



**THE PSYCHOLOGY OF CLOSE RELATIONSHIPS (PSY 325)**

**Course Syllabus—Fall 2008**

- When:** Fall Semester, 2008  
Mondays and Wednesdays, 2:30pm – 4:00pm
- Where:** Sharpless 410
- Instructor:** Benjamin Le, Ph.D.
- Required Text<sup>1</sup>:** Buss, D. M. (2003). *The evolution of desire: Strategies of human mating*. New York: Basic.

<sup>1</sup>A supplemental list of journal articles and book chapters are included as required readings, and are available electronically. See pages 10-12 of this syllabus for a complete listing.

- Course Web Page<sup>2</sup>:** <http://www.haverford.edu/psych/ble/teaching/psy325/closerels.htm>

<sup>2</sup>This webpage will always show the most current course information. In addition, any changes in the schedule will be announced in class.

**NOTE: the username and password to access course readings are both "psy325"**

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**Course description and objectives:**

This course is designed as an overview to the field of close relationships. The major theories of close relationships will be emphasized, including examinations of evolutionary, attachment, interdependence, and cognitive approaches. In addition, research related to topics such as attraction, relationship development and maintenance, relationships and health, infidelity, violence in intimate relationships, and jealousy will be explored, with methodological concerns discussed within the context of each topic.

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**Instructor information:**

Benjamin Le, Ph.D.

**Office:** Sharpless 411B

**Office hours:** MWF 11:30am-noon, T 3:15-4:15pm, or by appointment

**e-mail address:** ble@haverford.edu

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**Grading & Assignment Information:**

Grades will be determined from the following factors<sup>3</sup>:

	<u>% of Total Grade</u>
1. Discussion Questions	5%
2. Hypotheses	10%
3. Article Presentation	5%
4. Theory Paper / Midterm	30%
5. Research Proposal / Final	30%
6. Student Topics	5%
7. Participation & Contributions	15%

<sup>3</sup>Please see the course webpage for a full description of each of the factors that contribute to grades.

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**TOTAL            100%**

**1. Discussion Questions:** Once during the semester each student will be responsible for providing ~3-5 discussion questions pertaining to the readings for that week. Discussion questions are thoughts, clarifications, or questions you may have regarding a particular reading, an idea presented in a reading, or the readings as a whole, that help to promote dialogue during the class (i.e., it gives us stuff to talk about).

For the week you are responsible for questions, **you must submit your questions to me** via e-mail ([ble@haverford.edu](mailto:ble@haverford.edu)) **by noon on the previous Friday**, unless otherwise noted. Questions received on time, and show thought, effort, and an understanding of the readings will receive full credit.

Given the number of students enrolled in the course, ~2 students will be writing questions for each week. After I receive questions from students (and combine or delete duplicate questions) I will post them on the course web page. **They should be available by late-morning on Monday** (but usually by 5pm the previous Friday), given that they are submitted to me on time. **All students should print out the discussion questions for that week, and bring them to class.**

**2. Hypotheses:** Ten times during the semester each student will turn in a hypothesis based on that week's readings. A hypothesis is a **brief** statement that describes the purpose of a potential study and makes predictions about what you think the findings of your study would be (see example on the course webpage). **Your hypothesis should be typed at the top of your paper, and should not be more than 2 sentences in length.**

In addition to your hypothesis, you should very briefly and generally describe the method of your study (i.e., how you could go about collecting the data necessary for testing your hypothesis). This should not exceed 1-2 paragraphs, meaning your hypothesis and general description of your study should not exceed 1 page. A sample hypothesis is given on the course web page.

Your hypotheses serve two purposes for class. First, we'll discuss your hypotheses in class, and generate ways of testing hypotheses as a group. Therefore, on days when we are discussing hypotheses **you should be prepared to "defend" your hypothesis** (i.e., explain the logic behind your idea, and answer any questions regarding your prediction). Second, your final paper for this class is a research proposal, in which you will design a study that you could conduct. By the time you begin work on this paper, you should have many ideas for studies, based on the hypotheses you generated throughout the semester. You may wish to elaborate on one of your hypotheses for your research proposal (although you don't have to).

