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## CULTURE AND CLOSE RELATIONSHIPS

Chicano/Latino Studies 177W & Psychology and Social Behavior 192RW  
Winter 2014  
Thursdays 2:00–4:50PM  
Social Science Tower (SST) 318

### PROFESSOR

Dr. Belinda Campos  
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### TEACHING ASSISTANT

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(enter through SST  
385)

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## SEMINAR OBJECTIVES AND OVERVIEW OF REQUIREMENTS

The cultural context of our social world organizes our beliefs, desires, and expectations, and, in turn, influences our emotions, cognitions, and behavior. At the same time, the emerging science of close relationships has compellingly shown that relationships play a central role in human life. In this seminar, we will bring these two areas of research together to explore culture influences on close relationship processes, with an emphasis on Latino populations. As part of the course, you will read and evaluate original scientific research on culture, close relationships, sources of cultural variation in relationship processes (e.g., attraction and social support), and the correlates and consequences of culture's influence on relationship types and relationship processes. Major themes of the course include: culture and close relationship theories and methods; relationship type universals and variation; national and ethnic sources of cultural variation with a focus on U.S. Latinos but extending comparisons with other U.S. ethnic minorities as well as Asian, African, and Middle Eastern societies.

The weekly seminar meeting will consist of lecture and discussion. Lectures during the first hour of class will typically cover introductory material not covered in the required readings, highlight key points from the weekly readings, or clarify complex points from the readings. After a short break, the remainder of class time will be devoted to discussion. Discussions will be student lead and all members of the class are expected to participate. To help us structure the thinking for discussion and ensure that discussion is relevant to all interests, (1) each student will be required to generate 3 questions from the weekly reading and (2) all students will take a turn leading/moderating class discussions. Student discussion leaders will use the questions generated by fellow students as the starting point for class discussion.

Maintaining an interesting and informative seminar is the joint responsibility of the instructor and students. I do my best to organize and prepare an interesting and productive learning experience. Your part of this joint responsibility is to **read all material assigned for each date before coming to class and email your 3 questions to myself and the student discussion leaders by the evening before class – Wednesday by 8PM at the latest.**

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## COURSE WEBPAGE

You may download the PowerPoint slides shown during the lecture portion of the class from the course website: <https://eee.uci.edu/14w/61660>. The website is only available to enrolled students and the password is “culrel.” The slides will be available to download by 8:00 AM of the morning of each class. Please note that this syllabus is available on the class website. Required readings, syllabus revisions, announcements, handouts, and other materials will be posted on the website. You are responsible for checking the website periodically for updated information.

## REQUIRED READINGS

**Texts:** Miller, R. S. (2011). *Intimate relationships* (6th ed.). New York: McGraw-Hill.

Publication Manual of the American Psychological Association, 6th Edition. (2009). American Psychological Association.

**Required Articles:** Copies of all required articles can be downloaded via the class website and most can also be downloaded in PDF form via PsychINFO.

## GRADING

Grading will be based on class attendance, weekly questions, discussion participation, and a 15-20 page APA-style final paper of an original study that you would like to carry out on a topic of relevance to culture and close relationships.

**Class Attendance (10%):** Attendance is **required**. Class attendance is an important part of your learning, and therefore, your grade. Throughout the course, you should be developing your ability to compare and contrast different theoretical perspectives; to recognize when patterns of evidence support or challenge theoretical propositions; to identify methodological problems in research studies; think critically about how to address existing limitations and new research questions with future studies; and consider how research findings might be applied to the problems of everyday life. Attending class and actively participating in discussion will help you develop these abilities. There will be no way to make up for missed class meetings.

**Weekly Questions (20%):** Generating 3 questions each week from the assigned reading material is **required**. This assignment will help you to think critically as you complete the assigned readings and serve as your prepared contribution to subsequent class discussion. To obtain credit for completing this class requirement, you need to email your 3 questions to myself and the student discussion leaders by the morning before class – **Wednesday by 8PM at the latest**. There will be no way to make up for missed weekly questions. Late questions can be used for class discussion at the discretion of the discussion leader, but late questions will receive zero credit.

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**Discussion Participation (20%):** You are encouraged to ask questions, make comments, and generally participate in discussion. Each student is also **required** to lead one class discussion throughout the quarter. As a discussion leader, you will: 1) use email to collect the questions raised by your classmates for that week's reading, 2) synthesize the questions into topical themes and issues, and 3) lead/moderate discussion during class.

