

FCS 3630 – 001 INTIMACY AND LOVE
Spring 2022, Alfred Emery Building 350
Tuesdays & Thursdays, 12:25 – 1:45 PM

Fulfills Social/Behavioral Science Exploration Requirement

Instructor: Robyn W. Ray, MS

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Office Hours: By appointment only

COURSE DESCRIPTION

How do we build and preserve strong, resilient, and successful coupled relationships? How do we sustain them through intimate, loving, respectful, appreciative, and supportive interactions, communication, and problem-solving? How can we deepen the intimacy and love in these relationships? What are the obstacles to making them work? Why aren't we more successful? What does research help us understand about these and related matters?

A major objective of this course is to understand these important questions and how they are variously perceived and answered within different relevant points of view. Understanding these questions and the ways they are answered are important learning outcomes for our class. Although we may not be able to thoroughly explore all of these questions, it is through our study of them that we will learn of the important concepts and research endeavors that are addressing these and related matters. Hopefully this will give each of us a broader and deeper sense of how the relevant things we learn can be applied in our own experience.

REQUIRED COURSE MATERIALS

1. Fisher, H. E. (2004). *Why we love: the nature and chemistry of romantic love*. New York: St. Martins Griffin
2. Gottman, J. M., & Silver, N. (2015). *The seven principles for making marriage work*. London: Sevel Dials an imprint of Orion Publishing Group Ltd.

The required books are available for purchase at the University Campus Bookstore or online. If you choose to purchase a text online, make sure it is the correct edition. Supplemental readings may, throughout the semester, be posted on Canvas for you to download and read.

COURSE WEBPAGE

The course webpage is accessed through Canvas. You can sign in using your UNID on the Canvas link on the University of Utah homepage or CIS. Canvas will be utilized throughout the semester for all course teachings – including discussions, announcements, syllabus link, submission of assignments, access to supplemental readings, and email.

UNIVERSITY POLICIES

1. THE AMERICANS WITH DISABILITIES ACT: The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class,

reasonable prior notice needs to be given to the [Center for Disability & Access](#), 200 S Central Campus Drive, Rm 162, (801) 581-5020. CDA will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability & Access.

2. UNIVERSITY SAFETY STATEMENT: The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at (801) 585-2677(COPS). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit <http://safeu.utah.edu>, 200 S Central Campus Drive, Rm 270, (801) 581-7066.
3. ADDRESSING SEXUAL MISCONDUCT: Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to [report it](#) to Sherri Hayashi, Title IX Coordinator, in the Office of Equal Opportunity and Affirmative Action, Park Building, Rm 135, (801) 581-8365, or the Office of the Dean of Students, Union Building, Rm 270, (801) 581-7066. For support and confidential consultation, contact the [Center for Student Wellness](#), Student Services Building, Rm 328, (801) 581-7776. To report to the police, contact the [Department of Public Safety](#), (801) 585-2677(COPS).
4. UNDOCUMENTED STUDENT SUPPORT STATEMENT: Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the [Dream Center](#) at 1901 E Central Campus Drive, Rm 1120, (801) 213-3697.

SCHEDULING ACCOMMODATIONS

During most scheduled class meetings, we engage in activities, as individuals and/or in small groups, that build on your class preparation, readings, and other class activities. A few activities may require work outside of class but most are completed in class. For these activities, you receive credit if you are present, participate effectively, and turn your work in at the end of the particular class meeting. You should register only for those courses for which you have no scheduling conflicts that will interfere with your ability to complete course requirements as scheduled. I do not accept any late assignment/discussion post/paper/project submissions. If you miss an assignment due to medical illness or an emergency, you must provide documentation in order to make up missed work. As other events may arise, contact me as soon as possible, preferably before any due date, if there are extenuating circumstances that need to be addressed in completing assignments.

STUDENT RESPONSIBILITIES

You are expected to:

1. Spend 2-3 hours per credit hour in preparing for this course, including completing reading assignments and written assignments. As this is a 3-credit course, you should plan to spend 6-9 hours per week in preparation for this course.
2. Complete required assignments on time. Late work will NOT be accepted and you will receive a zero (unless you have made alternate arrangements in advance).
3. Participate in course discussions.
4. Treat one another, the instructor, and campus staff with respect.
5. Seek help from the instructor, and other resources such as the [Center for Disability & Access](#) or the [Writing Center](#), whenever necessary, and before minor problems become major barriers to learning.
6. Refer to the syllabus and the course web page for important information pertaining to assignments and course policies.
7. At least weekly check Canvas for any communication from the instructor. The instructor is not responsible for information not being read. Please note this may include issues with reading an assignment.
8. Students taking this course will need to possess basic computer literacy skills, at minimum. This means you can successfully download and operate various file types. You should also be able to troubleshoot technical issues and attempt to solve them on your own (a web search of your issue can reveal a lot). Please be sure all software and plug-ins are up-to-date. If you are not familiar with Canvas, you are responsible for your own mastery, and the [Canvas Student Guide](#) can help.

