

General Education Course Information Sheet

Please submit this sheet for each proposed course

Department & Course Number PSYCHOLOGY 98TB
 Course Title Love and Sex in 21st Century: Critical Look at Myths, Media, and Movements
 Indicate if Seminar and/or Writing II course Seminar

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis _____
- Philosophic and Linguistic Analysis _____
- Visual and Performance Arts Analysis and Practice _____

Foundations of Society and Culture

- Historical Analysis _____
- Social Analysis X

Foundations of Scientific Inquiry

- Physical Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____
- Life Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

The proposed course centers on understanding the different theoretical perspectives and methodological approaches used to study social relationships (e.g., formation and maintenance of intimate relationships, changes in the institution of marriage).

3. List faculty member(s) who will serve as instructor (give academic rank):

Teresa Nguyen, Teaching Fellow; Thomas Bradbury, Faculty Mentor

Do you intend to use graduate student instructors (TAs) in this course? Yes _____ No X

If yes, please indicate the number of TAs _____

4. Indicate when do you anticipate teaching this course:

2017-2018 Fall Enrollment _____ Winter Enrollment _____ Spring Enrollment X

5. GE Course Units

Is this an **existing** course that has been modified for inclusion in the new GE? Yes ___ No X

If yes, provide a brief explanation of what has changed. _____

Present Number of Units: _____ Proposed Number of Units: 5

6. Please present concise arguments for the GE principles applicable to this course.

<p>❑ General Knowledge</p>	<p>The course will provide students with a spectrum of theoretical and methodological perspectives used by social scientists.</p>
<p>❑ Integrative Learning</p>	<p>The course will integrate theory and research from several different domains including psychology, sociology, and communication studies. This will enable students to compare and synthesize different disciplinary and theoretical perspectives to better understand the nature of intimate relationships.</p>
<p>❑ Ethical Implications</p>	<p>Class discussions will connect the scientific content of the course to relevant social and ethical issues (e.g., legalization of same-sex marriage; defining the legal rights of cohabitating couples).</p>
<p>❑ Cultural Diversity</p>	<p>This course centers on several diversity-related issues that are connected to social movements of the 21st century. This includes topics related to: sexual identity, gender roles, race (e.g., interracial marriages), ethnicity (e.g., relationships in non-egalitarian cultures) and other forms of relationships (e.g., asexual, polygamous, etc.).</p>
<p>❑ Critical Thinking</p>	<p>Students will read popular media and assess and contrast the quality of those media messages with empirical research findings. Students are asked to critically examine each source of media and research and draw connections to other material, describe the limitations, and give alternative interpretations.</p>
<p>❑ Rhetorical Effectiveness</p>	<p>Students will thoroughly investigate their own research topic, and course assignments will provide students with opportunities to articulate those ideas in a reasonable and persuasive manner—both in oral presentation and writing.</p>
<p>❑ Problem-solving</p>	<p>In the process of reading both empirical research and popular media (e.g., New York Times), students will identify and determine the criteria for what constitutes a “credible” source of information on changes in romantic norms. Students are also asked to identify and explore gaps in the current scientific literature and the limitations of popular media.</p>
<p>❑ Library & Information Literacy</p>	<p>Students will select, organize, and manage information from a variety of sources and scientific domains (e.g., research journals vs media articles) for their independent research assignments. Students are also asked to synthesize a number of sources during weekly discussions.</p>

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

1. Lecture:	<u>3</u>	(hours)
2. Discussion Section:	<u>N/A</u>	(hours)
3. Labs:	<u>N/A</u>	(hours)
4. Experiential (service learning, internships, other):	<u>N/A</u>	(hours)
5. Field Trips:	<u>N/A</u>	(hours)

(A) TOTAL Student Contact Per Week **3** **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)
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1. General Review & Preparation:	1	(hours)
2. Reading	5	(hours)
3. Group Projects:	1	(hours)
4. Preparation for Quizzes & Exams:	N/A	(hours)
5. Information Literacy Exercises:	N/A	(hours)
6. Written Assignments:	5	(hours)
7. Research Activity:	N/A	(hours)
 (B) TOTAL Out-of-class time per week	12	(HOURS)
 GRAND TOTAL (A) + (B) must equal at least 15 hours/week	15	(HOURS)

LOVE AND SEX IN THE 21ST CENTURY

A Critical Look at Myths, Media, and Movements

PSYCHOLOGY 98

INSTRUCTOR	Teresa Nguyen, C.Phil.	OFFICE	3316C Franz Hall
EMAIL	teresanguyen@ucla.edu	OFFICE HOURS	Thursday 10-11am and Friday 2-3pm

COURSE OVERVIEW

In this seminar, we will explore the extent to which the rules of intimate relationships have changed in the 21st century. How has the advent of social networking websites, video chat, and other social media, impacted the basic principles of relationship formation and maintenance? While many popular press articles, such as Vanity Fair’s viral article “Tinder and the Dawn of the Dating Apocalypse” express opinions on how relationships are impacted by modern technology, how can we know if these sources are trustworthy? Google searches on the topic of modern romantic relationships yield upwards of 125 million hits, but only a tiny fraction of those sources are reliable. In this class, we will explore questions that include:

- What “counts” as an intimate relationship in the 21st century?
- What are the costs and benefits of seeking intimacy online?
- How have social views and norms in the 21st century allowed for the expression of non-traditional types of relationships: hook-ups, non-monogamy, transgender partnerships?
- Has the institution of marriage broken down? How?
- Do traditional gender norms still apply in relationships?
- What constitutes a “credible” source for information on changing romantic norms?
- Do messages from the media have empirical support in the research literature? Which messages?
- What information does popular media convey that research may not capture?

Course Objectives

This class aims to understand relationships in the context of the 21st century, and our learning objectives are similarly adapted for the 21st century.

- A. In an age when facts are just one quick Google search away, this class is not meant to give you facts that you could otherwise lookup. Instead you will learn what a Google search can’t do: Distill, synthesize, and critique information and sources.
- B. For most of human history, the ability to write and produce information was a power reserved only by the elite, but the 21st century heralded a major change. Today, almost anyone can distribute information to the masses via blogs, tweets, forums, reddit, YouTube, Wikipedia, and the list goes on. Yet, this change also comes at a startling and dangerous cost: Individuals no longer need to meet a high bar of rigor before posting. In

contrast, you will:

- Learn what defines informational rigor and distinguish credible from non-credible sources.
- Understand how media messages are sometimes similar to empirical research findings and sometimes contradictory.
- Learn to write with intellectual merit.

