

## Communication 7820: Foundations of Interpersonal Communication Spring 2017

**Instructor:** Jesse Fox, Ph.D.

**Office hours:** T 12-2 and by appointment

**Office:** 3084 Derby Hall

**Office phone:** (614) 247-2348

**Email:** [fox.775@osu.edu](mailto:fox.775@osu.edu) Please put "Comm 7820" in the subject line to facilitate a faster reply.

**Class Information:** T/R 3:55-5:15, Derby 3116

**Course Description:** This course delves into the major theories, concepts, and guiding research in the area of interpersonal communication. Although our primary focus is within the field of communication, the course also draws on literature from psychology, sociology, family studies, and other relevant disciplines to provide a comprehensive overview of research on interpersonal communication and relationships.

### Course Objectives:

1. To provide an overview of key concepts and theories in interpersonal communication
2. To strengthen analytical and critical skills in assessing theory and research
3. To understand the historical context of interpersonal communication research

### Required Texts:

\*Knapp, M. L., & Daly, J. A. (Eds.) (2011). *The SAGE handbook of interpersonal communication* (4<sup>th</sup> ed.). Los Angeles, CA: Sage.

\**The APA Style Manual* (6<sup>th</sup> ed.)

\*Other readings will be posted to Canvas.

### Assignments

*Class presentation and materials.* (15%) You will choose a day that you will serve as the lead for the day's discussion (approximately 45 minutes of class). In addition to conducting a discussion through the generation of appropriate and interesting questions, you will create a packet that will effectively synthesize the selected readings and provide readings and exercises about the material. The purpose of this packet is to provide everyone with a starter kit if they were to research or teach this topic.

You will upload your packet to Carmen to be shared with everyone **by 5 PM on the day before you present**. Do not procrastinate or cut it close. If Carmen says 5:01, your packet will be considered late and you will earn zero points for the majority of the assignment. Please also bring copies of any materials to class needed to facilitate your discussion.

This packet will consist of:

- a 1 p. summary/outline of each designated reading for future reference, with critiques and at least 3 discussion questions. Please consult with me to identify the

- designated readings, as they may not correspond with the required readings.
- an in-class exercise (which we will do if you like)
  - an out-of-class assignment (which we will not complete) on the topic that would be useful for undergraduates learning this material—be creative!
  - visual representations or graphics
  - relevant multimedia (e.g., links, video clips)
  - additional articles (at least 5) on your topic for further reading that do not overlap with the syllabus—include a brief summary of each (3-5 sentences)

*Midterm exam.* (20%) This exam will be an in-class, closed-book, short essay exam. Although we are in an era of having information at our fingertips, you should have the ability to clearly, accurately, and spontaneously answer questions without having to consult other sources. **Date: Thursday, February 16.**

*Reading assessment.* (15%) At four points in the semester, you will be given an in-class reading assessment. You will be given a designated question based on the day's readings and a designated amount of time (approximately 15 minutes) to write a response. Your lowest score will be dropped. **Dates: That would defeat the purpose.**

*Participation.* (15%) You are expected to participate in class. Mere attendance is not participation. Being able to participate in meaningful academic discourse by asking questions, challenging assumptions, and defending your perspective are necessary skills as an academic. Throughout each class I will be tracking your performance, and this information will be used to determine your participation grade.

*Final paper.* (35%) Your final paper will be centered around a deep, deep dig on an interpersonal theory or model that has been well established in the literature. This will involve reading the original works on the theory, subsequent modifications, others' critiques, and modern interpretations. You will receive a separate assignment with details and due dates for various stages of the process. **Final paper due: Monday, May 1 @ 5 PM.**

\* All written assignments must be turned **both** via hard copy at the beginning of class and via Canvas. All written assignments should be submitted as a Microsoft Word document (i.e., .doc or .docx).

\*Please note that your final grade is final. Do not ask me to reconsider your grade when the semester is over; applying subjective standards after the fact invalidates the standards applied to the class and is unfair to every student. It is your responsibility to keep up with readings and lecture, track your performance, and make timely adjustments well before the end of the semester.

**Attendance:** You are expected to attend every class. For every missed class over one, there will be a 5% grade reduction. Chronic lateness may also incur a grade penalty. If you have a conflict or issue that you anticipate will affect your attendance or timeliness (I myself will be jogging over from my other class that immediately precedes our class), please meet with me to discuss.