You may turn in a hypothesis during class on either a Monday or Wednesday (however, we may not always have time to discuss them everyday— if we do run out of time we'll discuss them during the next class period). On days you chose to submit a hypothesis, please **bring 2 copies of your hypothesis to class** (I will collect one, and you will have one to read from). Discussion of hypotheses will begin the second week of class (so there is no need to write one for Week 1).

You will submit 10 hypotheses over the course of semester. Please note, **you cannot submit a hypothesis for a day you are not in class**. An excellent hypotheses (that receives full credit) will (1) succinctly state a testable prediction, (2) generally and briefly describe a reasonable means of testing the hypothesis, (3) demonstrate a knowledge of the relevant topic (i.e., show how your hypothesis is related to the readings), (4) include the topic and date at the top of the page, and (5) not exceed 1 page.

**3. Article Presentation:** Once during the semester each student will be responsible for giving a brief report on an empirical article that he or she selects. Each student will select an article corresponding to that day's class topic, either by doing a literature search or based on a recommendation from me (or, ideally, a combination of both). S/he will read the article, and prepare an informal oral presentation to be given during class. The presentation should be brief (~7 minutes; I will cut you off at 10 minutes) and focus on the broad issues examined by the paper, rather than the minute details: What is the goal of the paper (i.e., the hypothesis that is tested)? Generally speaking, how is the hypothesis tested? What are the findings (in general, layperson's terms— no numbers or statistics!)? What are the implications? Please note, the paper you choose should be an empirical article (i.e., data are collected and analyzed) and not a review paper.

It would be a good idea to get the article you choose approved by me beforehand. **Also, you must give me (in person, or as a .pdf file attached to an e-mail) a copy of your article at least 24 hours prior to your presentation** (I will keep the article). Make sure the copy you attach 1) is a "clean", readable copy, 2) includes references, and 3) is photocopied directly from the journal or is printed in .pdf format. **Do not attach a printed on-line article in .html (or other) format** (i.e., it should be, or look like, a photocopied journal article; it should not look like a webpage).

Dates for the presentation are tentative—you should be prepared to give your presentation on the day it is originally scheduled for, however given the flexibility of the course you may be asked to delay your presentation by one class period (but you will never be asked to give your presentation earlier than scheduled). I'll notify you individually if I anticipate delaying the date of your presentation.

Grades on presentations will be determined by the quality and clarity of your communication, as well as the accuracy of your interpretation of the study. Basically, did you effectively and correctly explain the study?

**4. Theory Paper (Midterm):** In the ninth week of class (**Monday, October 27th**) your theory paper is due. In a sense, this paper will serve as an open-book take-home midterm covering the theoretical perspectives discussed during the first section of class. However, it is unlike an exam in that it will be necessary to do some library work (i.e., literature searches, reading articles), and will require original thought in the synthesis of information (rather than simply recalling and re-hashing information presented in class and your texts). Further information about this paper is available on the course webpage, and will be discussed in more detail as the time approaches.

**5. Research Proposal (Final):** The second paper (with the other being the theory paper / midterm) for this course is a research proposal. Students will choose topics based on their own interests, and design studies to test their hypotheses. More information about this paper will be made available on the course webpage, and will be discussed in class toward the end of the semester.

**6. Student Topics:** The topics for last 6 class days<sup>4</sup> will be chosen by the class. In addition, the class material for those days will be partly presented by groups of students. Groups of ~3 students will pick the topic for the day, and (with guidance from the instructor) find relevant readings, develop discussion questions, and lead discussion for part of that class period. I will add lecture material or discussion topics as necessary. More information regarding these days of class (e.g., the formation of groups, choosing the topics that are covered, dates etc.) will be available as the semester progresses.

<sup>4</sup>The last 3 weeks of class: 11/19, 11/24, 12/1, 12/3, 12/8, and 12/10

**7. Participation & Contributions:** This course is designed a discussion class. Your input and energy is vital to its success. Fifteen percent of your course grade is allotted to your contributions and efforts in class.