C. Collaboration is key for contributing to a larger intellectual community with your written work. Thus, you will learn how to successfully engage in such a community by incorporating and building upon feedback from peers and myself during discussions and in your research project. You will also learn how to provide constructive feedback to your peers.

This course will challenge you and push you to grow, which is on purpose! Although these skills are more difficult to master than mere memorization, they are essential life competencies that will lead you to succeed in whatever field you choose.

COURSE COMPONENTS

Readings

The readings for this course will include popular media sources, and more importantly, scholarly sources found in academic book chapters and journals. The readings can be found online at the links provided, but an optional course reader of all the readings can be purchased at the bookstore.

Participation (20% of grade)

This class gives you the unique opportunity at UCLA to share and engage with your peers and myself in a small seminar format. Some of the best scholarly works were hashed out at a coffee shop, conference, or late-night dorm conversation, and here's why: Good ideas are usually the synthesis and collaboration among others. As with most social sciences (and life), there is very rarely one single correct answer. As such, I encourage you to share your unique perspective, build on the comments of your peers, and take risks!

Thus, a very important aspect of this course will be your ability to engage during discussion. I won't be grading you based on the sheer number of comments you make, but on the substantive quality of those comments. It is my top priority that our discussions take place in a safe environment in which each of you can listen and respect your peers' opinions, even if they differ from your own.

Discussion ideas (15% of grade)

To facilitate a stimulating discussion of multiple viewpoints, you will submit discussion ideas before each class. What does active participation and discussion ideas look like? Here are some ideas:

1. Discuss how these concepts apply to and impact the world
2. Draw connections or contrast the week's readings to concepts you've learned earlier in the quarter or in other work
3. Explain a possible cause of a phenomenon or an alternative interpretation of the study

4. Offer a solution to a dilemma posed in the source
5. Describe a limitation of the work
 - a. Note, it is important to provide a possible recommendation of how to improve the research. Offer a (credible) source that gives evidence to support your claim.

After reading these examples you may realize a common theme: a good discussion comment is when you go beyond the readings to add something new! You will also come to learn that in order to create a good discussion idea, you must first extract the major arguments and assumptions of each work. Submit a brief discussion idea for at least one of the readings. Submit them no later than 6:00 pm the day before class, and late submissions will not be accepted.

Research Project

I don't want you to leave the class as a just critical consumer, but as an informed producer of new ideas and synthesis as well! To do so, you will be delving into a specific aspect of relationships in the 21st century that you are interested in (yes *you!*). Research is the most enjoyable when you find a topic that you are passionate about, so take some time thinking about what you would love to spend the quarter working on! Because research focusing on the 21st century is (obviously) only a recent development, it is important to pick a topic that has enough relevant sources (more than 3). Below are some examples of topics, but this list is by no means exhaustive!

- Infidelity in the 21st century
- Aggression/abuse among partners in the 21st century
- Process of conflict in the 21st century
- Improving relationships using online tools (e.g., OurRelationship.com, which is based on an empirically supported type of therapy)
- (Co-)Parenthood in the 21st century
- Process of divorce in the 21st century

Your main argument should come from credible sources (because of course you want to be persuasive!). At the same time, you can compare this evidence with public (mis)conceptions and argue why those conceptions are perpetuated in the media. In your paper you will carefully review, synthesize, and critique the literature. You will answer:

- What are the claims/assumptions/debates researchers have had on this topic?
- What are the major limitations of the existing works?
- What future work is needed (i.e., what part of the puzzle is this work missing)?
- What is the significance or meaning of this work (i.e., why should I care? how can it be applied to social policies, interventions or clinical work, etc.)?

The goal of this project is to think like a researcher, and you will follow the steps I and other researchers take! You'll notice that research is a progression because it takes time to consume, digest, and consume some more! Each of the steps below allow you to conceptualize your ideas fully and improve your writing.

1. Proposal and Annotated Bibliography (5% of grade)

During Week 2, each of you will meet with me individually to propose a topic for your research paper. To prepare for the meeting, create an annotated bibliography which is a list of

books, journal articles, and other works in which you briefly summarize the source and more importantly, assess the value and the validity of the source in service of your project. In class I will walk through an example and illustrate how the bibliography can be highly useful when writing the paper!

2. **First Draft of Research Paper** (20% of grade) – aka “first submission” to a journal!
At the beginning of class during Week 7, you will submit the first draft of your 12-15 page research paper, including title page and references. I will provide feedback on the draft so that you have the chance to incorporate that comments into your work before the final draft is due.

3. **Peer-Review Feedback** – aka “double-blind review process” of journal submissions.
The peer review process is an important part of research! Before anything can get published, it needs to be vetted and strengthened by the suggestions of the reviewers. This can be a very fruitful and productive process (one of my favorites). Each of you will be assigned to review a class mate’s research paper and complete a structured guide for writing a review.

As the reviewer, you will learn to absorb the writer’s main arguments while also drawing on your own unique knowledge to offer suggestions for strengthening the work. Your task is to make credible suggestions for improvement and make respectful critiques.

4. **Conference-Style Presentation** (10% of grade)

You each will deliver a 7-10 minute presentation of your research project to your peers prior to finalizing your report. This process is similar to how researchers present their ideas at conferences with other specialized scholars. This presentation is important for two reasons:

- 1) Effective public speaking is a skill that is essential across fields, and
- 2) Reducing an entire paper into a concise presentation will help you identify the content that is ‘core’ rather than superfluous.

In preparation of the presentation, I will give a brief workshop on tips for keys to success when it comes to oral communication and visual display (e.g., PowerPoint). In the spirit of a true conference, this class period will be open to the public!

5. **Final Draft of Research Paper** (30% of grade) – “revise and resubmit” to a journal.
Your final draft is due during Finals Week (12-15 pages). A grading rubric for the final paper will be given to the class. Notice that one criteria of intellectual merit is your ability to incorporate feedback, both from myself and your peers.