Discussion is a large portion of the class and it is imperative that everyone show courtesy toward fellow classmates at all times. Do not interrupt others and seek to handle disagreements in a respectful manner. On a more general note, all students are expected to conduct themselves during the class in a manner that does not interfere with the educational experience of other students in the course. That means arriving for class on time and turning off cellular phones, pagers, and other electronic devices that might disrupt class discussion. Your cooperation is greatly appreciated.

**Final Paper Assignment (50%, divided into 25% for the first draft and 25% for the final draft):** For the final paper assignment, you will use the topics, theories, methods, and research findings introduced in the course to develop your own research question and design a study that tests the research question of interest. This research question and study design will be reported in a 15-20 page final paper. This final paper will be an APA-style research report (no longer than 15-pages of double-spaced text, 12-point font, 1 inch margins – plus title page, abstract, and reference page) that describes your research question, reviews the relevant literature, describes your proposed study design, and presents and discusses your hypothetical results.

The paper is worth a total of 50 points (50% of your course grade divided into 25% for the first draft and 25% for the final draft).

The first draft of the paper is due at the end of Week 7 (**Friday, February 21**) by **5PM**. The final draft of the paper is due on the last day of finals (**Friday, March 21**) by **5PM**.

Papers must be submitted via email to Dr. Campos and the TA by **5PM of the due date at the latest**. In fact, I would advise you to save yourself the stress and turn the paper in before 4PM because you never when power may go down or a computer may fail. Late papers will not be accepted and will be assigned a grade of zero.

Guidelines for the paper will be passed out during class. Class time will also be dedicated to 1) discussing paper ideas, 2) going over scientific writing and APA-style, and 3) providing feedback on paper drafts. However, if you would like additional assistance with your writing, please contact The Learning and Academic Resource Center to take advantage of their writing workshops and other forms of assistance. Their website is: <http://www.larc.uci.edu/>

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## Summary of Grading:

Maximum points for attendance, weekly questions, class discussion, and final paper

Class Attendance	10
Weekly Questions	20
Class Discussion	20
Final Paper (1 <sup>st</sup> Draft)	25
Final Paper (2 <sup>nd</sup> Draft)	25
<b>Total</b>	<b>100</b>

## CLASS POLICIES

People generally think I'm a warm and approachable person. And generally, this is true. But I also need to keep the class on track and to run a fair and democratic classroom. Therefore, I have to set some class policies upfront.

**Enrollment, Add/Drop and Incompletes:** Students are responsible for their own enrollment status. This includes checking your status, filing appropriate paperwork, and paying appropriate fees.

Enrollment in this course is regulated by the University WebReg system, which is accessible at: <http://www.reg.uci.edu/registrar/soc/webreg.html>. The new rules allows students to add on WebReg by the end of Week 3 but drops must be submitted through WebReg by the end of Week 2. If you are not currently enrolled but wish to be, it is your responsibility monitor your status on WebReg and adjust it as needed (add, drop, or join the waitlist).

If you wish to change your grading option or drop the course, it is your responsibility to go through the proper procedures to ensure that you are dropped from the course. Be aware that there are deadlines for dropping the course without penalty. If you drop the course after the deadline, you will need the Dean's signature and you will receive a "W" on your transcript.

Incompletes will not be given in this course except under extremely rare circumstances that require documentation and adherence to University policies.

**Grading Policy:** Final grades will be computed by a fair and reasonable curve to be determined at the end of the quarter. As per University policy, course grades are final (i.e. non-negotiable and can be made only to correct for clerical errors). If you have **reason** to challenge a grade you receive on an individual assignment, you **must state your case in writing and submit your argument to the course instructor by the next class following return of the graded assignment**. Only reasonable and well-justified arguments will be considered, and my decision will be final. Please note that re-grades can result in a lower score if I determine that there was an error in your favor during the first round of grading (so please be certain that your argument is just and will benefit you).

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**Late Assignments: No late assignments will be accepted.** Assignments turned in after the due date will receive a zero. This policy is set up so that no one falls behind. To enforce this rule fairly, there can be no exceptions (except for extenuating circumstances of a catastrophic nature and even then, you must be extremely persuasive). So, please turn in your assignments on time. I've made an effort to clearly note due dates in the class syllabus. Take note of these dates and plan accordingly.

**Contacting the Professor:** Dr. Campos' office is on the 3<sup>rd</sup> floor of the Social Science Tower building. Please feel free to drop in at office hours or make an appointment. Email is the most effective way to contact me. To ensure that your email message is read promptly and is not filtered, please put the course name and/or number in the subject line of your message. You can generally expect to receive responses to your email inquiries within 24 hours during the week, and 48 hours on the weekend.

