

Friendship & Attraction

PSY3440 Spring 2024: Tues/Thurs at 12PM-1:30PM in Goddard 102

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Office hours: Mondays 10:30am-12:30pm, Thursdays 9am-11am in Levin 123

Calendly link: <https://calendly.com/carolineconnolly/spring-2024-office-hours-appointments>

ASSESSMENT

Activity	Percentage
Engaging with the literature via Perusall	20%
Research design project (2/15)	20%
Well-being infographic (3/26)	20%
Friendship presentation (4/30)	20%
Participation	20%

COURSE GOALS

- 1** Understand the contributions of laboratory and field research to the study of friendship and attraction
- 2** Develop an understanding of research methodology and apply this knowledge
- 3** Explore the scope and limitations when exploring friendship and attraction as scientific areas of inquiry
- 4** Explore areas of personal interest to ensure the coverage and breadth in research areas
- 5** Think critically about the ability to define and quantify friendship and attraction using the scientific method
- 6** Work collaboratively with peers, fostering equity and inclusion in the classroom

Weekly activities (how to schedule your workload)

Each class is organized according to a specific topic. You are expected to complete assignments associated with any given topic (e.g., reading, activities) prior to your scheduled class (with the exception of in-class group activities). Here is the recommended sequence of activities for each topic:



Grading policy

If you would like to dispute a grade, you must do so within one week of receiving this grade.

A+	100-97	B+	89-87	C+	79-77	D+	69-67
A	96-94	B	86-84	C	76-74	D	66-60
A-	93-90	B-	83-80	C-	73-70	F	59-0

Participation

Students earn credit for in-class participation and completing assigned activities. Participation grades will be posted quarterly.

	Discussion Preparation	Class contribution	Engagement	Synthesis
Excellent	Posting thoughtful and relevant contributions that can be catalysts for discussion	Active participation with thoughtful insight, respectful interaction with peers	Responding critically to others' ideas and active listening	Integrating questions, others' responses, and assigned readings to build thoughtful analysis
Good	Posting contributions that are relevant, but lacking sophistication	Relevant frequent participation, but without critical insight	Adequate engagement, but limited involvement with peers' contributions	Adequate integration of material, but with limited complexity
Mediocre	Tangential or uninspiring contributions posted	Adequate contributions; or dominating discussions with irrelevant points	Inattentive when not speaking, or reiterating what others have already said	Restating others' conclusions rather than drawing your own
Inadequate	Not posting, or poor contributions	Infrequent or anecdotal contributions	Disengaged, or making superficial points	Unoriginality in contributions

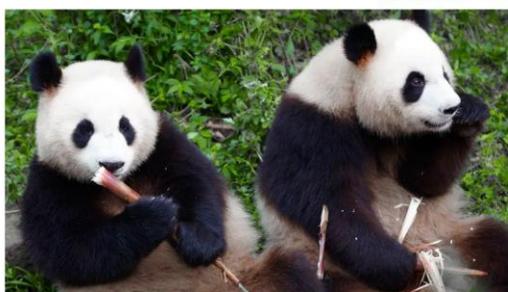
Friendship & Attraction: Course Outline 2024

Date	Topic	Deadline
1/18	Introduction	
1/23	Introduction to relationships	
1/25	Introduction to relationships	
1/30	Characteristics of friendship	
2/1	Methods in relationship research	
2/6	Characteristics of friendship	
2/8	Friendship demographics	
2/13	Formation, maintenance, dissolution of friendship	Participation quarter deadline
2/15	Formation, maintenance, dissolution of friendship	Research design project, 9am
2/20	Self-disclosure	
2/22	Self-disclosure	
2/27	Loneliness	
2/29	Friendship	
3/12	Friendship	Participation quarter deadline
3/14	Friendship	
3/19	Friendship	
3/21	Platonic friendship	
3/26	Platonic friendship	Friendship & well-being infographic, 9am
3/28	Chemistry	
4/2	Attraction	Participation quarter deadline
4/4	Attraction and projection in friendship	
4/9	Cross-sex friendship	
4/11	Sexual attraction in straight cross-sex friendship	
4/16	Sexual attraction in straight cross-sex friendship	
4/18	Romantic attraction	
4/23	Friends with benefits relationships	
4/25	Friends with benefits relationships II	Participation quarter deadline
4/30	Friendship presentations	Friendship presentation, 9am


America's Finest News Source.