6. **Extra Credit: Publish your work to the masses online!** Find an appropriate medium, whether that’s a blog, forum, etc. Feel free to submit only a portion depending on the constraints of the medium or audience. Your paper does not need to be accepted by the publisher before the end of the quarter in order to receive extra credit, but you will need to show proof of your submission by XXX date. Example:

- a. Psychology Today: <https://www.psychologytoday.com/writers-guidelines>

COURSE POLICIES**Grades**

A+ = 97 – 100%	B+ = 87 – 89%	C+ = 77 – 79%	D+ = 67-69%
A = 93 – 96%	B = 83 – 86%	C = 73 – 76%	D = 63-66%
A- = 90 – 92%	B- = 80 – 82%	C- = 70 – 72%	D- = 60-62%

Academic Dishonesty and Plagiarism: Plagiarism is cheating and is lying to your instructor. All academic dishonesty will be reported to the Dean of Students and handled according to UCLA guidelines. Cheating and plagiarism will result in a zero on the assignment.

RESOURCES for SUCCESS!

Office Hours: The top way to get the most out of this class is to come to office hours! Office hours will be especially helpful for discussing proposal ideas before submitting the first assignment. Office hours isn't just for questions—I welcome and encourage all, whether it's to discuss how to get involved with research on campus or what it's like to pursue a graduate school degree!

Center for Accessible Education: If you have a physical or psychological disability or another special need, please contact CAE as soon as possible. I will work with the CAE to provide equal access for all students.

A255 Murphy Hall
(310) 825-1501, (310) 206-6083 (for the hearing impaired)
www.osd.ucla.edu.

Bruin Resource Center: The BRC specializes in supporting transfer students, students with children, veterans, undocumented students, and former foster youth.

B44 Student Activities Center 310.825.3945
www.brc.ucla.edu brc@saonet.ucla.edu

Other Resources: UCLA offers a number of resources, and I include a pamphlet at the end of the syllabus for more information.

Course Schedule

Date	Topic	Assignments and Research Timeline
Week 1	Introduction & course overview - Media versus Research: Finding credible sources - Exercise for assessing credibility: Comedian Aziz Ansari's book <i>Modern Romance</i>	
Week 2	Institution of Marriage - Deinstitutionalization and the law - Changes in cohabitation, marriage rates, and nuclear family <i>Brief Workshop: Finding and using library resources and Writing Techniques</i>	- Readings - Discussion ideas - <i>1-on-1 meeting for research proposal ideas</i>
Week 3	Marriage Values - Why marry? - Who isn't marrying? For what reasons?	- Readings - Discussion ideas
Week 4	Redefining Relationships - Hookup Culture - Non-monogamy	- Readings - Discussion ideas
Week 5	Redefining Relationships cont'd. - Interracial couples - Transgender relationships	- Readings - Discussion ideas - <i>1st Draft Research Paper</i>
Week 6	Attraction - First impressions via social media - What principles of attraction remain the same?	- Readings - Discussion ideas - <i>Peer Review</i>
Week 7	Communicating and Maintaining Relationships - Benefits of tech/social media - Costs of tech/social media	- Readings - Discussion ideas
Week 8	Changes in Gender Norms - Negotiations among heterosexual couples: Moms become breadwinners - Negotiations among same sex couples <i>Brief Workshop: Effective Public Speaking</i>	- Readings - Discussion ideas
Week 9	Conference-Style Research Presentations	- <i>Peer Q&A</i>
Week 10	Conference-Style Research Presentations	- <i>Peer Q&A</i>
Finals Week	<i>Final Research Paper Due XX/XX/2018, 11:59pm</i>	

Detailed Course Schedule

Week 1: Introductions, course overview, and in-class exercise

In-class Exercise

1. Comedian Aziz Ansari's book *Modern Romance* (adapted)
 - a. <http://time.com/aziz-ansari-modern-romance/>

Week 2: Institution of Marriage in the 21st Century

Topics

- Deinstitutionalization of marriage and the law
- Changes in cohabitation, marriage rates, and nuclear family

Media

1. New York Times: *The Changing American Family*
 - a. Read case story: 'Chelsea, Michigan' and 'Wanting marriage and pursuit of happiness.'
http://www.nytimes.com/2013/11/26/health/families.html?nl=todaysheadlines&emc=edit_th_20131126&_r=1&
2. Time Magazine: *The Beta Marriage: How Millennials Approach 'I Do'*
 - a. <http://time.com/3024606/millennials-marriage-sex-relationships-hook-ups/>

Research

3. Bianchi, S. M., Raley, S. B., & Casper, L. M. (2012). Changing American families in the 21st century. In P. Noller & G. C. Karantzas (Eds.), *The Wiley-Blackwell handbook of couples and family relationships* (pp. 36-47). Wiley-Blackwell Publishing Ltd.
4. Gabb, J., & Fink, J. (2015). *Couple relationships in the 21st century*. Springer.
 - a. Chapter 1

Optional

5. Cherlin, A. J. (2004). The deinstitutionalization of American marriage. *Journal of marriage and family*, 66(4), 848-861.
 - a. <http://www.jstor.org/stable/pdf/3600162.pdf>

Week 3: Marriage Values in the 21st Century

Topics

- Why marry?
- Who isn't marrying? For what reasons?