**Grading Scale:** Grades will be assigned strictly adhering to the following scale:

94.00% and above	=	A / 4.0	73.00% - 76.99%	=	C / 2.0
90.00% - 93.99%	=	A- / 3.7	70.00% - 72.99%	=	C- / 1.7
87.00% - 89.99%	=	B+ / 3.3	67.00% - 69.99%	=	D+ / 1.3
83.00% - 86.99%	=	B / 3.0	60.00% - 66.99%	=	D / 1.0
80.00% - 82.99%	=	B- / 2.7	59.99% and below	=	F / 0.0
77.00% - 79.99%	=	C+ / 2.3			

**Other Points of Importance:**

**Attendance and Absence Policy:** Class attendance and participation is expected. Students are responsible for all announcements made in class, whether they are present or not. If you must miss a class, please let me know (via e-mail: [ble@haverford.edu](mailto:ble@haverford.edu)). Course grades for students missing an unacceptable number of class meetings may be adjusted at my discretion.

You are expected to complete assignments (e.g., discussion questions you are responsible for, presentations you are scheduled to make, papers to turn in) in a timely manner, and to meet the deadlines outlined in the course schedule or announced in class. If you cannot complete assignments on time because of an unforeseen occurrence (e.g., illness, family emergency etc.), or because of a school-related conflict (e.g., conflict with other course assignments or activities), please contact me immediately. Acceptance of late work will be at my discretion, and will be considered on a case-by-case basis.

**Grade Changes / Regrade Procedure:** All grade disputes are to be made in writing (please type). We will not discuss or argue regrades in person. All requests for regrades must be made within two weeks after the exam or assignment is returned to the class (or within 2 weeks of the start of the following term for the research proposal).

When disputing a grade, you should state the dispute and the number of points you feel you should have received for the assignment or exam, and the reason you feel your work or answer is correct (including support from the readings or lecture notes). Please note that when you ask for an exam or assignment to be regraded it may be regraded in its entirety, and there is a possibility of losing points. All requests for regrades should be submitted to me along with the original assignment.

**Understanding appropriate sources for citations:** For all assignments and exams, the following are considered appropriate and valid sources for citations and references:

- Published journal articles, both in on-line and paper formats.
- Professional handbook chapters and reviews (i.e., edited volumes with chapters written by psychological researchers).
- Academic books (i.e., books written by psychological researchers).

The following are **not to be used** as citations in your work:

- Information found on the internet, unless it is the on-line version of a scientific journal (e.g., accessing an electronic version of a journal on-line is fine). **This includes Wikipedia and/or any other webpages.**
- Any undergraduate-level text book.

**In short, you should always be working with the primary literature written by psychological researchers. If you have questions about a particular source, please ask.**

**A few of other important points:**

- *Buy a stapler...*Unstapled papers will not be accepted (or will have their grades adjusted). This includes paper clips, folded corners, etc. In short, make sure your papers are permanently secured with a staple or other such binding. And if your stapler won't handle the number of pages you're trying to staple, use a bigger stapler.
- *Silence your cell phones,* and put them away during class. Please do not text-message or otherwise fiddle with your wireless communication devices in class.
- *I will not be posting my lectures on-line* for a couple of reasons. First, I would like you to come to class. Second, active learning enhances retention. The act of writing down lecture material in your own words will help you remember it better.
- *Please do not submit papers or assignments electronically* (i.e., don't e-mail me with your papers attached). Spam filters and other such technological goof-ups make e-mailing papers problematic.

**Accommodating student needs/disabilities:** Students who think they may need accommodations in this course because of the impact of a disability are encouraged to meet with me privately early in the semester. Students should also contact Rick Webb, Coordinator, Office of Disabilities Services ([rwebb@haverford.edu](mailto:rwebb@haverford.edu), 610-896-1290) to verify their eligibility for reasonable accommodations as soon as possible. Early contact will help to avoid unnecessary inconvenience and delays.