For the full list of student rights and responsibilities at the University of Utah:

<http://regulations.utah.edu/academics/guides/students/studentRights.php>

INSTRUCTOR RESPONSIBILITIES

The instructor will:

1. Be prepared for class.
2. May use a variety of teaching methods, such as lecture, group work, discussions, videos, etc. in an effort to create a stimulating learning environment and accommodate different learning styles.
3. Provide feedback on assignments in a timely manner.
4. Reply to email within 48 hours, not including weekends or holidays.
5. Follow all official University of Utah policies.
6. Consider accommodations for assigned work on an individual basis and only with the required documentation. No exceptions will be made to this policy.
7. Treat students equitably and with respect.

ACADEMIC HONESTY

All honesty and plagiarism policies established by the University of Utah will be upheld in class. Academic misconduct includes, but is not limited to, representing another's work as your own, collaborating on individual assignments, and submitting the same work for more than one course without the permission of both instructors. Any of these actions will not be tolerated.

Although you may choose to discuss course material and assignments with your classmates, your work is expected to be entirely your own. If you include information from outside the class or quotes in your written assignments, you must provide citations and a reference list. If you refer to, or change wording from an outside source, you must cite or you will not receive credit for the paper. Avoid the urge to over-rely on quotes; a written assignment that is substantially made up of quoted material will not be considered to be your own work, even if you have used correct citations.

If it is discovered that you have engaged in academic misconduct of any type in this course, the Family & Consumer Studies departmental policy states that you will fail the course and be reported to the Dean and VP for Academic Affairs, who will keep your name on record. Should you be reported more than once, you may face expulsion from the University.

For further information about the University of Utah's policies regarding academic misconduct, please refer to the online version of the [Student Handbook](#).

COMMUNICATION WITH THE INSTRUCTOR

My aim is to provide positive support to each student enrolled in the course throughout the semester. It is imperative that communication concerning questions about the course or course content is brought to my attention. Therefore, please be sure to talk to/email me as soon as possible with questions or comments.

CLASS MEETINGS AND READING ASSIGNMENTS

The following schedule is somewhat flexible with respect to timing since we may spend more or less time on a topic as determined by class interest. Assignment due dates within Canvas are firm and can be planned for accordingly. Our Course Content is listed below with their respective dates and rough reading assignments. The reading assignments next to a particular date are to be completed before coming to the date's class meeting. During most class meetings, we will work directly with the content from one of the assigned readings. Bringing copies of the assigned readings to class meetings will be very helpful.

COURSE REQUIREMENTS

Grade will be assigned on the following basis:

1. Weekly Assignments: roughly 240 points (10pts per assignment)
2. Weekly Intimacy & Love Log: 140 points (10pts per entry)
3. Final Project: 100 points

COURSE CONTENT

WEEK 1

Topics

1. Syllabus
2. Required books for the course
3. Various assignments and their descriptions

4. Introductions

Assignments

1. Pop-culture Article
2. Love Quotes

WEEK 2

Topics

1. Read Why We Love: The Nature and Chemistry of Romantic Love
 - Introduction: To the Reader
 - Chapter 1: "What Wild Ecstasy": Being in Love
 - Chapter 2: Animal Magnetism: Love among the Animals
 - Chapter 3: Chemistry of Love: Scanning the Brain "In Love"

Assignments

1. "What Wild Ecstasy"
2. Bjorn, Barbara, William
3. Intimacy & Love Log - Week 2

WEEK 3

Topics

1. Read Why We Love: The Nature and Chemistry of Romantic Love
 - Chapter 4: Web of Love: Lust, Romance, and Attachment
 - Chapter 5: "That First Fine Careless Rapture": Who We Choose
 - Chapter 6: Why We Love: The Evolution of Romantic Love
 - Chapter 7: Lost Love: Rejection, Despair, and Rage
2. Russell Brand's Lust Video

Assignments

1. Love Maps - Fisher
2. Breakup Video
3. Intimacy & Love Log - Week 3

WEEK 4

Topics

1. Read Why We Love: The Nature and Chemistry of Romantic Love
 - Chapter 8: Taking Control of Passion: Making Romance Last
 - Chapter 9: "The Madness of the Gods": The Triumph of Love
2. Episode 1 of the Brain, Heart, World Three-Part Documentary - video
3. Unwiring & Rewiring Your Brain: Sensitization and Hypofrontality
4. 6 Ways to Rewire Your Brain
5. What is Neuroplasticity? A Psychologist Explains

Assignments

1. Brain, Heart, World - Episode 1
2. Intimacy & Love log – Week 4

WEEK 5

Topics

1. 5 Love Languages
 - Receiving Gifts
 - Acts of Service
 - Quality Time
 - Physical Touch
 - Words of Affirmation
2. 5 Love Languages quiz
3. It Isn't About Your Love Language; It's About Your Partner's

Assignments

1. 5 Love Languages
2. Intimacy & Love Log - Week 5

WEEK 6

Topics

1. False Portraits
2. Myers-Briggs relationship type article
3. Montessori Tendencies of Humans
4. How the Enneagram System works
5. The 9 Enneagram Type descriptions
6. Enneagram Type Combinations
7. The Big Five Personality Traits
8. Big Five Personality Test
9. 36 Type Misidentifications within the Enneagram

Assignments

1. Enneagram Type
2. Enneagram Type Combinations
3. Intimacy & Love Log - Week 6

WEEK 7

Topics

1. 4 Ways to Set and Keep Your Personal Boundaries
2. Boundaries in Relationship and Stress
3. What Are Personal Boundaries?
4. Setting Boundaries for Stress Management
5. What Does a Healthy Relationship Look Like?

