



Psychology 118

Marriage 101: Learning to Love Well & Build Kingdom Relationships

Spring 2023

Tuesday/Thursday 8:00 – 9:50 AM,
Winter Hall 210

CONTACT INFORMATION

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Office located: WH 332

Office Hours
Tuesday 1:15 – 2:30
Thursday 1:50 – 3:15 & by appointment

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Office Hours
Monday & Thursday 2:00 – 4:00
Friday 8:30-10:30 & by appointment

COURSE GOALS & OBJECTIVES

The main objective of this course is to introduce students to the field of relationship science as it applies to love, intimacy, and marriage. The focus will be on increasing student's formal knowledge of marriage, including relational challenges, compatibility issues, conflict, and communication. Self-awareness and relational awareness will be emphasized as it relates to cultivating healthy and intimate marriages, and the Biblical meaning and purpose of marriage will also be discussed. The course will also explore predictors of long-lasting, satisfying marriages in hopes of improving students' success in intimate relationships. Experiential activities will be utilized to assist students in understanding the depth and complexity of intimacy. After completing this course, students should be better equipped to choose compatible partners, to face unavoidable relationship challenges, and to experience greater relationship satisfaction.

Throughout this course, students will be expected to:

- Demonstrate a comprehensive overview and understanding of theories that constitute the field of relationship science and how these theories guide practice and research.
- Learn how to effectively integrate and apply, both theoretically and practically, the knowledge acquired in this course to their own personal and professional life.
- Increase their self-awareness regarding the impact of personal history on intimate relationships.
- Understand the ways in which culture and popular media influences societal perceptions on intimacy, love, and marriage.
- Think critically and develop an understanding of the Biblical meaning of marriage and ways that scientific research relates to Biblical teachings.

REQUIRED RESOURCES

- Fishbane, M. (2013). *Loving with the Brain in Mind: Neurobiology and Couple Therapy*. New York: W.W. Norton & Company.
- Gottman, J (2015). *The Seven Principles for Making Marriage Work: A Practical Guide from the Country's Foremost Relationship Expert*. New York: Harmony.
- Gurney, A. (2019). *Reimagining Your Love Story: Biblical and Psychological Practices for Healthy Relationships*. Michigan: Kregel Publications.

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- Keller, T. (2011). *The Meaning of Marriage: Facing the Complexities of Commitment with the Wisdom of God*. New York: Penguin Books.

GRADING CRITERION

Your grade in this course will be based on your performance on the following criteria:

- Mentor Couple Interview Paper (20%)
- Family Love Template Paper (25%)
- Relational Self-Awareness Journal (20%)
- Outside Class Exercises (15%)
- Reading Quizzes / Attendance & Participation (20%)

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Course grades will be assigned on the basis of this total score, using cut-point scores of 90, 80, 70 and 60 for grades of A, B, C and D, respectively (+ and – grades will be assigned at the instructor’s discretion).

COURSE PROJECTS

In addition to submitting quiz answers from the reading as a means of attendance, there are four required course projects – a Mentor Couple Interview Paper, a Family Love Template Paper, an ongoing Relational Self-Awareness Journal, and three Outside Class Exercises. Brief guidelines and due dates are given below, and specific guidelines for each one of these assignments can be found on Canvas.

1. Mentor Couple Interview Paper

- Due March 9, 2023
- Both students must schedule and attend the interview together, but submit their papers individually.
- Follow the directions and guidelines given in separate handout for conducting the interview and writing it up, including suggested questions and tips to help you obtain the information you will need to complete your paper.
- Your paper should be 10 pages long, in APA style (double-spaced, 12 point Times New Roman font, 1.0 inch margins), and uploaded to Canvas

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2. Family Love Template Paper

- Due April 11, 2023
- Specific guidelines and rationale are given in separate handout.
- Your paper should be 12 pages long, in APA style (double-spaced, 12 point Times New Roman font, 1.0 inch margins), and uploaded to Canvas

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3. Relational Self-Awareness Journal

- Due February 16, February 28, & May 3, 2023
- As you read *Reimagining Your Love Story*, complete the Practical Application questions at the end of each chapter. See Canvas for more details.