**Academic Integrity:** I take academic dishonesty very seriously. All students are subject to the student code of conduct (see [http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp)), including the student code of academic integrity. Violations of the code will result in severe penalties in this course (including a zero on the assignment) and all violations will be reported to the Committee on Academic Misconduct. For this course, *academic dishonesty* includes (but is not limited to):

- Use of someone else’s ideas or expression (e.g., writing) without proper acknowledgment of the source. Proper acknowledgment (e.g., citation, quotation, footnote) should make clear both the **extent** and **nature** of the use. If you have used someone’s exact words, you should use “quotation marks” as well as a (citation). If a large portion of your writing uses another person’s ideas, argument structure, or narrative form then you should make clear where the “borrowing” begins and ends. Note that *paraphrasing someone*, *summarizing their arguments*, or *using their ideas* are all plagiarism if the source is not acknowledged. Plagiarism is more than just using someone else’s exact words. There is no outside source that it is acceptable to use without citing.
- Collaborating with other students on any assignment, homework, class project, etc., without the clear consent of the instructor is also academic dishonesty. If work is not assigned as a group project, you must do it entirely on your own. **Check with your instructor if in doubt.**
- In most instances, taking your own work from one course and submitting it in a different course is also considered academic dishonesty. It is simply not appropriate to claim that work was done for one class when in fact it was written for a different class. Similarly, cutting and pasting extensively from previous papers you have written can be viewed as self-plagiarism. This is a common problem with graduate students. **If you are “borrowing” your own work, be sure to discuss this with me to ensure that you are not self-plagiarizing.**
- Exchanging information with another individual during a test, quiz, or examination is clearly academic dishonesty, as is the use of any materials not permitted for the exam.

It is your responsibility to be aware of the rules of academic dishonesty—ignorance is not a defense. ***When in doubt, consult your instructor before doing anything about which you are uncertain.*** You should also read through the “Ten Suggestions for Preserving Academic Integrity” available at <http://oaa.osu.edu/coam/ten-suggestions.html>.

**Disruptions:** Disruptions and distractions (including talking during lecture; text messaging or other phone use; or nonclass computer activity), threatening behavior, and negative participation (e.g., use of inappropriate language or derogatory speech) will not be tolerated. Any student who engages in such behavior may be asked to leave class, suffer grade penalties, and be reported to the Dean of Students and/or University Police. Cell phones are considered a disruption. **Turn your cell phone and other devices off completely and put them away before the start of class.** Any student who is observed consulting or using their device or whose device rings, beeps, or audibly vibrates during class will suffer grade penalties (1% of the overall class grade for the first offense, 5% for the second offense, etc.) and may be asked to leave class.

**Device Policy:** Computers will be used for in-class activities only. Laptops, tablets, phones, smartwatches, wearables, and other mobile device use is otherwise prohibited. If you require a computer for notetaking due to a disability, please see the disability portion below and make an appointment with me to discuss arrangements.

**Email Policy:** Email should be used for quick administrative questions and emergency contact **only** unless otherwise discussed in advance. Email is simply not an efficient way to communicate about most of the issues that come up in class. Updates to the course schedule or readings will be announced in class; it is your responsibility to stay apprised of these changes.

**Inclement Weather:** Unless the University is closed, you should assume class will be held. If I do not show up 30 minutes after the start of class, consider the class canceled. If conditions prevent me from making it to campus on time I will do my best to inform everyone via Canvas.

**Disability Accommodations:** If you anticipate the need for accommodations to meet the requirements of this course, please contact the Office for Disability Services, Baker Hall, Room 098, or phone (614) 292-3307. Students with documented disabilities making requests must meet with me privately within the first three weeks of class to discuss reasonable accommodations.

**Diversity Statement:** The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

**Title IX Statement:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories. If you or someone you know has been sexually harassed or assaulted, subject to domestic or dating violence, or stalked or otherwise threatened, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu). Information about confidential counseling through the Counseling and Consultation Service can be found at <http://www.ccs.osu.edu/> or (614) 292-5766.

**My Expectations:** Being a graduate student is not an easy job; if it were, it would be a terrible preparation for a career in academia. Graduate school is your opportunity to learn and develop as a scholar. Moreover, if you are earning a degree in Communication (not a degree in this very narrow aspect of the field that you study) it is your responsibility to have a well-rounded education in the discipline more broadly. Thus, I expect this class to be a priority for you. I expect you to come to class fully prepared and ready to engage every single day. I expect you to be motivated and willing to learn, critique, and dispute the material, and to grow as a scholar.