**Being Contacted by the Professor:** You must have an active UCI email account to participate in this course. I use email to make announcements about the course as well as to correspond with you individually. I will reply to emails from non-UCI accounts, but course announcements made over email will be sent to your UCI email address, so please check this account regularly.

**Class Etiquette:** Please be courteous to others and arrive to class on time. Late arrivals, early departures, cell phones, beepers, and "quiet conversations" are distracting and noticeable throughout the classroom. **Students must turn off cellular phones and any other devices** that may ring during class or otherwise disrupt class.

**Course Evaluations:** Course evaluations are an important factor in evaluating instructor effectiveness and making decisions about future course offerings. Please plan on taking the time to complete an evaluation for this course at the end of the quarter.

**Accommodations for Students with Disabilities:** I make every effort to accommodate the needs of students with disabilities. If you have a documented disability that requires assistance, you will need to go to the Disability Services Center (DSC) for coordination of your academic accommodations. The DSC phone number is 949.824.7494 /TDD 949.924.6272 or you can visit their website at [www.disability.uci.edu](http://www.disability.uci.edu). For a detailed description of DSC policies and procedures, please visit: [http://www.disability.uci.edu/policies\\_procedures/testing\\_accomodations.pdf](http://www.disability.uci.edu/policies_procedures/testing_accomodations.pdf). Please notify me as soon as possible if you plan to use these services so I can ensure that appropriate accommodations are made.

**Extra Credit:** There is no extra credit in this class.

**Cheating:** Any student who cheats on the final paper will be given an F in the course and will not be permitted to withdraw. The UCI academic code defines cheating and provides a summary of further disciplinary actions that may be taken as a consequence of cheating. The academic code is published in the undergraduate course catalogue and is available online at: [http://www.senate.uci.edu/senatweb/default2.asp?active\\_page\\_id=754](http://www.senate.uci.edu/senatweb/default2.asp?active_page_id=754). The code outlines proscribed conduct with regard to cheating and plagiarism.

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In addition, students agree that by taking this course all papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy agreement posted on the Turnitin.com website.

## COURSE OUTLINE

DATE	TOPIC	READINGS
	<b>INTRODUCTION TO CULTURE AND CLOSE RELATIONSHIPS</b>	
Week 1 Jan. 9 <sup>th</sup>	Course Introduction Intro to Culture/Close Relationships Research Methods	Miller (2011), Ch. 1 & 2 Heine, (2008), Ch. 3
	<b>CUTLURAL VARIATION IN CLOSE RELATIONSHIP PROCESSES</b>	
Week 2 Jan. 16 <sup>th</sup>	Relationship Formation: Attraction	Miller (2011), Ch. 3 Hirsch, (2003), Ch. 3 Coontz, S. (2005), Ch. 1 & 2
Week 3 Jan. 23 <sup>th</sup>	Love-Liking, & Sexuality	Miller (2011), Ch. 8 & 9 Hirsch, (2003), Ch. 7
Week 4 Jan. 30 <sup>th</sup>	Cognition and Communication	Miller (2011), Ch. 4 & 5 Holloway, Waldrip, & Ickes, (2009)
Week 5 Feb. 6 <sup>th</sup>	Stresses & Strains & Conflict	Miller (2011), Chs. 10 & 12 Vandello & Cohen (2003) Hirsch, (2003), Ch. 4
Week 6 Feb. 13 <sup>th</sup>	Relationship Maintenance Processes: Social Support	Vaux (1990); Campos et al., (2008)
Week 7 Feb. 20 <sup>th</sup>	Relationship Dissolution: Break-ups and Divorce	Miller (2011), Ch. 11 & 13; Flores, Tschann, VanOss Marin, & Pantoja (2004)
<b>Feb. 21<sup>th</sup></b>	<b>FIRST DRAFT OF FINAL PAPER DUE BY 5PM.</b>	
	<b>CULTURE AND RELATIONSHIP TYPES</b>	
Week 8 Feb. 27 <sup>th</sup>	Family/Kin	Zambrana (1995), Chs. 2-3; Hondagneu-Sotelo, (1997). Fuligni, Tseng, & Lam (1999)
Week 9 Mar. 6 <sup>th</sup>	<b>WRITING AND REVISING WEEK DROP IN FOR WRITING FEEDBACK, BUT NO CLASS</b>	
	<b>INTERVENTIONS AND IMPLICATIONS</b>	
Week 10 Mar. 13 <sup>th</sup>	Intervention for Relationships	Miller (2011), Ch. 14 Hunt, 2005
Mar. 21 <sup>th</sup>	<b>FINAL DRAFT OF FINAL PAPER DUE BY 5PM.</b>	