Zookeepers Confirm Pandas Not Mating Because They're Scared Of Messing Up Friendship

Published March 15, 2021



http://tinyurl.com/yc7nb82z

Course Description

This seminar primarily investigates adult friendship, and the methodological issues of investigating such relationships. The scope for sexual and romantic attraction in friendship will be explored. Please note that most of the research historically conducted about attraction in friendship focuses on cross-sex friendship. We will explore other populations where possible. This is an upper-level seminar. Students are advised to take PSYC1440 (Social Psychology) prior to enrolling.

The goals of this course are for you to explore the research of friendship and attraction. The structure of this course fosters this, and engages you with the material via numerous activities and projects, in and out of class. All assessment is meaningfully connected to our course goals. Also, the content of this course is incredibly interesting! You will learn about the importance of friendship, as well as various manifestations of attraction. Our class discussions will make you think about how psychologists attempt to measure and compare complex human phenomena such as friendship and attraction. Class time will largely be used for discussion and group activities. Much course work involves engagement with your peers, so we will utilize our class time efficiently.

To do well in this seminar, you must intellectually engage with your reading assignments, class discussions, and projects. Academic ability develops over time and takes effort. Persist. There will be much student collaboration, so intellectual engagement with your peers will be crucial to your success.

Attendance

Students are expected to attend all classes, but unexpected things happen, and planned things happen, too. Students miss class due to illness, family responsibilities, job interviews, etc. If you miss class, reach out if you need help. Always get in touch if you miss more than two classes, so I can help you navigate your absence. Your participation is part of your course performance, so it's important to work together through your absence. There is a difference between a student who a) misses a class and continues to engage with the course, and b) disappears from the course for a stretch. I want you to do well in this course. Please keep in touch if you have a unique situation.

Assessment

Assessment	Assignment type	Deadlines	Percentage
Engaging with literature via Perusall	individual	continuous	20%
Participation	both	2/13, 3/12, 4/2, 4/25	20%
Research design project	group	2/15, 9am	20%
Friendship and well-being infographic	group	3/26, 9am	20%
Friendship presentation	group	4/30, 9am	20%
Total:			100%

Course assessment

Participation (individual assignment)

20%

Students earn credit for in-class participation, as well as completing assigned activities. These are designed to stimulate thought and discussion. Most assigned activities occur in class, and some involve groupwork. Occasional activities may be assigned as homework. Participation grades will be assigned to each student at four points during the semester. You will earn a participation grade for each quarter, independent of the other quarters. For example, lack of participation in the first quarter will not harm your participation grade in the second quarter.

Engaging with the literature via Perusall (individual assignment)

20%

All readings are posted as assignments in Perusall (accessible via Canvas). You are expected to read and comment upon the assigned reading, as well as respond to your classmates' comments prior to 9am on the due date. Engaging with the readings counts towards your grade in this course. Your two lowest Perusall assignment grades will be dropped. (FYI: If you make an 'anonymous' comment in Perusall, your classmates will not see your identity, but I will. Anonymous comments will be recognized as yours, thus counting toward your total contribution for that assignment.)

Research design project (group assignment), Deadline: 2/15

20%

In groups of 3-4, identify an area of friendship research you are interested in (e.g., flirtation in friendship). Design two distinct studies to investigate this topic: one qualitative study and one quantitative study. These studies should be independent of each other. Describe each study, and contrast the potential findings from each of your proposed studies (you will not conduct this research). As you describe the limitations and benefits of each design, summarize the strengths and weakness of qualitative and quantitative research in friendship research. This should be submitted as a presentation no longer than 15 minutes long (e.g., .mov). You must also upload the script of your presentation to Canvas by the deadline.