Media

1. New York Times: *The Changing American Family*
 - a. Read case story: 'The wedding will have to wait.'
http://www.nytimes.com/2013/11/26/health/families.html?nl=todaysheadlines&emc=edit_th_20131126&_r=1&
2. Time Magazine: *Why 25% of Millennials Will Never Get Married*
 - a. <http://time.com/3422624/report-millennials-marriage/>

Research

3. Edin, K., & Kefalas, M. (2011). *Promises I can keep: Why poor women put motherhood before marriage*. University of California Press.
 - a. <http://www.cabrillo.edu/~lroberts/PromisesIcanKeep.Edin.Ferguson.pdf>
4. Wang, W., & Taylor, P. (2011). *For millennials, parenthood trumps marriage*. Pew Research Center, Social & Demographic Trends.
 - a. PRC combines journalism with public opinion polling and research.
<http://www.pewsocialtrends.org/files/2011/03/millennials-marriage.pdf>

Optional

5. Trail, T. E., & Karney, B. R. (2012). What's (not) wrong with low-income marriages. *Journal of Marriage and Family*, 74(3), 413-427.
 - a. https://olympicestest.bc.edu/content/dam/files/centers/boisi/pdf/f14/Supplemental_Trail%20and%20Karney.pdf

Week 4: Redefining Relationships in the 21st CenturyTopics

- Hookup Culture
- (Consensual) Non-monogamy

Media

1. Vanity Fair: *Tinder and the Dawn of the "Dating Apocalypse"*
 - a. <http://www.vanityfair.com/culture/2015/08/tinder-hook-up-culture-end-of-dating>
2. The Atlantic: *OkCupid Adds a Feature for the Polyamorous*
 - a. <https://www.theatlantic.com/technology/archive/2016/01/ok-cupid-is-opening-up-to-polyamorous-relationships/423162/>

Research

3. Bogle, K. A. (2008). From dating to hooking up. In K.A. Bogle (Ed.), *Hooking up: Sex, dating, and relationships on campus* (pp. 11-23). New York: NYU Press.

4. McLean, K. (2004). Negotiating (non)monogamy: Bisexuality and intimate relationships. In R. C. Fox (Ed.), *Current Research On Bisexuality* (pp. 83-97). Binghamton, NY: Harrington Park Press/The Haworth Press.
 - a. http://www.tandfonline.com/doi/pdf/10.1300/J159v04n01_07
5. Gabb, J., & Fink, J. (2015). *Couple relationships in the 21st century*. Springer.
 - a. Chapter 5: Unsettling Coupledness

Optional

6. New York Times: *Want to Be My Boyfriend? Please Define*
 - a. <http://www.nytimes.com/2008/05/04/fashion/04love.html>
7. McAnulty, R. D., & Cann, A. (2012). College student dating in perspective: "Hanging out," "hooking up," and friendly benefits. In R.D. McAnulty (Ed.), *Sex in college: The things they don't write home about* (pp.1-18). Santa Barbara: ABC-CLIO, LLC.

Week 5: Redefining Relationships cont'd.

Topics

- Interracial couples
- Transgender relationships

Media

1. This American Life Podcast: *Take a Negro Home: Interracial Marriage*
 - a. <https://www.thisamericanlife.org/radio-archives/episode/105/take-a-negro-home?act=1>
2. Video: *Transgender Relationships: Three Couples Discuss How They Battle Discrimination*
 - a. <http://www.complex.com/pop-culture/2015/10/transgender-relationships-three-couples-discuss-challenges>
3. Time Magazine: *I'm a Cis Woman. My Husband's a Trans Man. This Is How We Made 2 Babies.*
 - b. <http://time.com/4259940/transgender-family/>

Research

4. Hines, S. (2006). Intimate transitions: Transgender practices of partnering and parenting. *Sociology*, 40(2), 353-371.
 - a. <http://journals.sagepub.com/doi/pdf/10.1177/0038038506062037>
5. Gamarel, K. E., Reisner, S. L., Laurenceau, J. P., Nemoto, T., & Operario, D. (2014). Gender minority stress, mental health, and relationship quality: A dyadic

investigation of transgender women and their cisgender male partners. *Journal of Family Psychology*, 28(4), 437.

- a. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4122619/pdf/nihms-598436.pdf>

Optional

6. Israel, G. E. (2004). Supporting transgender and sex reassignment issues: Couple and family dynamics. *Journal of Couple & Relationship Therapy*, 3(2-3), 53-63.
 - a. http://www.tandfonline.com/doi/pdf/10.1300/J398v03n02_06

Week 6: Attraction and Forging Relationships in the 21st Century

Topics

- First impressions via social media
- What principles of attraction remain the same?

Media

1. The Atlantic: *When You Fall in Love, This Is What Facebook Sees*
 - a. <https://www.theatlantic.com/technology/archive/2014/02/when-you-fall-in-love-this-is-what-facebook-sees/283865/>
2. New York Times: *Tinder, the Fast-Growing Dating App, Taps an Age-Old Truth*
 - a. https://www.nytimes.com/2014/10/30/fashion/tinder-the-fast-growing-dating-app-taps-an-age-old-truth.html?mtrref=www.google.com&gwh=0D13B446AEAF54B9284FE8EFDB164528&gwt=pay&assetType=nyt_now

Research

3. Coleman, M., & Ganong, L. H. (2003). *Points & Counterpoints: Controversial Relationship and Family Issues in the 21st Century: An Anthology*. Roxbury Publishing Company.
 - a. Chapter 1a: Romance in Cyberspace: Understanding Online Attraction
4. Coleman, M., & Ganong, L. H. (2003). *Points & Counterpoints: Controversial Relationship and Family Issues in the 21st Century: An Anthology*. Roxbury Publishing Company.
 - a. Chapter 1b: Love on the Internet?

Optional

5. Finkel, E. J., Eastwick, P. W., Karney, B. R., Reis, H. T., & Sprecher, S. (2012). Online dating: A critical analysis from the perspective of psychological science. *Psychological Science in the Public Interest*, 13(1), 3-66.
 - a. <http://journals.sagepub.com/doi/abs/10.1177/1529100612436522>

6. Ellison, N., Heino, R., & Gibbs, J. (2006). Managing impressions online: Self-presentation processes in the online dating environment. *Journal of Computer-Mediated Communication, 11*(2), 415-441.
 - a. <http://onlinelibrary.wiley.com/doi/10.1111/j.1083-6101.2006.00020.x/full>

Week 7: Communication and Maintaining Relationships in the 21st Century

Topics

- Benefits of tech/social media
- Costs of tech/social media

Media

1. Time Magazine: *How 'Textual Chemistry' Is Changing Dating*
 - a. <http://time.com/4217474/valentines-day-texting-and-dating/>
2. Time Magazine: *Kim Stolz: How Social Media Is Ruining Our Relationships*
 - a. <http://time.com/2917916/kim-stolz-how-social-media-is-ruining-our-relationships/>
3. Time Magazine: *These 5 Apps Will Help You Survive a Long Distance Relationship*
 - a. <http://time.com/3705848/apps-long-distance-relationship/>