**A few words about plagiarism and academic dishonesty:** I tend to have a relaxed and laid back teaching style, but do not mistake this for a lack of rigor. I take plagiarism and academic integrity very seriously. Plagiarism involves your use of another person's work, words, or ideas without properly crediting them. This includes copying the work from another student's paper or exam, as well as using direct quotes from a source, such as your textbook or a journal article, without citing the author. Simply rewording a sentence or passage from another source without giving credit is also inappropriate. Furthermore, using another person's ideas without a proper citation is considered plagiarism as well. The best way to assure that your work does not plagiarize from another source is to liberally use citations within your work (e.g., be very thorough with your references—we will discuss APA style of references in class if necessary) and to ask me if you are ever in doubt.

I feel very strongly about academic dishonesty—it **will not** be tolerated. Do your own work, and know and follow the Haverford College Honor Code.

**On discussing relationships:** This course is meant as an overview of the **research** in the field of close relationships, and as a critical examination of the theories that guide this research. While it may be helpful to sometimes use examples from your personal experiences in discussion, **this class is not the appropriate forum to disclose sensitive personal information or to seek guidance regarding your relationships.** My training is in experimental social psychology, not clinical practice or therapy—I am not qualified to give advice regarding any individual's personal relationships (and will not attempt to do so).

**PSY 325: The Psychology of Close Relationships— Tentative Class Schedule****Class Meets:** Mondays and Wednesdays, 2:30pm – 4:00pm, Sharpless 410**Topics & Readings:**

"Buss" refers to the Buss book; other authors' name(s) and year refer to articles or chapters available on-line (see reading list on pages 10-12 of this syllabus)

<b><u>Day</u></b>	<b><u>Topic</u></b>	<b><u>Readings</u></b>	<b><u>Assignments Due</u></b>
<b><i>Week 1</i></b>			
M: 9/1	<b>No class; Labor Day</b>		
W: 9/3	Course Introduction	Berscheid (1999)	
<b><i>Week 2</i></b>			
M: 9/8	Relationship Science	Berscheid & Peplau (1983) Finkel & Eastwick (2008)	
W: 9/10	Perspectives on Attraction	Pennebaker et al. (1979) Wegner et al. (1994) Jones et al. (2004)	
<b><i>Week 3</i></b>			
M: 9/15	Evolutionary Perspectives	Buss (2003) Chapters 1, 2, 3, 5, 6 ( <i>you'll read Chapters 4 and 7 later, although you're free to look at them now</i> )	
W: 9/17		De Backer (2007) Khallad (2005)	
<b><i>Week 4</i></b>			
M: 9/22	Attachment Theory	Hazan & Shaver (1987) Collins & Allard (2001) Impett et al. (2008) Locke (2008)	
W: 9/24			
<b><i>Week 5</i></b>			
M: 9/29	Interdependence Theory	Rusbult (1980) Rusbult et al. (1994) Bui et al. (1996) Branje et al. (2007)	
W: 10/1			
<b><i>Week 6</i></b>			
M: 10/6	Self-Expansion	Aron & Aron (1997) Aron et al. (2000) Aron et al. (2006)	
W: 10/8	Cognition in Relationships	Lenton (2005) Etcheverry & Le (2005)	
<b><i>Week 7</i></b> Fall Break			

<u>Day</u>	<u>Topic</u>	<u>Readings</u>	<u>Assignments Due</u>
<b>Week 8</b>			
M: 10/20	Relationships in Context	Lohmann et al. (2003) Morse & Neuberg (2004) Strachman & Schimel (2006)	
W: 10/22	Relationship Support & Capitalization	Gable et al. (2006) Bolger et al. (2000)	
<b>Week 9</b>			
M: 10/27	Social Networks	Milardo & Allan (1997) Milardo et al. (1983)	<b>Theory Paper due Monday 10/27 in class</b>
W: 10/29			
		<i>Read 2 of these 3:</i> Agnew et al. (2001) Etcheverry & Agnew (2004) Green et al. (2008)	
<b>Week 10</b>			
M: 11/3	Sex	Willettts et al. (2004) Buss Chapter 4 Vohs et al. (2004) (optional)	
W: 11/5			
		<i>Read 2 of these 4:</i> Paul & Hayes (2002) Donnelly & Burgess (2008) Smith (2007) Birnbaum & Gillath (2006)	
<b>Week 11</b>			
M: 11/10	Infidelity	<i>Read 2 of these 3:</i> Drigotas et al. (1999) Previti & Amato (2004) Barta & Kiene (2005)	
W: 11/12	Jealousy	Fenigstein & Peltz (2002) Buunk et al. (1996)	
		<i>Read 1 of these 2:</i> Harris & Christenfeld (1996) DeSteno & Salovey (1996)	
<b>Week 12</b>			
M: 11/17	Violence in Relationships	Johnson (2006) Shackelford et al. (2005) Frye (2006) Buss Chapter 7 (optional)	
W: 11/19	Student Topic #1	TBA	