Another part of graduate school is learning the meta-lesson of how to succeed in academia. I expect your performance in class to reflect the professionalism befitting of an academic. A

considerable part of this is learning how to make a good impression on others who will always be evaluating you (senior academics, mentors, editors, other scholars); demonstrating that you are a responsible, capable, and diligent scholar; listening to, respecting, and helping others; and meeting (better yet, exceeding) expectations that others have for your performance. For this course, this means keeping up with and meeting deadlines for all readings and assignments; participating in class discussion in a meaningful way *every* meeting; and submitting professional, complete, insightful, and polished work.

**What You Can Expect:** I love teaching. I love working with graduate students. I am here to help you learn and prepare for your future as best I can. As an academic, I consider myself forever a student: I don't know all the things, but I am willing to learn. And, I expect to learn something from each of you. I love when students question and confront the material; one of the best parts of teaching graduate classes is to have my thinking or perspective challenged.

I don't just teach interpersonal communication; I endorse it. I am happy to meet with you to talk about class or academia or life or, especially, food. I loathe communicating through email (and emails seem to get eaten with some frequency), so please never hesitate to send follow up emails or ask me in person if I have not attended to something.

## **Other Resources**

**International Association for Relationship Research (IARR)** – This is the primary conference for interpersonal scholarship and it has a fantastic interdisciplinary blend of people from communication, social psychology, sociology, family studies, and other disciplines. Quite frankly, their website ([www.iarr.org](http://www.iarr.org)) is more useful and navigable than NCA's or ICA's. There are resources for new scholars (e.g., reviewing, presenting, publishing, time management, applying for jobs) as well as teaching resources (including syllabi and assignments).

**Journals** – IARR publishes two journals, *Personal Relationships* (PR) and *Journal of Social & Personal Relationships* (JSPR). Skimming their tables of contents is a great way to get an idea of the scope of the field. Although interpersonal research is published across all of the general communication journals, *Communication Monographs* (NCA flagship) is probably the most consistent. *Communication Studies*, *Communication Quarterly*, and *Western Journal of Communication* are also common outlets for interpersonal scholarship.

**Strunk & White's *The Elements of Style*** – If you are uncertain of what constitutes good writing, this classic book is straightforward and invaluable. Even if you think you're a good writer, you'll be horrified to learn about grammatical offenses you're committing. Find it at a used bookstore or on Amazon for less than \$5. It's well worth the investment.

**Science of Relationships** ([www.scienceofrelationships.com](http://www.scienceofrelationships.com)) – This is a more mass-market type website run by academics. Although it is biased towards social psychology research on relationships, it is an incredibly valuable website. There are great examples here of how to write up research for a mass market audience and links to interpersonal scholars' blogs. Plus, they have some fun infographics.

# COMM 7820 Readings

## Thursday, January 12 – Overview & paradigms

ch. 1 (Knapp & Daly)

Berger, C. R., Gardner, R. R., Parks, M., Schulman, L., & Miller, G. R. (1976). Interpersonal epistemology and interpersonal communication. In G. R. Miller (Ed.), *Explorations in interpersonal communication*. Beverly Hills, CA: Sage.

Berger, C. R. (1977). Interpersonal communication theory and research: An overview. In B. D. Ruben (Ed.), *Communication yearbook* (Vol. 1; pp. 217-228). New Brunswick, NJ: Transaction.

Berscheid, E. (1994). Interpersonal relationships. *Annual Review of Psychology*, 45, 79-129. doi: 10.1146/annurev.ps.45.020194.000455

Burleson, B. R. (2010). The nature of interpersonal communication: A message-centered approach. In C. R. Berger, M. E. Roloff, & D. R. Roskos-Ewoldsen (Eds.), *The handbook of communication science* (2<sup>nd</sup> ed; pp. 145-163). Los Angeles, CA: Sage.

Cappella, J. N. (1987). Interpersonal communication: Definitions and fundamental questions. In C. R. Berger & S. H. Chaffee (Eds.), *Handbook of communication science* (pp. 184-238). Newbury Park, CA: Sage.

Clark, M. S., & Reis, H. T. (1988). Interpersonal processes in close relationships. *Annual Review of Psychology*, 39(1), 609-672. doi: 10.1146/annurev.ps.39.020188.003141

Duck, S. W., & Gilmour, R. (Ed.). (1981). *Personal relationships I: Studying personal relationships*. London: Academic Press.