Friendship and well-being infographic (group assignment), Deadline: 3/26

20%

In groups of 2-3, create an infographic about how friendship is associated with wellbeing in adulthood (e.g., the benefits of friendship). An infographic conveys data clearly- it should succinctly represent content and visual data. You should supply contemporary empirical research, and cite it accordingly. Describe this evidence with visuals of data, where appropriate. Your infographic should not merely reproduce content that was covered by class material. The intention of this infographic is to succinctly convey scientific content to adults. You are expected to include at least 6 peer-reviewed sources. You will develop ideas about this project with your group during class time.

Friendship presentation (group assignment), Deadline: 4/30

20%

Various groups are often overlooked in friendship research. Working in a group of 3-4, outline the friendship research about a specific population (e.g., older adults, trans, disabled, or autistic population). You should think critically and analytically about how this group is represented in the research, and critique the direction of this research. This will be an in-class group presentation of eight minutes or less. You should upload the script of your presentation to Canvas prior to the deadline.

Online submission of assignments

You must upload your assignments to Canvas prior to the specified deadline. The deadline for each assignment is provided at the beginning of the semester so you have plenty of time to prepare. Any assignment submitted after the deadline will be penalized (except in cases where you use your two allocated 'late days' for individual assignments as described below). Aside from a few unique cases, there are no extensions. Late submissions will count as late for all group members.

Grades for late assignments will be reduced as follows:

- Submitted after the deadline on the day the assignment is due, if applicable: -5%
- Submitted between 12am and 11:59pm one day after the assignment is due: -10%
- Submitted between 12am and 11:59pm two days after the assignment is due: -20%
- Submitted between 12am and 11:59pm three days after the assignment is due: -30%
- Any assignment submitted after this will not be graded. It will receive a zero.

Grade policies for group projects

When submitting a group project, all group members consent to the quality of work therein. That is, each group member approves the quality of work for the entire project (e.g., for all group members). For this reason, you are expected to review and proofread the entire project prior to submission. Post-submission complaints that a group member didn't do 'their share' of the work reflects a breakdown in group cohesion, communication, and division of labor. These are all components of group work that the group as a whole must navigate prior to submission, and part of the project itself.

If your group would like to contest a project grade, all group members must email me individually saying they consent to this process which may result in a grade increase or decrease. That is, this process may reduce your grade. I must receive all requests within one week of the project grade posting online.

Late days for individual assignments

Late days aim to help you during the semester. Each late day allows you to submit an assignment up to twenty-four hours late. You have two (2) late days to use during the semester. To use your late days, submit your assignment after the deadline. You do not need to ask permission to use your late day(s), nor provide any explanation. Both late days may be used for one assignment. Late days may not be used for group assignments.

Final grade policy

Final course grades that are 0.5 or higher are rounded to the next whole number. This applies only to your overall grade for the course, not individual grades (e.g., each project). For example, a 93.5% for this course would be an A, while a 93.4% would remain an A-.

Final course grades are not negotiable. The grade you earned from your assessment is the grade that will appear on Path@Penn. All requests for higher grades will be denied. Granting these requests is unfair to other students, and it undermines the value of educational assessment. If you are unable to complete coursework during the semester, please contact me as soon as possible so we can discuss how to move forward with your assessment.

Course Culture

A primary goal of this course is to immerse students in the ideas and research of friendship and attraction. You will develop knowledge of these areas through exploration and discussion in this seminar. Please reach out to me if you need assistance to fully participate in this course, and please contact me if you have suggestions to improve the quality of the course.

I aim to provide an intellectually engaging and supportive environment for students. Your unique perspective is valuable, it deepens the experience of your peers', and it contributes to the success of this class. Please contribute your insight throughout the semester during our in-class activities.

All participants in this seminar deserve to be treated with respect, regardless of their race, ethnicity, gender identity, sexuality, religious beliefs, physical or mental health status, or socioeconomic status. To this end, you should expect respect from your peers and myself. Similarly, you are expected to demonstrate respect to others through your words and actions, including respectfully engaging with opposing perspectives. We are all currently learning about diverse perspectives and identities. If something was said in class by anyone that made you uncomfortable, please talk to me. Preserving positive relationships with each other is part of the success of this course.