<u>Day</u>	<u>Topic</u>	<u>Readings</u>	<u>Assignments Due</u>
<b>Week 13</b>			
M: 11/24	Student Topic #2	TBA	
W: 11/26	<b>No Class; Thanksgiving</b>		
<b>Week 14</b>			
M: 12/1	Student Topic #3	TBA	
W: 12/3	Student Topic #4	TBA	
<b>Week 15</b>			
M: 12/8	Student Topic #5	TBA	
W: 12/10	Student Topic #6	TBA	
<b>Week 16</b>	Finals Week		<b>Research Proposal due Friday 12/19 by 5pm</b>

### Last 6 days of class

*Topics determined by student interests:*

Groups of ~3 students will be in charge of picking the topic for the day. They will (with guidance from the instructor) find relevant readings, develop discussion questions, and lead discussion for part of that class period. The instructor will add lecture material or discussion topics as necessary.

*Potential topics:*

- Friendships (& cross-sex friendships)
- "Singleness"
- Long-distance relationships
- "Alternative relationships" / Open relationships
- Interracial relationships
- Arranged marriages
- Cohabitation
- Loneliness
- Unrequited love / Stalking
- Relationship dissolution / Break-up (and its consequences)
- Love and emotion in relationships
- Condom use
- Humor in relationships
- Cultural differences
- Gender differences
- Individual differences/personality
- Homosexual relationships
- Relationships and the internet
- Relationships and physical health
- Break-up / Relationship dissolution

*Any suggestions for other topics you're interested in discussing? e-mail and let me know*

### Reading List

(these papers are available on the course website; the **username** and **password** are both "psy325")

- Agnew, C. R., Loving, T. J., & Drigotas, S. M. (2001). Substituting the forest for the trees: Social networks and the prediction of romantic relationship state and fate. *Journal of Personality and Social Psychology, 81*, 1042-1057.
- Aron, A., & Aron, E. N. (1997). Self-expansion motivation and including other in the self. In S. Duck (Ed.), *Handbook of personal relationships: Theory, research, and interventions* (2nd ed., pp. 251-270). London: John Wiley & Sons.
- Aron, A., Norman, C. C., Aron E. N., McKenna, C., & Heyman, R. E. (2000). Couples' shared perception in novel and arousing activities and experienced relationship quality. *Journal of Personality and Social Psychology, 78*, 273-284.
- Aron, A., Steele, J. L., Kashdan, T. B., & Perez, M. (2006). When similars do not attract. Tests of a prediction from the self-expansion model. *Personal Relationships, 13*, 387-396.
- Barta, W. D., & Kiene, S. M. (2005). Motivations for infidelity in heterosexual dating couples: The roles of gender, personality differences, and sociosexual orientation. *Journal of Social and Personal Relationships, 22*, 339-360.
- Berscheid, E. (1999). The greening of relationship science. *American Psychologist, 54*, 260-266.
- Berscheid, E., & Peplau, L. A. (1983). The emerging science of relationships. In H. Kelley et al. (Eds.), *Close relationships* (pp. 1-19). San Francisco: Freeman.
- Birnbaum, G. E., & Gillath, O. (2006). Measuring subgoals of the sexual behavior system: What is sex good for? *Journal of Social and Personal Relationships, 23*, 675-701.
- Bolger, N., Zuckerman, A., & Kessler, R. C. (2000). Invisible support and adjustment to stress. *Journal of Personality and Social Psychology, 79*, 953-961.
- Branje, S. J. T., Frijns, T., Finkenauer, C., Engels, R., & Meeus, W. (2007). You are my best friend: Commitment and stability in adolescents' same-sex friendships. *Personal Relationships, 14*, 587-603.
- Bui, K. V. T., Peplau, L. A., & Hill, C. T. (1996). Testing the Rusbult model of relationship commitment and stability in a 15-year study of heterosexual relationships. *Personality and Social Psychology Bulletin, 22*, 1244-1257.
- Buunk, B. P., Angleitner, A., Oubaid, V., & Buss, D. M. (1996). Sex differences in jealousy in evolutionary and cultural perspective: Tests from the Netherlands, Germany, and the United States. *Psychological Science, 7*, 359-363.
- Collins, N. L., & Allard, L. M. (2001). Cognitive representations of attachment. In G. J. O. Fletcher & M. S. Clark (Eds.), *Blackwell handbook of social psychology: Interpersonal processes* (pp. 60-85). Malden, MA: Blackwell.
- De Backer, C. J. S., Nelissen, M., & Fisher, M. (2007). Let's talk about sex: A study on the recall of gossip about potential mates and sexual rivals. *Sex Roles, 56*, 781-791.
- DeSteno, D. A., & Salovey, P. (1996). Evolutionary origins of sex differences in jealousy? Questioning the "fitness" of the model. *Psychological Science, 7*, 367-372.