Research

4. Coyne, S. M., Stockdale, L., Busby, D., Iverson, B., & Grant, D. M. (2011). "I luv u:!)": A descriptive study of the media use of individuals in romantic relationships. *Family Relations, 60*(2), 150-162.
 - a. <http://www.jstor.org/stable/pdf/41236755.pdf>
5. Gabb, J., & Fink, J. (2015). *Couple relationships in the 21st century*. Springer.
 - a. Chapter 3: Communication
6. Greenberg, S., & Neustaedter, C. (2013). Shared living, experiences, and intimacy over video chat in long distance relationships. In C. Neustaedter, S. Harrison, A. Sellen (Eds.) *Connecting Families* (pp. 37-53). London: Springer-Verlag.
 - a. http://ucelinks.cdlib.org:8888/sfx_local?sid=google&aunit=S&aulast=Greenberg&atitle=Shared+living,+experiences,+and+intimacy+over+video+chat+in+long+distance+relationships&id=doi:10.1007/978-1-4471-4192-1_3

Optional

7. The Atlantic: *A Definitive Etiquette Guide for Couples on Social Media*
 - a. <https://www.theatlantic.com/technology/archive/2012/06/definitive-etiquette-guide-couples-internet/327336/>
8. Time Magazine: *You Have a 1-in-4 Chance of Having your Sexts Shared*
 - a. <http://time.com/4438871/you-have-a-1-in-4-chance-of-having-your-sexts->

shared/

Week 8: Redefining Gender Roles in the 21st Century

Topics

- Negotiations among heterosexual couples: Moms become breadwinners
- Negotiations among same sex couples

Media

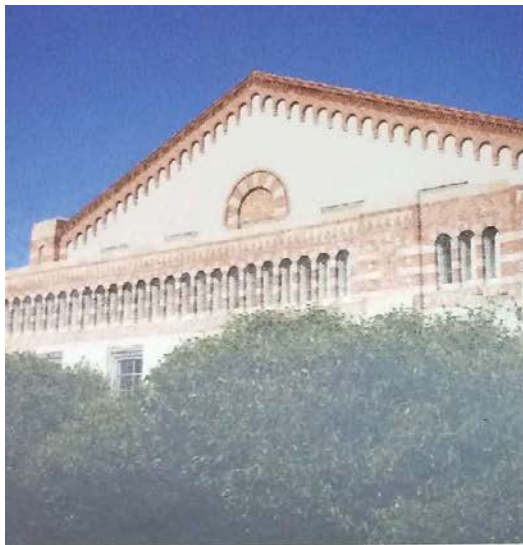
1. New York Times: *U.S. Women on the Rise as Family Breadwinner*
 - a. <http://www.nytimes.com/2013/05/30/business/economy/women-as-family-breadwinner-on-the-rise-study-says.html>
2. New York Times: *The Changing American Family*
 - a. Read case story: 'For career jugglers, life goes by fast' and 'The baby boom for gay parents.'
http://www.nytimes.com/2013/11/26/health/families.html?nl=todaysheadlines&emc=edit_th_20131126&_r=1&
3. Tide commercial
 - a. <https://www.youtube.com/watch?v=IvwkyXwn8vY>