Harvey, J. H., & Wenzel, A. (2006). Theoretical perspectives in the study of close relationships. In A. L. Vangelisti & D. Perlman (Eds.), *The Cambridge handbook of personal relationships* (pp. 35-50). New York, NY: Cambridge.

Heider, F. (1958). *The psychology of interpersonal relations*. New York: Wiley.

Kelley, H. H., Berscheid, E., Christensen, A., Harvey, J. H., Huston, T. L., Levinger, G., McClintock, E., Peplau, L. A., & Peterson, D. R. (1983). *Close relationships*. New York, NY: W. H. Freeman.

Kenrick, D. T., Neuberg, S. L., & White, A. E. (2013). Relationships from an evolutionary life history perspective. In J. Simpson & L. Campbell (Eds.), *The Oxford handbook of close relationships* (pp. 13-28). New York, NY: Oxford.

Roloff, M. E., & Anastasiou, L. (2001). Interpersonal communication research: An overview. *Annals of the International Communication Association*, 24, 51-70. doi: 10.1080/23808985.2001.11678981

State of the art: Interpersonal communication. Volume 1, issue 4 of *Human Communication Research* (1978) – esp. Miller and Bochner

Watzlawick, P., Beavin, J., & Jackson, D. (1967). *Pragmatics of human communication*. New York: Norton.

## **Tuesday, January 17 -- Methods**

ch. 2 (Levine), ch. 3 (Tracy & Muñoz), ch. 4 (Floyd & Afifi)

Charania, M., & Ickes, W. J. Research methods for the study of personal relationships. In A. L. Vangelisti & D. Perlman (Eds.), *The Cambridge handbook of personal relationships* (pp. 51-71). New York, NY: Cambridge.

Floyd, K., Boren, J. P., Hannawa, A. F., Hesse, C., McEwan, B., & Veksler, A. E. (2009). Kissing in marital and cohabiting relationships: Effects on blood lipids, stress, and relationship satisfaction. *Western Journal of Communication*, 73, 113-133. doi:10.1080/10570310902856071

Gray, H. M., & Ambady, N. (2006). Methods for the study of nonverbal communication. In V. Manusov & M. L. Patterson (Eds.), *Handbook of nonverbal communication* (pp. 41-58). Thousand Oaks, CA: Sage.

Kelley, H. H., Berscheid, E., Christensen, A., Harvey, J. H., Huston, T. L., Levinger, G., McClintock, E., Peplau, L. A., & Peterson, D. R. (1983). Analyzing close relationships. In H. H. Kelley et al. (Eds.), *Close relationships* (pp. 20-67). New York, NY: W. H. Freeman.

Noller, P., & Feeney, J. A. (2004). Studying family communication: Multiple methods and multiple sources. In A. L. Vangelisti (Ed.), *The Routledge handbook of family communication* (pp. 31-51). Mahwah, NJ: Erlbaum.

Special issues: social approaches to interpersonal communication. Volume 2, issues 2 and 4 of *Communication Theory* (1992).

## **FUNDAMENTALS**

### **Thursday, January 19 -- Individual differences (Attachment theory, Dark Triad, sex, gender)**

ch. 5 (Daly)

Bowlby, J. (1969). *Attachment and loss. Vol. 1: Attachment*. New York: Basic Books.

Canary, D. J., & Emmers-Sommer, T. M. (1997). *Sex and gender differences in personal relationships*. New York, NY: Guilford Press.

de Vries, R. E., Bakker-Pieper, A., Konings, F. E., & Schouten, B. (2011). The Communication Styles Inventory (CSI): A six-dimensional behavioral model of communication styles and its relation with personality. *Communication Research*, 40, 506-532. doi: 10.1177/0093650211413571

Hazan, C., & Shaver, P. (1987). Romantic love conceptualized as an attachment process. *Journal of Personality & Social Psychology*, 52, 511-524. doi: 10.1037/0022-3514.52.3.511

Hazan, C., & Shaver, P. R. (1994). Attachment as an organizational framework for research on close relationships. *Psychological Inquiry*, 5, 1-22. doi: 10.1207/s15327965pli0501\_1

McNulty, J. K. (2013). Personality and relationships. In J. Simpson & L. Campbell (Eds.), *The Oxford handbook of close relationships* (pp. 535-552). New York, NY: Oxford.

Peplau, L. A. (1983). Roles and gender. In H. H. Kelley et al. (Eds.), *Close relationships* (pp. 220-264). New York, NY: W. H. Freeman.