- Donnelly, D. A., & Burgess, E. O. (2008). The decision to remain in an involuntarily celibate relationship. *Journal of Marriage and the Family, 70*, 519-535.
- Drigotas, S. M., Safstrom, C. A., & Gentilia, T. (1999). An investment model prediction of dating infidelity. *Journal of Personality and Social Psychology, 77*, 509-524.
- Etcheverry, P. E., & Agnew C. R. (2004). Subjective norms and the prediction of romantic relationship state and fate. *Personal Relationships, 11*, 409-428.
- Etcheverry, P. E., & Le, B. (2005). Thinking about commitment: Accessibility of commitment and prediction of relationship persistence, accommodation, and willingness to sacrifice. *Personal Relationships, 12*, 103-123.
- Fenigstein, A., & Peltz, R. (2002). Distress over the infidelity of a child's spouse: A crucial test of evolutionary and socialization hypotheses. *Personal Relationships, 9*, 301-312.
- Finkel, E. J., & Eastwick, P. W. (2008). Speed-dating. *Current Directions in Psychological Science, 17*, 193-197.
- Frye, N. E. (2006). Relationship problems and physical aggression: The moderating role of temporal comparison. *Personal Relationships, 13*, 303-315.
- Gable, S. L., Gonzaga, G. C., & Strachman, A. (2006). Will you be there for me when things go right? Supportive responses to positive event disclosures. *Journal of Personality and Social Psychology, 91*, 904-917.
- Green, J. D., Burnette, J. L., & Davis, J. L. (2008). Third-party forgiveness: (Not) forgiving you close other's betrayer. *Personality and Social Psychology Bulletin, 34*, 407-418.
- Harris, C. R., & Christenfeld, N. (1996). Gender, jealousy, and reason. *Psychological Science, 7*, 364-366.
- Hazan, C., & Shaver, P. (1987). Romantic love conceptualized as an attachment process. *Journal of Personality and Social Psychology, 52*, 511-524.
- Impett, E. A., & Gordon, A. M., & Strachman, A. (2008). Attachment and daily sexual goals: A study of dating couples. *Personal Relationships, 15*, 375-390.
- Johnson, M. P. (2006). Violence and abuse in personal relationships: Conflict, terror, and resistance in intimate partnerships. In A. Vangelisti & D. Perlman (Eds.), *Cambridge Handbook of Personal Relationships* (pp. 557-576). Cambridge: Cambridge University Press.
- Jones, J. T., Pelham, B. W., Carvallo, C., & Mirenberg, M. C. (2004). How do I love thee? Let me count the Js: Implicit egotism and interpersonal attraction. *Journal of Personality and Social Psychology, 87*, 665-683.
- Khallad, Y. (2005). Mate selection in Jordan: Effects of sex, socio-economic status, and culture. *Journal of Social and Personal Relationships, 22*, 155-168.
- Lenton, A. P., & Bryan, A. (2005). An affair to remember: The role of sexual scripts in perceptions of sexual intent. *Personal Relationships, 12*, 483-498.
- Locke, K. D. (2008). Attachment styles and interpersonal approach and avoidance goals in everyday couple interactions. *Personal Relationships, 15*, 359-374.