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## Assigned Readings

### Week 1, 01/09/14

Miller, R. S. (2011). *Intimate relationships* (6th ed.). New York: McGraw-Hill. **Chapter 1 & 2**

Heine, S. J. (2008) *Cultural psychology* (1<sup>st</sup> ed.). New York: W.W. Norton. **Chapter 3.**

### Week 2, 01/16/14

Miller, R. S. (2011). *Intimate relationships* (6th ed.). New York: McGraw-Hill. **Chapter 3**

Hirsch, J. S. (2003). *A courtship after marriage: Sexuality and love in Mexican Transnational families*. Berkeley and Los Angeles, California: University of California Press. **Chapter 3.**

Coontz, S. (2005). *Marriage, a History: How Love Conquered Marriage*. New York, NY: Penguin Books. **Chapter 1 & 2**

### Week 3, 01/23/14

Miller, R. S. (2011). *Intimate relationships* (6th ed.). New York: McGraw-Hill. **Chapter 8 & 9**

Hirsch, J. S. (2003). *A courtship after marriage: Sexuality and love in Mexican Transnational families*. Berkeley and Los Angeles, California: University of California Press. **Chapter 7.**

### Week 4, 01/30/14

Miller, R. S. (2011). *Intimate relationships* (6th ed.). New York: McGraw-Hill. **Chapter 4 & 5**

Holloway, R. A., Waldrip, A. M., & Ickes, W. (2009). Evidence that a *simpático* self-schema accounts for differences in the self-concepts and social behavior of Latinos versus Whites (and Blacks). *Journal of Personality and Social Psychology*, 96, 1012-1028.

### Week 5, 02/06/14

Miller, R. S. (2011). *Intimate relationships* (6th ed.). New York: McGraw-Hill. **Chapter 10 & 12**

Vandello, J., & Cohen, D. (2003). Male honor and female fidelity: Implicit cultural scripts that perpetuate domestic violence. *Journal of Personality and Social Psychology*, 84, 997-1010.

Hirsch, J. S. (2003). *A courtship after marriage: Sexuality and love in Mexican Transnational families*. Berkeley and Los Angeles, California: University of California Press. **Chapter 4.**



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### **Week 6, 02/13/14**

Vaux, A. (1990). An ecological approach to understanding and facilitating social support. *Journal of Social and Personal Relationships*, 7, 507-518.

Campos, B., Dunkel Schetter, C., Abdou, C. M., Hobel, C., Glynn, L., & Sandman, C. (2008). Familialism, Social Support, and Stress: Positive Implications for Pregnant Latinas. *Journal of Cultural Diversity and Ethnic Minority Psychology*.

### **Week 7, 02/20/14**

Miller, R. S. (2011). *Intimate relationships* (6th ed.). New York: McGraw-Hill. **Chapter 11 &13**

Flores, E., Tschann, J. M., VanOss Marin, B., & Pantoja, P. (2004). Marital conflict and acculturation among Mexican American husbands and wives, *Journal of Cultural Diversity and Ethnic Minority Psychology*, 10, 39-52.

### **Week 8, 02/27/14**

Zambrana, R. E. (1995). *Understanding Latino Families: Scholarship, Policy, and Practice*. Thousand Oaks, California: Sage Publications. Chapters 2 & 3

Hondagneu-Sotelo, P. (1997). "I'm here, but I'm there": The meanings of Latina Transnational Motherhood. *Gender & Society*, 11, 548-571.

Fuligni, A. J., Tseng, V., & Lam, M. (1999). Attitudes toward family obligations among American adolescents with Asian, Latin American, and European backgrounds. *Child Development*, 70, 1030-1044.

### **Week 10, 03/13/14**

Miller, R. S. (2011). *Intimate relationships* (6th ed.). New York: McGraw-Hill. **Chapter 14.**

Hunt, L. M. (2005). Beyond Cultural Competence: Applying Humility to Clinical Settings. In G. E. Henderson et al., (Eds.), *The Social Medicine Reader* (2<sup>nd</sup> ed, Vol. 2). Durham, North Carolina: Duke University Press.