Segrin, C. (2000). Interpersonal relationships and mental health problems. In K. Dindia & S. Duck (Eds.), *Communication and personal relationships* (pp. 95-111). New York, NY: Wiley.

Simpson, J. A., Winterheld, H. A., & Chen, J. Y. (2006). Personality and relationships: A temperament perspective. In A. L. Vangelisti & D. Perlman (Eds.), *The Cambridge handbook of personal relationships* (pp. 231-250). New York, NY: Cambridge.

**Tuesday, January 24 -- Cognition (Mental models, relational schemata, scripts, goals, perceptions, attribution theory, implicit theories, relational selves, imagined interactions)**

ch. 6 (Berger & Palomares)

Andersen, P. A. (1993). Cognitive schemata in personal relationships. In S. Duck (Ed.), *Individuals in relationships* (pp. 1-29). Newbury Park, NJ: Sage.

Berger, C. R. (1993). Goals, plans, and mutual understanding in relationships. In S. Duck (Ed.), *Individuals in relationships* (pp. 30-59). Newbury Park, NJ: Sage.

Chen, S., Boucher, H., Andersen, S. M., & Saribay, S. A. (2013). Transference and the relational self. In J. Simpson & L. Campbell (Eds.), *The Oxford handbook of close relationships* (pp. 281-305). New York, NY: Oxford.

Fehr, B. (1993). How do I love thee? Let me consult my prototype. In S. Duck (Ed.), *Individuals in relationships* (pp. 87-120). Newbury Park, NJ: Sage.



Fletcher, G. J. O., Overall, N. C., & Friesen, M. D. (2006). Social cognition in intimate relationships. In A. L. Vangelisti & D. Perlman (Eds.), *The Cambridge handbook of personal relationships* (pp. 353-368). New York, NY: Cambridge.

Honeycutt, J. M. (1993). Memory structures for the rise and fall of personal relationships. In S. Duck (Ed.), *Individuals in relationships* (pp. 60-86). Newbury Park, NJ: Sage.

Honeycutt, J. M., & Cantrill, J. G. (2001). *Cognition, communication, and romantic relationships*. New York, NY: Routledge.

Karney, B. R., McNulty, J. K., & Bradbury, T. N. (2003). Cognition and the development of close relationships. In G. J. O. Fletcher & M. S. Clark (Eds.), *Blackwell handbook of social psychology: Interpersonal processes* (pp. 32-59). Malden, MA: Blackwell.

Knee, C. R., & Bush, A. L. (2008). Relationship beliefs and their role in romantic relationship initiation. In S. Sprecher, A. Wenzel, & J. Harvey (Eds.), *Handbook of relationship initiation* (pp. 471-486). New York, NY: Psychology Press.

Knee, C. R., & Petty, K. N. (2013). Implicit theories of relationships: Destiny and growth beliefs. In J. Simpson & L. Campbell (Eds.), *The Oxford handbook of close relationships* (pp. 183-199). New York, NY: Oxford.

Reeder, G. D. (2008). Perceptions of goals and motives in romantic relationships. In S. Sprecher, A. Wenzel, & J. Harvey (Eds.), *Handbook of relationship initiation* (pp. 499-514). New York, NY: Psychology Press.

Tran, S., Simpson, J. A., & Fletcher, G. J. O. (2008). The role of ideal standards in relationship initiation processes. In S. Sprecher, A. Wenzel, & J. Harvey (Eds.), *Handbook of relationship initiation* (pp. 488-498). New York, NY: Psychology Press.

### **Thursday, January 26 -- Interacting: Language and nonverbals (communication accommodation theory, expectancy violations theory, CMM)**

ch. 7 (McGlone & Giles), ch. 8 (Burgoon, Guerrero, & Manusov)

Burgoon, J. K., Dillman, L., & Stem, L. A. (1993). Adaptation in dyadic interaction: Defining and operationalizing patterns of reciprocity and compensation. *Communication Theory*, 3, 295-316. doi: 10.1111/j.1468-2885.1993.tb00076.x

Burgoon, J. K., & Hale, J. L. (1988). Nonverbal expectancy violations: Model elaboration and application. *Communication Monographs*, 55, 58-79. doi: 10.1080/03637758809376158

Burgoon, J. K., Stern, L. A., & Dillman, L. (1995). *Interpersonal adaptation: Dyadic interaction patterns*. New York, NY: Cambridge.