6. Creating Boundaries in Relationships – video

Assignments

1. Creating Boundaries in Relationships
2. Boundaries
3. Intimacy & Love Log - Week 7

WEEK 8

Topics

1. Read The Seven Principles for Making Marriage Work
 - Introduction
 - Chapter 1: Inside the Seattle Love Lab: The Truth About Happy Marriages
 - Chapter 2: What Does Make Marriage Work?
 - Chapter 3: How I Predict Divorce

Assignments

1. Complaint vs. Criticism
2. Intimacy & Love Log - Week 9

WEEK 9

Spring Break – No Class

WEEK 10

Topics

1. Read The Seven Principles for Making Marriage Work
 - Chapter 4: Principle 1: Enhance Your Love Maps
 - Chapter 5: Principle 2: Nurture Your Fondness and Admiration
 - Chapter 6: Principle 3: Turn Toward Each Other Instead of Away
2. Finding Julie Gottman – video

Assignments

1. Love Maps – Gottman
2. Relationship Critiques
3. Intimacy & Love Log - Week 10

WEEK 11

Topics

1. Read The Seven Principles for Making Marriage Work
 - Chapter 7: Principle 4: Let Your Partner Influence You
 - Chapter 8: The Two Kinds of Marital Conflict
 - Chapter 9: Principle 5: Solve Your Solvable Problems
 - Chapter 10: Coping with Typical Solvable Problems
2. Nicolas Carr's What the Internet is Doing to Our Brains – video

Assignments

1. Trust Exercise
2. Intimacy & Love Log – Week 11

WEEK 12

Topics

1. Read The Seven Principles for Making Marriage Work
 - Chapter 11: Principle 6: Overcome Gridlock
 - Chapter 12: Principle 7: Create Shared Meaning
 - Afterward: What Now?
2. Episode 2 of the Brain, Heart, World Three-Part Documentary – video

Assignments

1. Pillar One: Rituals of Connection
2. Magic Six Hours
3. Brain, Heart, World – Episode 2
4. Intimacy & Love Log - Week 12

WEEK 13

Topics

1. From Dr. Amir Levine and Rachel Heller's book: Attached. The New Science of Adult Attachment and How it Can Help You Find - and Keep - Love. Attachment Theory Explained – video
2. Take the Attached Compatibility Quiz - Deciphering My Own Attachment Style
3. What is Attachment Theory?
4. The Strange Situation - Mary Ainsworth – video
5. Part 1 and Part 2 of an Interview with Amir Levine
6. The Different Types of Attachment Styles
7. Take the Attached Compatibility Quiz - Deciphering My Partner/Date's Attachment Style
8. What Is Your Attachment Style? – video
9. What Your Love Style Says About Your Childhood – video
10. How Romantic Attachment Works – video

Assignments

1. Attachment
2. Dating Profile
3. Intimacy & Love Log - Week 13

WEEK 14

Topics

1. The Role of Love in Mental Health
2. Companionship and Mental Health
3. How Mental Illness Affects Romantic Relationships

4. What is Codependency?
5. Why You Might Have Intimacy Issues After Trauma
6. 25 Amazing Coping Skills Everyone Needs – video
7. Discussing Mental Illness with the Person You're Dating
8. Ways You Can Help a Loved One on Their Healing Journey

Assignments

1. Mental Health
2. Mental Health, Codependency, Coping Behaviors
3. Intimacy & Love Log - Week 14

WEEK 15

Topics

1. 40 Questions to Help Build Intimacy in a Relationship
2. Relationship Quiz: How Well Do You Know Your Partner?
3. Episode 3 of the Brain, Heart, World Three-Part Documentary – video

Assignments

1. I Appreciate...
2. Brain, Heart, World - Episode 3

WEEK 16

Assignments

1. Final Project

FINAL GRADE

Your final letter grade will be calculated as follows:

	A	94% or above	A-	90% - 93%		
B+	87% - 89%	B	83% - 86%	B-	80% - 82%	
C+	77% - 79%	C	73% - 76%	C-	70% - 72%	
D+	67% - 69%	D	63% - 66%	D-	60% - 62%	

ACADEMIC CALENDAR

<http://registrar.utah.edu/academic-calendars/>

THIS SYLLABUS IS MEANT TO SERVE AS AN OUTLINE AND GUIDE FOR OUR COURSE. PLEASE NOTE THAT I MAY MODIFY IT WITH REASONABLE NOTICE TO YOU. I MAY ALSO MODIFY THE COURSE SCHEDULE TO ACCOMMODATE THE NEEDS OF OUR CLASS. ANY CHANGES WILL BE ANNOUNCED IN CLASS AND POSTED ON CANVAS UNDER ANNOUNCEMENTS.