-373.