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4. Outside Class Exercises

- Due January 31, March 30, and April 18, 2023
- You will complete three outside class exercises throughout the semester and turn in a 2-4 page write up of each of your experiences on Canvas.
- Outside Class Exercise #1: Interview a friend about what it’s like to be friends with you (Due on 1/31/23)
- Outside Class Exercise #2: Take the love language or anatomy of love quiz & discuss compatibility in small groups (3/30/23)
- Outside Class Exercise #3: It’s a Date! That’s right – ask someone out. (Due on 4/18/23)
- More details on each outside class exercise can be found on Canvas

COURSE POLICIES

Class attendance and participation are expected, and you will be responsible for information gained by the readings as well as that supplied by the lecture. According to Westmont policy, students accruing more than

four absences during the course of the semester may be dropped from the class with an F. You are responsible for making up any work missed by excused or unexcused absences.

Assignments are due as specified on Canvas. Assignments turned in after the specified time will incur a 5% per day penalty. Exceptions will be considered if you turn in a written request one week prior to the due date.

Academic integrity: All students are expected to subscribe to the highest ideals of academic integrity. Any form of academic dishonesty will be dealt with as severely as allowed by the college, most likely a grade of F in the course and recommendation of dismissal from the college. "Academic dishonesty" includes, but is not limited to, plagiarism (see below), cheating, and falsification. Please refer to the College's policy on Academic Integrity:

<https://www.westmont.edu/office-provost/academic-program/academic-integrity-policy>

Plagiarism: Any student found cheating on class projects will receive an F for that particular project with no opportunity to make up the project. Although sometimes unintentional, plagiarism is considered cheating and students should be aware of how to properly acknowledge sources of information in order to avoid plagiarism. Plagiarism will not be tolerated at Westmont College. It violates relationships with known classmates and professors, and it violates the legal rights of people you may never meet. Offering other's work (or ideas, words, etc.) as your own without proper acknowledgment is not acceptable. Consequences for intentional or unintentional plagiarism are enumerated in the current plagiarism document at:

<https://www.westmont.edu/office-provost/academic-program/academic-integrity-policy>

Writers' Corner: Westmont's writing center, in Voskuyl Library 215, is a creative space where student writers can find skilled "test readers" as they develop projects for professors, employers, and others. Tutorials are friendly and free of charge. Students with appointments get first priority; drop-ins are also welcome. Make an appointment using WOnline at <https://westmont.mywconline.com/>

Accessibility and Accommodations. Students who choose to disclose a disability are encouraged to contact the Office of Disability Services (ODS) as early as possible in the semester to discuss possible accommodations for this course. Formal accommodations will only be granted for students whose disabilities have been verified by the ODS. Accommodations are designed to minimize the impact of a disability and ensure equal access to programs for all students with disabilities. Please contact ods@westmont.edu or visit the website for more information: <https://www.westmont.edu/disability-services> ODS is located upstairs in Voskuyl Library, 310, 311A.

Digital Etiquette: Electronic devices can be a great help in taking notes for this class. However, if you can't resist the temptation to check your email, Instagram, surf the web, etc., do not bring your device to class. It is difficult to take good notes and participate in class discussion while surfing the web and, additionally, electronic devices used for the purposes other than class can be a distraction to the students around you.

Confidentiality, Honor, and Respect: Given that there is a high likelihood that confidential material may emerge during class, it is essential that we are ethical in our treatment of others and uphold principles of confidentiality. Respect the trust of your classmates by maintaining and adhering to the principles of confidentiality.

Westmont's Community Life Statement calls us to treat each other according to two commands from Jesus: "Love one another as I have loved you," and "Love your neighbor as yourself." Further, our Diversity Matters document indicates that as we abide by these commandments, we learn to honor and respect one another. In this class, we will embody these commitments as we interact with one another and with the class material.

Take your Professor to Lunch: One of the things I value most is the opportunity to develop relationships with students. The classroom environment does not always allow for more personalized attention or one-on-one exchanges, but I am always open to getting together for coffee or lunch. You are welcome to take advantage of the *Take Your Professor to Lunch* passes that the Office of Campus Life makes available. I look forward to getting to know each one of you better!

<https://www.westmont.edu/student-life/campus-activities/westmont-college-student-association>.

READING AND CLASS SCHEDULE

PLEASE BE AWARE THAT THIS SYLLABUS AND ITS CONTENTS ARE SUBJECT TO CHANGE. CHANGES WILL BE ANNOUNCED IN CLASS AND STUDENTS ARE EXPECTED TO NOTE ANY CHANGES AT THAT TIME.

BEING ABSENT IS NOT AN EXCUSE FOR BEING UNINFORMED.

