

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.

❑ General Knowledge

The course will provide students with a spectrum of theoretical and methodological perspectives used by social scientists.

❑ Integrative Learning

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.

❑ Ethical Implications

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).

❑ Cultural Diversity

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.).

❑ Critical Thinking

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.

❑ Rhetorical Effectiveness

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.

❑ Problem-solving

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.

❑ Library & Information Literacy

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.

(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) | | |
|--|--|--|

| | | | |
|--|---|-----------|----------------|
| 1. General Review & Preparation: | <u>1</u> | (hours) | |
| 2. Reading | <u>5</u> | (hours) | |
| 3. Group Projects: | <u>1</u> | (hours) | |
| 4. Preparation for Quizzes & Exams: | <u>N/A</u> | (hours) | |
| 5. Information Literacy Exercises: | <u>N/A</u> | (hours) | |
| 6. Written Assignments: | <u>5</u> | (hours) | |
| 7. Research Activity: | <u>N/A</u> | (hours) | |
| (B) TOTAL Out-of-class time per week | <table border="1"><tr><td>12</td></tr></table> | 12 | (HOURS) |
| 12 | | | |
| GRAND TOTAL (A) + (B) must equal at least 15 hours/week | <table border="1"><tr><td>15</td></tr></table> | 15 | (HOURS) |
| 15 | | | |

INTIMATE RELATIONSHIPS: Interactions with Culture, History, and Social Norms

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 methods and approaches to understanding intimate relationships. This interdisciplinary course draws from psychology, history, and sociology to provide a broad framework of the current field of relationship science. The study of intimate relationships will expand to address issues related to societal institutions (e.g., formal/legalized marriage), economic recession (e.g., marriages among low-income couples), equity and inclusion (e.g., women's rights movement; LGBTQ), etc. In this course, you will explore questions that include:

- What hypotheses do relationship scientists test? What study designs do they employ?
- What constitutes as a "credible" source with academic merit in this field?
- What are the theoretical frameworks that guide relationship science?
- How are the foundational principles of intimate relationships influenced by culture, history, and social norms?
- How has the institution of marriage changed over time?
- Why are low-income couples more likely to divorce? How is this influenced by current social, cultural, and economic factors?

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 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! 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!

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 research designs/methods could address these remaining questions?
- 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.)?

Your main argument should come from credible sources (because of course you want to be persuasive!). Your paper will follow the same guidelines that relationship scientists use:

- Ground your claims in existing relationship theories
- Cite primary research articles from peer-reviewed, scholarly journals (e.g., Journal of Family Psychology)

- Note: Secondary sources from book chapters, review papers, editorials, and encyclopedias are not primary research articles (hint: they contain no ‘Methods’ section)
- Cite a variety of sources that employ different empirical methodologies:
 - Experimental designs
 - Longitudinal designs
 - Correlational designs
 - Meta-analysis
- Use APA 6th edition formatting

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.

Teresa P. Nguyen

B44 Student Activities Center
www.brc.ucla.edu

310.825.3945
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 - Theories and foundational principles of intimate relationships | |
| Week 2 | Research Methods for Relationships Scientists - Testing hypotheses - Designing studies <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 | Historical Changes in Marriage - Deinstitutionalization of marriage - Non-traditional relationships | - Readings - Discussion ideas |
| Week 4 | Cultural Influences on Relationships - Race and Ethnicity - Gender Identification | - Readings - Discussion ideas |
| Week 5 | Cultural Influences on Relationships cont'd. - Socioeconomic status | - Readings - Discussion ideas - <i>1st Draft Research Paper</i> |
| Week 6 | Attraction - Foundational principles - Contemporary influences of social media | - Readings - Discussion ideas - <i>Peer Review</i> |
| Week 7 | Communicating and Maintaining Relationships - Intimacy Process Model as a framework - Costs of tech/social media | - Readings - Discussion ideas |
| Week 8 | Influence of Social Norms - Negotiations among heterosexual couples - 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: Introduction to the field of relationship science

Topic

- Theories and foundational principles of intimate relationships

Readings

1. Finkel, E. J., Simpson, J. A., & Eastwick, P. W. (2017). The psychology of close relationships: Fourteen core principles. *Annual Review of Psychology*, 68, 383-411. doi:<http://dx.doi.org/10.1146/annurev-psych-010416-044038>
2. Bradbury, T., & Karney, B. (2014). Theoretical Frameworks. In *Intimate Relationships* (2nd ed., pp. 82-130). New York, NY: W. W. Norton & Company.
3. Harvey, J. H., & Pauwels, B. G. (1999). Recent development in close-relationships theory. *Current Directions in Psychological Science*, 8(3), 93-95. doi:<http://dx.doi.org/10.1111/1467-8721.00022>