- Lohmann, A., Arriaga, X. B., & Goodfriend, W. (2003). Close relationships and placemaking: Do objects in a couple's home reflect couplehood? *Personal Relationships, 10*, 437-449.
- Milardo, R. M., & Allan, G. (1997). Social networks and marital relationships. In S. Duck (Ed.), *Handbook of personal relationships: Theory, research, and interventions* (2nd ed., pp. 505-522). London: John Wiley & Sons.
- Milardo, R. M., Johnson, M. P., & Huston, T. L. (1983). Developing close relationships: Changing patterns of interaction between pair members and social networks. *Journal of Personality and Social Psychology, 44*, 964-976.
- Morse, K. A., & Neuberg, S. L. (2004). How do holidays influence relationship processes and outcomes? Examining the instigating and catalytic effects of Valentine's Day. *Personal Relationships, 11*, 509-527.
- Paul, E. L., & Hayes, K. A. (2002). The casualties of 'casual' sex: A qualitative exploration of the phenomenology of college students' hookup. *Journal of Social and Personal Relationships, 19*, 639-661.
- Pennebaker, J. W., Dyer, M. A., Caulkins, R. S., Litowitz, D. L., Ackerman, P. L., Anderson, D. B., & McGraw, K. M. (1979). Don't the girls get prettier at closing time: A country and western application to psychology. *Personality and Social Psychology Bulletin, 5*, 122-125.
- Previti, D., & Amato, P. R. (2004). Is infidelity a cause or a consequence of poor marital quality? *Journal of Social and Personal Relationships, 21*, 217-230.
- Rusbult, C. E. (1980). Commitment and satisfaction in romantic associations: A test of the Investment Model. *Journal of Experimental Social Psychology, 16*, 172-186.
- Rusbult, C. E., Drigotas, S. M., & Verette, J. (1994). The investment model: An interdependence analysis of commitment processes and relationship maintenance phenomena. In D. J. Canary & L. Stafford (Eds.) *Communication and relational maintenance* (pp. 115-139). San Diego: Academic Press.
- Shackelford, T. K., Goetz, A. T., Buss, D. M., Euler, H. A., & Hoier, S. (2005). When we hurt the ones we love: Predicting violence against women from men's mate retention. *Personal Relationships, 12*, 447-463.
- Smith, C. V. (2007). In pursuit of 'good' sex: Self-determination and the sexual experience. *Journal of Social and Personal Relationships, 24*, 69-85.
- Strachman, A., & Schimel, J. (2006). Terror management and close relationships: Evidence that mortality salience reduces commitment among partners with different worldviews. *Journal of Social and Personal Relationships, 23*, 965-978.
- Vohs, K. D., Catanese, K. R., & Baumeister, R. F. (2004). Sex in "his" versus "her" relationships. In J. H. Harvey, A. Wenzel, & S. Sprecher (Eds.) *The handbook of sexuality in close relationships* (pp. 455-474). Mahwah, NJ: Lawrence Erlbaum Associates.
- Wegner, D. M., Lane, J. D., & Dimitri, S. (1994). The allure of secret relationships. *Journal of Personality and Social Psychology, 66*, 287-300.
- Willettts, M. C., Sprecher, S., & Beck, F. D. (2004). Overview of sexual practices and attitudes within relational contexts. In J. H. Harvey, A. Wenzel, & S. Sprecher (Eds.) *The handbook of sexuality in close relationships* (pp. 57-85). Mahwah, NJ: Lawrence Erlbaum Associates.