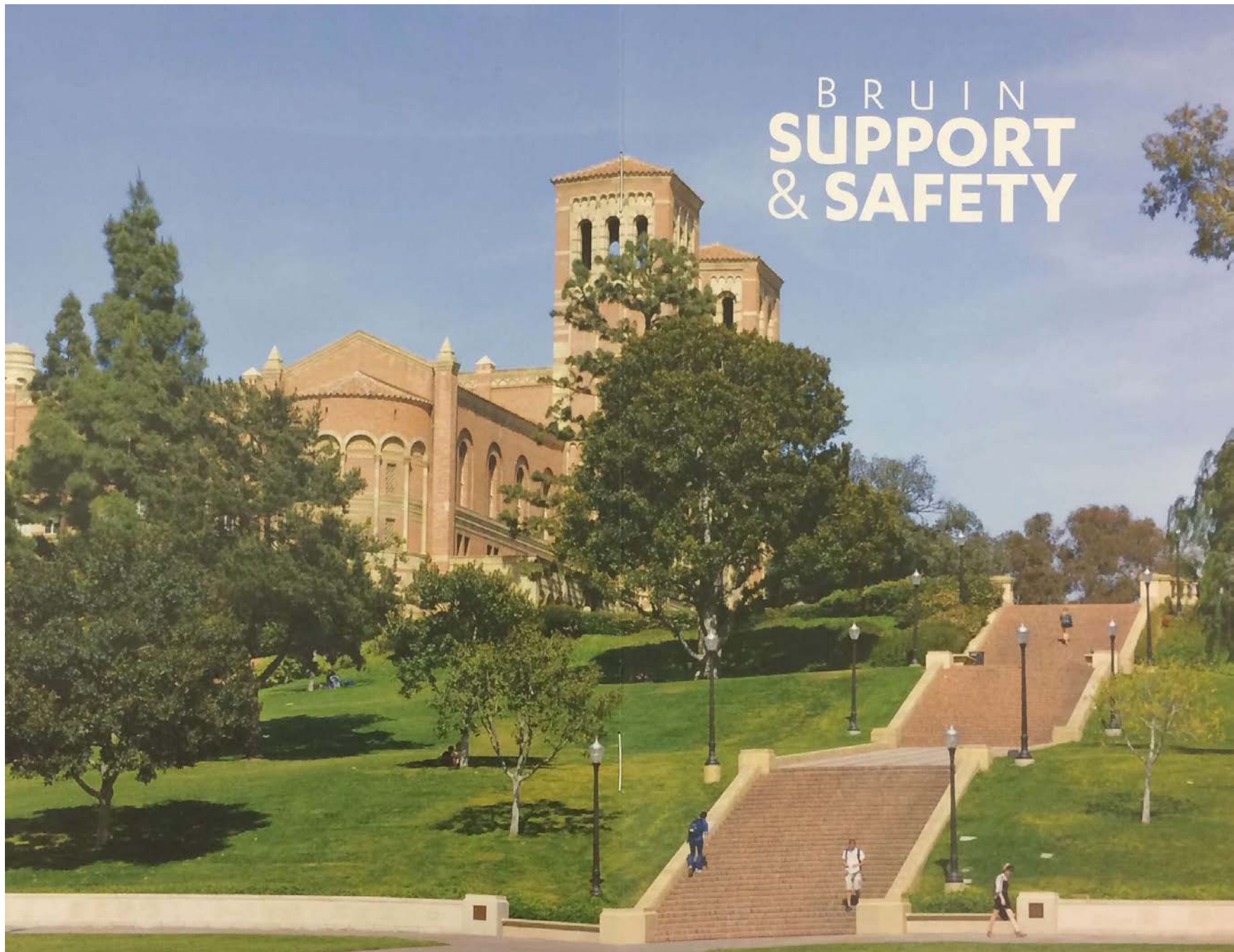
Research

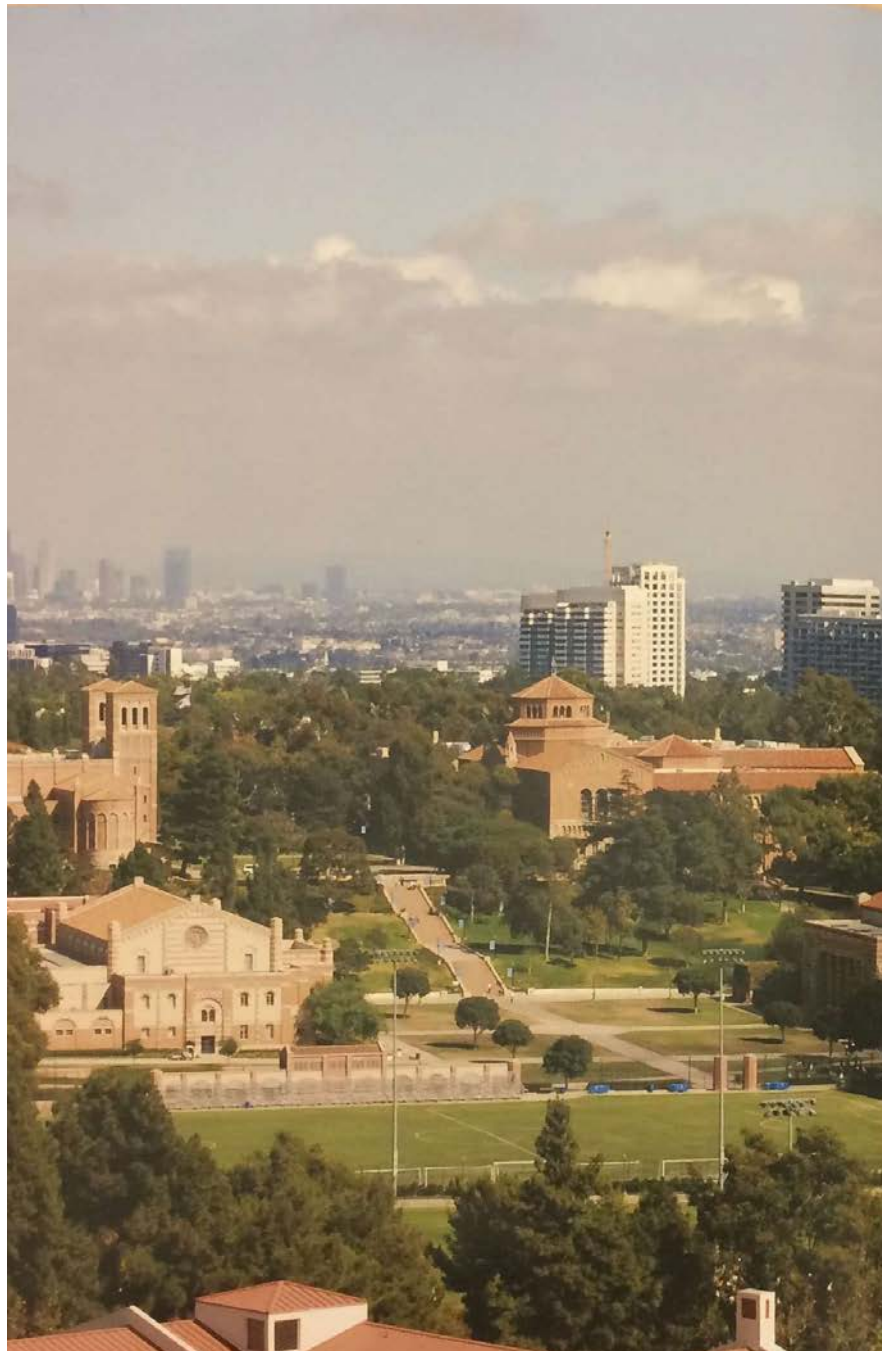
4. Hochschild, A., & Machung, A. (2012). *The second shift: Working families and the revolution at home*. New York: Penguin Group Inc.
 - a. Read Chapter 1 (A Speed-up in the Family) and Chapter 2 (Marriage in the Stalled Revolution)
5. Hadley, E., & Stuart, J. (2009). The expression of parental identifications in lesbian mothers' work and family arrangements. *Psychoanalytic Psychology*, 26(1), 42-68.
 - a. <http://search.proquest.com/docview/614493181/fulltextPDF/3A7AB831DC1A4960PQ/1?accountid=14512>

Optional

6. Crittenden, A. (2002). *The price of motherhood: Why the most important job in the world is still the least valued*. Henry Holt and Company, LLC.
 - a. Read Chapter 1 (Where we are now) and Chapter 13 (It was her choice)







Late Cancellation and Missed Appointment Policy

If you need to cancel an appointment, please call or cancel online at least 24 hours prior to your appointment. Cancellations made within the 24 hours preceding your appointment time are considered "late" and will incur a fee of \$20, which will be billed to your BruinBill account for each late cancellation or missed appointment. Limited-eligibility students are charged \$50 for each late cancellation or missed appointment.