WEEK ONE: Introduction to Marriage 101 & The Big Picture

January 10

1. Keller Intro
2. Fishbane Intro

January 12

1. Fishbane Chapter 1
2. Gurney Intro

WEEK TWO: Love in the 21st Century

January 17: Observe Monday class schedule

January 19:

1. Modern Love: Scientific Insights from 21st Century Dating, *Psychological Science*
<https://www.psychologicalscience.org/observer/modern-love-scientific-insights-from-21st-century-dating>
2. Solomon, A (2017) *Hookup Culture*
https://www.psychologytoday.com/sites/default/files/solomon_hookup_culture_ecft_2017.pdf
3. Jamison, T.B., & Proulx, C.M. (2013). Stayovers in emerging adulthood: Who stays over and why? *Personal Relationships*, 20, 155-169.

WEEK THREE: Love in the 21st Century cont. & In this World But Not of It / Biblical Meaning of Marriage

January 24:

1. Keller Chapter 1
2. Gottman Chapters 1 & 2
3. Fishbane Chapter 2
4. Gurney Chapter 5

January 26:

1. Keller Chapter 2 & 3

WEEK FOUR: Biblical Theology & A Look at Your Non-Negotiables

January 31: Outside Class Exercise #1 Due

1. Fishbane Chapter 3, 4, & 5

February 2

1. Keller Chapter 4

WEEK FIVE: Biblical Theology cont.

1. February 7: Keller, K. (2012). *Don't Take it From Me: Reasons You Should Not Marry an Unbeliever*
<https://www.thegospelcoalition.org/cdn.ampproject.org/v/s/www.thegospelcoalition.org/article/dont-take-it-from-me-reasons-you-should-not-marry-an-unbeliever/>
2. Olaosebikan, K. (2014). *Three Misconceptions Christians Have about Marrying Non-Christians*.
<https://relevantmagazine.com/life/relationships/3-misconceptions-christians-have-about-marrying-non-christians>
3. Ortberg, N. (2005). *Is it A Sin to Marry a Non-Christian?*
<https://www.christianitytoday.com/biblestudies/bible-answers/marriage/unequallyyoked.html>

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February 9: What's Your Once Upon a Time?

1. Gurney Chapters 1, 2, & 3
2. Hudson, N.W., Fraley, R.C., Brumbaugh, C.C., & Vicary, A.M. (2014). Coregulation in romantic partners' attachment styles: A longitudinal investigation. *Personality and Social Psychology Bulletin*, 40, 845-857.

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WEEK SIX: Relational Self Awareness

February 14:

1. Fishbane Chapter 10

February 16: Submit Relational Self-Awareness Journal (Chs. 1, 2, 3, & 5)

WEEK SEVEN: Relational Self Awareness

February 21: President's Day Holiday; no classes

February 23: A Closer Look at the Fairy Tale and Discoveries in Relational Science

1. Gurney Chapters 6, 7, & 8
2. Keller Chapter 7
3. Dai, X., Dong, P., & Jia, J.S. (2014). When does playing hard to get increase romantic attraction? *Journal of Experimental Social Psychology: General*, 143, 521-526

WEEK EIGHT: Mars, Venus, or Planet Earth? Roles of Men and Women

February 28: Submit Relational Self-Awareness Journal (Chs. 4, 6, 7, & 8)

1. Gurney Chapter 4
2. Janet S. Hyde *Gender Similarities Hypothesis* article
3. Keller Chapter 6
4. Fishbane Chapter 6

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March 2: Partnering Across Cultural Differences,

1. Bhugun, D. (2017). Parenting advice for intercultural couples: A systemic perspective. *Journal of Family Therapy*, 39, 454-477.
2. Maynigo, T. (2017) Intercultural couples and families. In S. Kelly (Ed.) *Diversity in couple and family therapy: Ethnicities, sexualities, and socioeconomics* (pp.309-336). Santa Barbara, CA: Praeger.

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WEEK NINE: Partnering Across Cultural Differences cont.

March 7

1. Chambers, A. (2009). Premarital counseling with middle-class African-Americans. In M. Rastogi & V. Thomas (Eds.), *Multicultural Couple Therapy* (pp. 217-233). Los Angeles: Sage.
2. Jacobs, M. (2014). The Arranged Marriage that Ended Happily Ever After. <https://www.vogue.com/article/arranged-marriage-that-ended-happily-ever-after-30-years-later>
3. Qian, Z. (2005). Breaking the last taboo: Interracial marriage in America. *Contexts*, 4(4), 33-37.

March 9 : Mentor Couple Interview Paper Due

1. Gottman Chapters 3 & 4

WEEK TEN: SPRING BREAK!!