Giles, H., & Soliz, J. (2015). Communication accommodation theory: A situated framework for relational, family, and intergroup dynamics. In B. O. Braithwaite & P. Schrodt (Eds.), *Engaging theories in interpersonal communication: Multiple perspectives* (2<sup>nd</sup> ed.; pp. 161-174). Los Angeles, CA: Sage.

Guerrero, L. K., & Floyd, K. (2006). *Nonverbal communication in close relationships*. New York, NY: Routledge.

Pearce, W. B. (1976). The coordinated management of meaning: A rules-based theory of interpersonal communication. In G. R. Miller (Ed.), *Explorations in interpersonal communication* (pp. 17-36). Beverly Hills, CA: Sage.

Robinson, W. P., & Giles, H. (Eds.). (2001). *The new handbook of language and social psychology*. New York: Wiley.

Manusov, V., & Patterson, M. L. (Eds.). (2006). *Handbook of nonverbal communication*. Thousand Oaks, CA: Sage.

## **Tuesday, January 31 – Fundamental elements of interpersonal communication (emotions, characteristics of comm, satisfaction)**

ch. 9 (Metts & Planalp)

Burgoon, J. K., & Hale, J. L. (1984). The fundamental topoi of relational communication. *Communication Monographs*, 51, 193-214. doi: 10.1080/03637758409390195

Andersen, P., & Guerrero, L. K. (Eds.) (1997). *Handbook of communication and emotion: Theory, applications and contexts*. San Diego, CA: Academic Press.

Berscheid, E. (1983). Emotion. In H. H. Kelley et al. (Eds.), *Close relationships* (pp. 110-168). New York, NY: W. H. Freeman.

English, T., John, O. P., & Gross, J. J. (2013). Emotion regulation in close relationships. In J. Simpson & L. Campbell (Eds.), *The Oxford handbook of close relationships* (pp. 500-513). New York, NY: Oxford.

Fitness, J., & Duffield, J. (2004). Emotion and communication in families. In A. L. Vangelisti (Ed.), *The Routledge handbook of family communication* (pp. 473-494). Mahwah, NJ: Erlbaum.

Knobloch, L. K., & Metts, S. (2013). Emotion in relationships. In J. Simpson & L. Campbell (Eds.), *The Oxford handbook of close relationships* (pp. 514-534). New York, NY: Oxford.

Leary, M. R., Springer, C., Negel, L., Ansell, E., & Evans, K. (1998). The causes, phenomenology, and consequences of hurt feelings. *Journal of Personality and Social Psychology*, 74, 1225-1237. doi: 10.1037/0022-3514.74.5.1225

Planalp, S., Fitness, J., & Fehr, B. (2006). Emotion in theories of close relationships. In A. L. Vangelisti & D. Perlman (Eds.), *The Cambridge handbook of personal relationships* (pp. 369-384). New York, NY: Cambridge.

Vangelisti, A. L. (1994). Messages that hurt. In W. R. Cupach & B. H. Spitzberg (Eds.), *The dark side of interpersonal communication* (pp. 53-82). Hillsdale, NJ: Erlbaum.

**Thursday, February 2 -- Social support, coping, communication competence, interpersonal skills (dual process theory of supportive message outcomes, advice response theory)**

ch. 10 (MacGeorge, Feng, & Burleson)

ch. 15 (Spitzberg & Cupach)

Albrecht, T. L., & Adelman, M. B. (Eds.) (1987). *Communicating social support*. Newbury Park, CA: Sage.

Barbee, A.P., & Cunningham, M.R. (1995). An experimental approach to social support communications: Interactive coping in close relationships . In B. R. Burleson (Ed.), *Communication yearbook* (Vol. 18, pp. 381-413). Thousand Oaks, CA: Sage.

Bodie, G. D., & MacGeorge, E. L. (2015). Supportive communication theories: Dual-process theory of supportive message outcomes and advice response theory. In B. O. Braithwaite & P. Schrodt (Eds.), *Engaging theories in interpersonal communication: Multiple perspectives* (2<sup>nd</sup> ed.; pp. 129-142). Los Angeles, CA: Sage.

Burleson, B. R. (2009). Understanding the outcomes of supportive communication: A dual process approach. *Journal of Social & Personal Relationships*, 26, 21-38. doi: 10.1177/0265407509105519

Burleson, B. R., Albrecht, T. L., & Sarason, I. G. (Eds.) (1994). *Communication of social support: Messages, interactions, relationships, and community*. Thousand Oaks, CA: Sage.