Urgent Counseling & 24 Hour Access

Although CAPS operates on an appointment basis, a student may face an urgent concern or crisis that feels too overwhelming to wait for a scheduled appointment. CAPS professionals are available for urgent in-person assessment and intervention on weekdays between 9:00 am and 4:00 pm. Crisis counselors are available for phone consultation 24 hours a day, 7 days a week, by calling the CAPS main phone line at 310-825-0768.

(310) 825-0768 | www.counseling.ucla.edu

THE CONSULTATION & RESPONSE TEAM (CRT)

The Consultation & Response Team (CRT) is a group of professional staff members charged with responding to reports of students who may be in distress and students of concern. Each week, members meet to assess distressed students' needs and develop a plan of care, which may include student outreach or referrals to campus and community resources. Please email CRTeam@ucla.edu or call 310-825-7291 to speak with a Case Manager who can advise on how to support a student in distress or a student of concern. Case Managers do not maintain 24 hour access to email or phone. For additional information and resources to support a student in distress, please visit the CRT website at www.studentincrisis.ucla.edu

CASE MANAGERS

Students' personal situations may negatively impact their well-being or academic life. In other instances, students' actions may disturb campus community members. In these situations, Case Managers are available to receive reports of concern and determine an appropriate response to assist the student and those who may also be impacted by the situation. Case Managers are available to consult with or provide training for campus community members who would like to better support students of concern. Case Managers must abide by FERPA laws, which means they are a private, not confidential resource.

The Case Managers can assist with the following:

- Academic support including notifying professors regarding missed classes, dropping a class, withdrawal, etc.
- Referrals to campus and community resources
- Emergency housing and/or exploring housing options
- Consultation for the university community regarding students in distress

The Case Management Team can be reached by emailing CRTeam@ucla.edu or calling 310-825-7291.



ADDITIONAL RESOURCES

OFFICE OF THE DEAN OF STUDENTS

1206 Murphy Hall www.deanofstudents.ucla.edu
310-825-3871 dean@saonet.ucla.edu

ARTHUR ASHE STUDENT HEALTH AND WELLNESS CENTER

Bruin Plaza www.studenthealth.ucla.edu
310-825-4073

TITLE IX OFFICE

2241 Murphy Hall www.sexualharassment.ucla.edu
310-206-3417 titleix@conet.ucla.edu

UCLA POLICE DEPARTMENT (UCPD)

601 Westwood Plaza www.ucpd.ucla.edu
310-825-1491 info@ucpd.ucla.edu

Evening Van Service

310-825-1493 Hours of Operation: Monday through Thursday, 6:00 pm - 11:00 pm

The Evening Van Service provides a safe means of transportation between campus buildings, on-campus housing and nearby residential areas during the evening hours. The service is free of charge and available to all UCLA students, staff, faculty and visitors.

Evening Escorts

310-794-WALK or 310-794-9255

CSO escorts are available free of charge to walk with students, faculty, staff or visitors 365 days a year from dusk until 1:00 am between campus buildings, local living areas or Westwood Village within the approximate boundaries of Sunset Boulevard to the north, Hilgard to the east, Wilshire to the South, and Veteran to the west.

CENTER FOR ACCESSIBLE EDUCATION (CAE)

A255 Murphy Hall www.cae.ucla.edu
310-825-1501

CAE's services are designed to meet the unique educational needs of regularly enrolled UCLA students with documented permanent and temporary disabilities.

STUDENT LEGAL SERVICES

A239 Murphy Hall www.studentlegal.ucla.edu
310-825-9894 slegal@saonet.ucla.edu

Student Legal Services provides confidential legal counseling and assistance regarding a wide range of legal issues to all currently registered and enrolled UCLA students.

LGBT RESOURCE CENTER

B36 Student Activities Center www.lgbt.ucla.edu
310-206-3628 lgbt@ucla.edu

The LGBT Center provides a comprehensive range of education and advocacy services supporting intersectional identity development. The LGBT Resource Center seeks to foster unity, wellness, and an open, safe and inclusive environment for all students, whether LGBT or ally.

BRUIN RESOURCE CENTER (BRC)

B44 Student Activities Center www.brc.ucla.edu
310-825-3945 brc@saonet.ucla.edu

The BRC specializes in supporting former foster youth, undocumented students, transfer students, veterans and students with children.

OFFICE OF OMBUDS SERVICES

Strathmore Building 310-825-7627
501 Westwood Plaza 8 am-5pm, Monday-Friday or by appointment
Suite 105

The Office of Ombuds Services is a place where members of the UCLA community—students, faculty, staff and administrators—can go for assistance in resolving conflicts, disputes or complaints on an informal basis. In order to afford visitors the greatest freedom in using its services, the Office is independent, neutral and confidential.

COUNSELING & PSYCHOLOGICAL SERVICES (CAPS)

Location:

John Wooden Center West
221 Westwood Plaza
Box 951556
Los Angeles, CA 90095-1556

Phone:

(310) 825-0768
Crisis Counseling available 24-hours a day by phone.

Hours of Operation:

Monday - Thursday, 8:00 am to 7:00 pm
Friday, 9:00 am to 5:00 pm
(Except for University holidays)

Our entrance faces the Intramural Field and Drake Stadium. Reception is located on the second floor. The first floor contains conference and group rooms only.

In the broadest terms, the mission of CAPS is to promote academic achievement and reduce attrition and impediments to academic success. In carrying out this charge, our mission is: (1) to promote positive personal growth and self-management by UCLA students; (2) to assist students in coping with increasingly complex and stressful emotional crises, trauma and mental health issues which may interfere with academic and personal functioning; and (3) to enhance the psychological well-being and safety of the campus community. Services and programs include:

- individual counseling and psychotherapy, group therapy, emergency intervention, and psychological testing;
- psychiatric evaluation and treatment;
- crisis consultation, mentoring programs and organizational consultation;
- psychoeducational programs and workshops;
- training for mental health professionals at the masters, doctoral, postdoctoral, and residency level; and
- campus mental health and wellness promotion.

We take protecting your privacy very seriously. Our licensed independent practitioners operate under the professional conduct standard of the UC Faculty Code of Conduct and the California Department of Consumer Affairs. Our services are confidential, meaning that we will not disclose information about your treatment to anyone who is not directly involved in your care without your written permission, or as required by law. There are some exceptions to confidentiality that you should be aware of, like instances where the clinician is obligated to violate confidentiality to protect their client, or protect children or elders from potential threat or harm.