Course success: how to excel in this course

To do well in this course, you must intellectually engage with your reading assignments, class discussions, and projects. Academic ability develops over time and takes effort. Persist. There will be much student collaboration, so intellectual engagement with your peers will be crucial to your success.

- Read and engage with the assigned reading prior to class via Perusall. This is a reading-intensive course, so give yourself plenty of time for each assignment.
- Participate in class. Use class time to flesh out ideas and speculate. I applaud students for stretching their thinking during discussions. Try to become comfortable sharing your 'half-baked' ideas so we can develop them together.
- Do not wait until the last minute to complete your assignments. Your coursework is manageable *if* it is dispersed through the semester. Do not make your life stressful by procrastinating.
- For group projects, challenge each other's ideas and engage with the material. Work with your group and support each other. I allocate class time to group work, so use this time wisely.
- Relate course material to the world around you and your understanding of the field of psychology. Think about how you can apply what you learn. For example, how has thinking about friendship and attraction affected your understanding of quantifying human cognition and behavior?

I have high, and achievable, expectations of you in this course. I will support you to reach your educational goals. This course will be challenging, but your effort will be evident in your performance. If your performance in class is impacted by experiences outside of class, please don't hesitate to contact me. I want to be a resource for you. If you feel wary of this course, or you are concerned about your performance, reach out during office hours. I want to hear from you.

Relevant College policies

It is important that you have the resources you need to be able to focus on learning in this course. This includes both the necessary academic materials, as well as taking care of your day-to-day needs.

- Students experiencing difficulty affording the course materials in this course, or any other course, should reach out to the Penn First Plus office (pennfirstplus@upenn.edu).
- Students who are struggling to afford sufficient food to eat every day and/or lack a safe and suitable space to live should contact Student Intervention Services (vpul-sisteam@pobox.upenn.edu).
- Students may also wish to contact their [Financial Aid Counselor](#) or Academic Advisor about these concerns.

You are welcome to notify me if any of these challenges are affecting your success in this course, as long as you are comfortable doing so – I may have resources to support you.

[SNF Paideia Program](#)

This course is part of the Stavros Niarchos Foundation (SNF) Paideia Program, which serves as a hub for civic dialogue in undergraduate education at Penn. SNF Paideia designated courses examine the theory and practice of dialogue across differences from diverse disciplinary and interdisciplinary perspectives. They also explore the interplay among dialogue, citizenship, service, as well as individual and community wellness. Collectively, they are intended to provide students with the scholarly and applied knowledge, skills, ethical orientations, and experiences necessary for integrating their personal, professional, and civic identities – that is, for “educating the whole person.” You can get more involved at <https://snfpaideia.upenn.edu>.

[Code of Academic Integrity](#)

You must familiarize yourself with the Code of Academic Integrity in the University of Pennsylvania. It is your responsibility to ensure your behavior does not violate this code. You must observe the policies regarding various forms of academic dishonesty. The following statement about academic dishonesty has been provided by the University of Pennsylvania, “Activities that have the effect or intention of interfering with education, pursuit of knowledge, or fair evaluation of a student’s performance are prohibited.” Academic dishonesty will not be tolerated and may be handled by the Center for Community Standards & Accountability. More information is available here: <http://www.upenn.edu/academicintegrity/>

The only appropriate use of AI in this course is for brainstorming ideas (similar to how you would use Google as a search engine). You are not permitted to use ChatGPT (or any similar tools) for any project or assignment that contributes to your assessment in this course. Using such tools will be considered a violation of Penn’s [Code of Academic Integrity](#), and suspected use will be reported to the Center for Community Standards & Accountability. Please contact me if you have any questions about this policy.

[Student Financial Services](#)

Any student may consult with Student Financial Services to find out what support they are eligible to receive to cover course costs or other items that ensure their health, safety, and secure learning environment.

[Weingarten Center: \(includes \[Student Disability Services\]\(#\)\)](#)

The Weingarten Center offers a variety of resources to support all Penn students in reaching their academic goals. All services are free and confidential. To contact the Weingarten Center, call 215-573-9235. The office is located in Hamilton Village at 220 S. 40th Street, Suite 260. Learning consultations and learning strategies workshops support students in developing more efficient and effective study skills and learning strategies. Learning specialists work with students to address time and project management, academic reading and writing, note-taking, problem-solving, exam preparation, test-taking, self-regulation, and flexibility.