Cohen, S., & Wills, T. A. (1985). Stress, social support, and the buffering hypothesis. *Psychological Bulletin*, 98, 310-357. doi: 10.1037/0033-2909.98.2.310

Gardner, K. A., & Cutrona, C. E. (2004). Social support communication in families. In A. L. Vangelisti (Ed.), *The Routledge handbook of family communication* (pp. 495-512). Mahwah, NJ: Erlbaum.

Greene, J. O., & Burleson, B. R. (Eds.). (2003). *Handbook of communication and social interaction skills*. London: Routledge.

Sarason, B. R., Sarason, I. G., & Pierce, G. R. (1990). *Social support: An interactional view*. New York, NY: Wiley & Sons.

Spitzberg, B., & Cupach, W. (2012). *Handbook of interpersonal competence research*. New York, NY: Springer.

Uchino, B. N., Cacioppo, J. T., & Kiecolt-Glaser, J. K. (1996). The relationship between social support and physiological processes: a review with emphasis on underlying mechanisms and implications for health. *Psychological Bulletin*, *119*, 488-531. doi: 10.1037/0033-2909.119.3.488

## **Tuesday, February 7 -- Influence, power, dominance, control**

ch. 12 (Dillard & Knobloch)

Bradac, J. J., Wiemann, J. M., & Schaefer, K. (1994). The language of control in interpersonal communication. In J. A. Daly & J. M. Wiemann (Eds.), *Strategic interpersonal communication* (pp. 91-108). Hillsdale, NJ: Erlbaum.

Dillard, J. P., Segrin, C., & Harden, J. M. (1989). Primary and secondary goals in the production of interpersonal influence messages. *Communications Monographs*, *56*, 19-38. doi: 10.1080/03637758909390247

Dunbar, N. E., & Burgoon, J. K. (2005). Perceptions of power and interactional dominance in interpersonal relationships. *Journal of Social & Personal Relationships*, *22*, 207-233. doi: 10.1177/0265407505050944

French, J. R., Raven, B., & Cartwright, D. (1959). The bases of social power. In J. M. Shafritz, J. S. Ott, & Y. S. Jang (Eds.), *Classics of organization theory* (pp. 311-320). New York, NY: Cengage.

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## Thursday, February 9 -- Conflict

ch. 13 (Roloff & Chiles)

Peterson, D. R. (1983). Conflict. In H. H. Kelley et al. (Eds.), *Close relationships* (pp. 360-396). New York, NY: W. H. Freeman.

Oetzel, J. G., & Ting-Toomey, S. (2003). Face concerns in interpersonal conflict a cross-cultural empirical test of the face negotiation theory. *Communication Research*, 30, 599-624. doi: 10.1177/0093650203257841

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Sillars, A., Canary, D. J., & Tafoya, M. (2004). Communication, conflict, and the quality of family relationships. In A. L. Vangelisti (Ed.), *The Routledge handbook of family communication* (pp. 413-446). Mahwah, NJ: Erlbaum.

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## PROCESSES

### **Tuesday, February 14 -- Relationship initiation (attraction, similarity, information seeking, uncertainty reduction theory, predicted outcome value theory)**

Afifi, W. A., & Lucas, A. A. (2008). Information seeking in the initial stages of relational development. In S. Sprecher, A. Wenzel, & J. Harvey (Eds.), *Handbook of relationship initiation* (pp. 135-152). New York, NY: Psychology Press.

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Berscheid, E., & Reis, H. T. (1998). Attraction and close relationships. In D. T. Gilbert, S. T. Fiske, & G. Lindzey (Eds.), *The handbook of social psychology* (4th ed., pp. 193-281). Boston: McGraw-Hill.

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## **Tuesday, February 21 -- Self-presentation & impression management, facework (politeness theory)**

Goffman, E. (1959). *The presentation of self in everyday life*. Garden City, NY: Doubleday.

Goldsmith, D. J., & Normand, E. L. (2015). Politeness theory: How we use language to save face. In B. O. Braithwaite & P. Schrodt (Eds.), *Engaging theories in interpersonal communication: Multiple perspectives* (2<sup>nd</sup> ed.; pp.267-278). Los Angeles, CA: Sage.

Leary, M. R. (1996). *Self-presentation: Impression management and interpersonal behavior*. Boulder, CO: Westview Press.