Week 2: Approaches to studying intimate relationships

Topics

- Research methods for social scientists
- Designing studies to test hypotheses
- Anatomy of a peer-reviewed, scholarly journal article

Readings

1. Miller, B., Rollins, B., & Thomas, D. (1982). On Methods of Studying Marriages and Families. *Journal of Marriage and Family*, 44(4), 851-873. doi:10.2307/351451
2. Huston, T. (2000). The Social Ecology of Marriage and Other Intimate Unions. *Journal of Marriage and Family*, 62(2), 298-320. Retrieved from <http://www.jstor.org/stable/1566741>
3. Bradbury, T., & Karney, B. (2014). Tools of relationship science. In *Intimate Relationships* (2nd ed., pp. 33-81). New York, NY: W. W. Norton & Company.

Week 3: Influence of History: Institution of Marriage in the Modern Age and Non-traditional Relationships

Topics

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

Readings

1. 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.
2. Gabb, J., & Fink, J. (2015). *Couple relationships in the 21st century*. Springer.
 - a. Chapter 1, Chapter 5
3. 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>
4. 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.
5. 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

Optional

6. Coontz, S. (2004). The world historical transformation of marriage. *Journal of Marriage and Family*, 66(4), 974-979.
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 4: Influence of Culture: Race and Gender IdentificationTopics

- How does race and ethnicity influence intimate relationships?
- In what ways are transgender relationships the same and different than cisgender relationships?

Research

1. Timmer, S. G., Veroff, J., & Hatchett, S. (1996). Family ties and marital happiness: The different marital experiences of Black and White newlywed couples. *Journal of Social and Personal Relationships, 13*, 335-359.
2. Jackson, G. L., Kennedy, D., Bradbury, T. N., & Karney, B. R. (2014). A Social Network Comparison of Low-Income Black and White Newlywed Couples. *J Marriage Fam, 76*, 967-982. doi:10.1111/jomf.12137
3. 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>
4. 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.
 - b. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4122619/pdf/nihms-598436.pdf>

Week 5: Influence of Culture: Socioeconomic Status

Topics

- Why are low-income individuals less likely to marry? And more likely to divorce if married?
- What stressors and strengths do low-income couples possess?

Research

1. 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>
2. 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/fl4/Supplemental_Trail%20and%20Karney.pdf
3. Jackson, G. L., Trail, T. E., Kennedy, D. P., Williamson, H. C., Bradbury, T. N., & Karney, B. R. (2016). The salience and severity of relationship problems among low-income couples. *Journal of Family Psychology, 30*, 2. doi:10.1037/fam0000158
4. Nguyen, T. P., Williamson, H. C., Karney, B. R., & Bradbury, T. N. (2017). Communication moderates effects of residential mobility on relationship satisfaction among ethnically diverse couples. *Journal of Family Psychology, 31*, 753-764. doi:10.1037/fam0000324

Optional

5. Edin, K., & Reed, J. M. (2005). Why don't they just get married? Barriers to marriage among the disadvantaged. *The Future of Children*, 117-137.

Week 6: Attraction and Forging RelationshipsTopics

- What are the foundational principles behind attraction?
- What principles of attraction remain the same with social media? What about differences?

Research

1. Bradbury, T., & Karney, B. (2014). Attraction and mate selection. In *Intimate Relationships* (2nd ed.). New York, NY: W. W. Norton & Company.
 - a. Attraction (pp. 173-178); Mate Selection (pp. 196-204)
2. 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
 - b. Chapter 1b: Love on the Internet?
3. 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>
4. McKenna, K. Y., Green, A. S., & Gleason, M. E. (2002). Relationship formation on the Internet: What's the big attraction?. *Journal of social issues*, 58(1), 9-31.

Optional

5. 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 RelationshipsTopics

- What is the Intimacy Process Model and how does it provide a framework for communication exchanges?
- What in-person communication behaviors predict relationship quality?
- In the modern era, what are the benefits and costs of tech/social media?

Research

1. Reis, H. T., & Shaver, P. (1988). Intimacy as an interpersonal process. *Handbook of personal relationships*, 24(3), 367-389.
2. Woodin, E. M. (2011). A two-dimensional approach to relationship conflict: Meta-analytic findings. *Journal of Family Psychology*, 25, 325-335. doi:10.1037/a0023791
3. 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>
4. Gabb, J., & Fink, J. (2015). *Couple relationships in the 21st century*. Springer.
 - a. Chapter 3: Communication
5. 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&auinit=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

Week 8: Influence of Social Norms: Redefining Gender RolesTopics

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

Research

1. 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)
2. 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>
3. 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)

Week 9: Conference Presentations

Week 10: Conference Presentation



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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