ELIGIBILITY AND FEES

- All registered students are eligible for services
- With SHIP – services are covered
- Without SHIP - \$15 per session

MAKE AN APPOINTMENT

- Appointments can only be made in person (cannot be scheduled online).
- Cancellations can be done in person, by phone, or online.
- Please call or visit during our business hours to schedule an appointment.

CAMPUS ASSAULT RESOURCES & EDUCATION (CARE)

Advocacy Office for Sexual and Gender-Based Violence and Misconduct

CARE provides a safe place for survivors of sexual assault, dating and domestic violence, sexual harassment, and stalking to get support, consultation, and to have a safe place to talk. CARE offers response and prevention services and is located on the first floor of John Wooden Center West.

IMMEDIATE RESPONSE

If you have been a victim of sexual assault, dating or domestic violence, or stalking:

- Call 911 or contact UC Police Department at 310-825-1491
- Contact a CARE Advocate at 310-206-2465 during normal business hours or email CAREadvocate@caps.ucla.edu
- Contact the Rape Treatment Center, Santa Monica-UCLA Medical Center at 424-259-7208 (Counselors available 24/7 by phone)
- Call CAPS 24-hour crisis hotline at 310-825-0768

ADVOCACY

A CARE Advocate is a free confidential resource for student survivors of sexual assault and gender based violence. CARE Advocates are available for survivors whether they chose to report the incident or not, and no matter where or when the assault occurred. CARE Advocates can assist students in finding resources, navigating reporting options, and receiving campus accommodations. If you are in a situation in which you have reported the incident and you are without an advocate, you have the right to wait until the advocate is present to continue with the proceeding.

The CARE Advocate will provide information on:

- Your rights and options as a survivor
- Reporting options and accompaniment through reporting processes (interviews, line-ups, etc.)
- Assistance with academic, living, transportation and work accommodations
- Obtaining emergency protective orders, restraining orders, or university no contact directives
- Assistance navigating the criminal justice system, university conduct system, or civil system

www.sexualviolence.ucla.edu | www.counseling.ucla.edu/care
(310) 206-2465 | (310) 825-0768 24/7



New Course Proposal

Psychology 98TB Love and Sex in the 21st Century: A Critical Look at Myths, Media, and Movements

Course Number	Psychology 98TB
Title	Love and Sex in the 21st Century: A Critical Look at Myths, Media, and Movements
Short Title	LOVE IN 21ST CENT
Units	Fixed: 5
Grading Basis	Letter grade only
Instructional Format	Seminar - 3 hours per week
TIE Code	SEMT - Seminar (Topical) [T]
GE Requirement	Yes
Major or Minor Requirement	No
Requisites	Enforced: Satisfaction of entry-level Writing requirement. Freshmen and sophomores preferred.
Course Description	Seminar, three hours. Requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred. Exploration of extent to which nature of intimate relationships have changed in 21st century. Although popular articles claim that relationships are impacted by modern technology, decipherment of how and which sources are trustworthy. Letter grading.
Justification	Part of the series of seminars offered through the Collegium of University Teaching Fellows
Syllabus	File Nguyen_Syllabus.pdf was previously uploaded. You may view the file by clicking on the file name.
Supplemental Information	Instructor (Teresa Nguyen) UID: 704258605 Professor Thomas Bradbury is the faculty mentor for this course.
Grading Structure	Participation (20%) Discussion ideas (15%) Research Project - Proposal and Annotated Bibliography (5%) - First Draft of Research Paper (20%) - Conference-Style Presentation (10%) - Final Draft of Research Paper (30%)
Effective Date	Spring 2018
Discontinue Date	Summer 1 2018
Instructor	Name: Teresa Nguyen Title: Teaching Fellow
Quarters Taught	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer
Department	Psychology
Contact	Name: MICHELLE CHEN E-mail: mchen@oid.ucla.edu
Routing Help	

ROUTING STATUS

Role: Registrar's Office**Status:** Processing Completed**Role:** Registrar's Publications Office - Livesay, Blake Cary (BLIVESAY@REGISTRAR.UCLA.EDU) - 61590**Status:** Added to SRS on 8/31/2017 10:31:49 AM**Changes:** Description**Comments:** Course description edited into official version. Removed "the" and "A" from title.**Role:** Registrar's Scheduling Office - Hiatt, Michelle N (MHIATT@REGISTRAR.UCLA.EDU) - 310-825-12**Status:** Added to SRS on 8/30/2017 1:04:22 PM**Changes:** Short Title**Comments:** No Comments**Role:** FEC School Coordinator - Kikuchi, Myrna Dee Castillo (MKIKUCHI@COLLEGE.UCLA.EDU) - 45040**Status:** Approved on 8/25/2017 4:16:59 PM**Changes:** No Changes Made**Comments:** Approved by College FEC Chair, Joe Bristow. Routing to Doug Thomson in the Registrar's Office.**Role:** FEC Chair or Designee - Bristow, Joseph E (JBRISTOW@HUMNET.UCLA.EDU) - 54173**Status:** Approved on 8/20/2017 8:07:10 PM**Changes:** No Changes Made**Comments:** No Comments**Role:** FEC Chair or Designee - Kikuchi, Myrna Dee Castillo (MKIKUCHI@COLLEGE.UCLA.EDU) - 45040**Status:** Returned for Additional Info on 8/4/2017 4:41:15 PM**Changes:** No Changes Made**Comments:** Routing to Joe Bristow for FEC approval.**Role:** CUTF Coordinator - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042**Status:** Approved on 7/14/2017 6:08:54 PM**Changes:** No Changes Made**Comments:** on behalf of Professor Kathleen L. Komar, Chair, CUTF Faculty Advisory Committee**Role:** Initiator/Submitter - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042**Status:** Submitted on 7/14/2017 5:31:11 PM**Comments:** Initiated a New Course Proposal[Back to Course List](#)

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Comments or questions? Contact the Registrar's Office at
cims@registrar.ucla.edu or (310) 825-6704