- [Learning consultations](#) which focus on academic skills and strategies such as test taking to time management.
- [Academic Tutoring](#) which give students subject-specific peer tutoring services to supplement support from faculty, TAs, and instructors.
- [Disability Services](#) which ensure equal access to all Penn programs to students with documented disabilities.

Disability Services offers drop-in hours Monday – Friday, 10 a.m. – 4 p.m. at the Weingarten Center ([directions](#)). Students can stop by and speak with a graduate assistant to address general questions about Disability Services, including how to start the registration process, how to complete a Semester Request, and assistance with scheduling tests.

[The Marks Family Writing Center](#)

Provides expert help in writing for undergraduate students. Undergraduate students are able to schedule face-to-face or online appointments. All appointments must be scheduled ahead of time. Please email tutorhelp@writing.upenn.edu for assistance.

[HELP Line](#)

This is a 24-hour-a-day phone number for members of the Penn community who are seeking time sensitive help in navigating Penn's resources for health and wellness. Any member of the Penn community can utilize this service by calling 215-898-HELP. Calls will be answered 24 hours a day, 7 days a week by Division of Public Safety professionals trained in mental health referrals by staff from Counseling and Psychological Services (CAPS).

Students who are dealing with the complex emotional challenges of university life can use the HELP Line to receive information and referrals to the many health and wellness resources at Penn, including CAPS, Student Health Service, Student Intervention Services, Public Safety, and others. They may also call on behalf of a friend or acquaintance. If you or someone you know needs help, please call the HELP Line at 215-898-HELP.

<https://www.publicsafety.upenn.edu/announcing-the-898-help-line/>

[Counseling and Psychological Services \(CAPS\)](#)

College can be challenging. Penn has a Counseling and Psychological Services program (CAPS). CAPS offers confidential free professional mental health services. The goal is to assist students in their adjustment to university life and help them take full advantage of the academic and social environment at Penn. Students can learn to manage personal problems and situational crises effectively, learn strategies to cope with academic stress, and develop self awareness, personal responsibility, and skills for life-long learning.

- Online scheduling: <https://uapps.vpul.upenn.edu/capsform/>
- Phone: 215-898-7021,
- Email: caps@pobox.upenn.edu (please do not email for an appointment)
- Website: <http://www.vpul.upenn.edu/caps/>
- Address: 3624 Market Street, First Floor West, Philadelphia, PA 19104-2615

If you or someone you know is experiencing an emergency that cannot wait until the next day office hours, please call the main number (215-898-7021) and press # 1.

If you are uncomfortable reaching out to CAPS directly, I am happy to contact them on your behalf. In addition, there are various a range of other support resources on campus such as resident advisers, faculty members living on campus, academic advisers, and undergraduate advisers in each program of study. The Office of the Chaplain is also helpful.

[CaseNet](#)

CaseNet is an academic support team in the College Office charged with providing a centralized response to all College students in academic difficulty (www.college.upenn.edu/casenet). CaseNet can be reached at col-casenet@groups.sas.upenn.edu or by calling 215-898-6341.

Cases referred to CaseNet include:

- Students who are ill or otherwise prevented from attending class for more than five days.
- Students in serious academic difficulty.
- Students who are hospitalized or who have other kinds of acute problems (victim of crime, etc.) that interrupt their normal schedule.
- Students who are experiencing personal or family concerns significant enough to interfere with their academic work or to impinge on those around them, including a death in the family.

[Reach-A-Peer Helpline](#)

The Reach-A-Peer Helpline is a peer help line established in 1996 to provide peer support, information, and referrals to any and all students of the University of Pennsylvania. The service is open to all students who wish to share a problem, are in need of information, or just want to talk to someone about anything on their mind. RAPLine offers two services:

- Helpline: Our phone line is available every night while classes are in session (except holidays) from 9 pm to 1 am. Reach us at 215-573-2727.
- Texting: Our text service is available 24/7. Text us anytime at 215-515-7332 and one of our supporters will response as soon as possible.