WEEK ELEVEN: From Here to 'I Do'

March 21

1. Gottman Chapters 5 & 6
2. Helen Fisher's *Why Him? Why Her?* article
3. Laws of Attraction: How do we select a life partner?

March 23: Challenges in Intimate Relationships:

1. Brown, B. *Daring Greatly* Chapter 7, "Wholehearted parenting: Daring to be the adults we want our children to be," p. 214-245.
2. Slaughter, A. (2012). Why women still can't have it all. *The Atlantic*.
3. Hall, J.H., & Fincham, F.D. (2009). Psychological distress: Precursor or consequence of dating infidelity? *Personality and Social Psychology Bulletin*, 35, 143-159.

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WEEK TWELVE: Expected & Unexpected Challenges in Intimate Relationships: From Housework & Parenting to Addiction & Affairs

March 28

1. Richardson, D.S. (2014). Everyday aggression takes many forms. *Current Directions in Psychological Science*, 23, 220-224.
2. Christensen, A. & Jacobson, N. (2014). Chap. 15: "Don't Do That to Me!": Violence, Verbal Abuse, and Infidelity. In *Reconcilable Differences, Second Edition: Rebuild your relationship by rediscovering the partner you love—without losing yourself*. (pp. 287-308).
3. Gordon, K.C., Khaddouma, A., Baucom, D.H., Snyder, D.K. (2015). Couple therapy and the treatment of affairs. In A. S. Gurman, J. Lebow, Snyder, D.K. (Eds.), *The Handbook of Couple Therapy* (Fifth Edition, pp.412-444). New York: The Guilford Press.

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March 30: Outside Class Exercise #2 Due

WEEK THIRTEEN: The Art of Fighting Fair

April 4

1. Gurney Chapter 10
2. Gottman Chapters 7, 8, 9

April 6

1. Fishbane Chapter 7
2. Keller Chapter 5

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WEEK FOURTEEN: Communication: The Lifeblood of Relationships

April 11: Family Love Template Paper Due

1. Gurney Chapter 9
2. Gottman Chapters 10 & 11

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April 13

1. Fishbane Chapter 9
2. Ackerman, J.M., Griskevicius, V., & Li, N.P. (2011). Let's get serious: Communicating commitment in romantic relationships. *Journal of Social and Personal Relationships*, 100, 1079-1094.
3. Weigel, D.J., & Ballard-Reisch, D.S. (2014). Constructing commitment in intimate relationships: Mapping interdependence in the everyday expressions of commitment. *Communication Research*, 41, 311-332.

WEEK FIFTEEN: Sex in Intimate Relationships

April 18: Outside Class Exercise # 3 Due

1. Fishbane Chapters 8
2. Sprecher, S. (1999). 'I love you more today than yesterday': Romantic partners' perceptions of changes in love and related affect over time. *Journal of Personality and Social Psychology*, 76, 46-53.

April 20:

1. Keller Chapter 8
2. Sue Johnson *Love Sense* Chapter 5, "The Body"
3. Acevedo, B.P., & Aron, A. (2009). Does a long-term relationship kill romantic love? *Review of General Psychology*, 13, 59-65.
4. Heiman, J.R., Long, J.S., Smith, S.N., Fisher, W.A., Sand, M.S., & Rosen, R.C. (2011). Sexual satisfaction and relationship happiness in midlife and older couples in five countries. *Archives of Sexual Behavior*, 40, 741-753.
5. Willoughby, B.J., Carroll, J.S., & Busby, D.M. (2014). Differing relationship outcomes when sex happens before, on, or after first dates. *Journal of Sex Research*, 51, 52-61.
6. Selected readings from *God Loves Sex* by Dan Allender & Tremper Longman.

WEEK SIXTEEN: Reclaiming the Story of Love

April 25:

1. Sue Johnson *Love Sense* Chapter 10 "Love in the 21st Century"
2. Gordon, A.M., Impett, E.A., Kogan, A., Oveis, C., & Keltner, D. (2012). To have and to hold: Gratitude promotes relationship maintenance in intimate bonds. *Journal of Personality and Social Psychology*, 103, 257-274.

April 27

1. Gurney Chapters 11, 12 & Conclusion
2. Gottman Afterword
3. Fishbane Conclusion

**FINALS WEEK: Submit Relational Self-Awareness Journal (Chs. 9, 10, 11, & 12)
by 10:00 am on Wednesday 5/03/22**

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Commented [MOU22]: Certification criteria #2 (Purity Culture Mini-Lecture)