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Metts, S., & Cupach, W. R. (2015). Face theory: Goffman's dramaturgic approach to interpersonal interaction. In B. O. Braithwaite & P. Schrodt (Eds.), *Engaging theories in interpersonal communication: Multiple perspectives* (2<sup>nd</sup> ed.; pp. 229-240). Los Angeles, CA: Sage.

Schlenker, B. R., & Weigold, M. F. (1992). Interpersonal processes involving impression regulation and management. *Annual Review of Psychology*, *43*, 133-168. doi: 10.1146/annurev.ps.43.020192.001025

Snyder, M. (1979). Self-monitoring processes. *Advances in Experimental Social Psychology*, *12*, 85-128. doi: 10.1016/S0065-2601(08)60260-9

**Thursday, February 23 -- Relationship development, self-disclosure, turning points, trajectories (stage theories, social penetration, self-expansion theory, Knapp's model)**

Baxter, L. A., & Bullis, C. (1986). Turning points in developing romantic relationships. *Human Communication Research*, *12*, 469-493. doi: 10.1111/j.1468-2958.1986.tb00088.x

Taylor, D. A., & Altman, I. (1987). Communication in interpersonal relationships: Social penetration processes. In M. E. Roloff & G. R. Miller, *Interpersonal processes: New directions in communication research* (pp. 257-277). Newbury Park, CA: Sage.

Altman, I., & Taylor, D. A. (1973). *Social penetration: The development of interpersonal relationships*. New York, NY: Holt, Rinehart, & Winston.

Aron, A., Aron, E. N., & Norman, C. (2003). Self-expansion model of motivation and cognition in close relationships and beyond. In G. J. O. Fletcher & M. S. Clark (Eds.), *Blackwell handbook of social psychology: Interpersonal processes* (pp. 478-501). Malden, MA: Blackwell.

Aron, A., Lewandowski, G. W., Mashek, D., & Aron, E. N. The self-expansion model of motivation and cognition in close relationships. In J. Simpson & L. Campbell (Eds.), *The Oxford handbook of close relationships* (pp. 90-115). New York, NY: Oxford.

Derlega, V. J., Metts, S., Petronio, S., & Margulis, S. T. (1993). *Self-disclosure*. Newbury Park, CA: Sage.

Duck, S. W., & Gilmour, R. (Ed.). (1981). *Personal relationships 2: Developing personal relationships*. London: Academic Press.

Greene, K., Derlega, V. J., & Mathews, A. (2006). Self-disclosure in personal relationships. In A. L. Vangelisti & D. Perlman (Eds.), *The Cambridge handbook of personal relationships* (pp. 409-427). New York, NY: Cambridge.

Knapp, M. L. (1978). *Social intercourse: From greeting to goodbye*. Needham Heights, MA: Allyn & Bacon.

Levinger, G. (1983). Development and change. In H. H. Kelley et al. (Eds.), *Close relationships* (pp. 20-67). New York, NY: W. H. Freeman.

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formation. *Family Process*, 11, 17-48. doi: 10.1111/j.1545-5300.1972.00017.x

Mongeau, P. A., & Henningsen, M. L. M. (2015). Stage theories of relationship development: Charting the course of interpersonal communication. In B. O. Braithwaite & P. Schrodtt (Eds.), *Engaging theories in interpersonal communication: Multiple perspectives* (2<sup>nd</sup> ed.; pp. 389-402). Los Angeles, CA: Sage.

Solomon, D. H., & Vangelisti, A. L. (2010). Establishing and maintaining relationships. In C. R. Berger, M. E. Roloff, & D. R. Roskos-Ewoldsen (Eds.), *The handbook of communication science* (2<sup>nd</sup> ed; pp. 327-344). Los Angeles, CA: Sage.

## **Tuesday, February 28 -- Relationships: social exchange (social exchange theory, interdependence theory, equity theory, investment model)**

Roloff, M. E. (1981). *Interpersonal communication: The social exchange approach*. Beverly Hills, CA: Sage. (chapters 1, 2, 5)

Foa, U. G., & Foa, E. B. (1974). *Societal structures of the mind*. Oxford, England: Charles C. Thomas.

Hatfield, E., & Rapson, R. L. (2012). Equity theory in close relationships. In P. A. M. Van Lange, A. W. Kruglanski, & E. T. Higgins (Eds.), *Handbook of theories of social psychology* (Vol. 2, pp. 200-217). Los Angeles, CA: Sage.

Rusbult, C. E. (1980). Commitment and satisfaction in romantic associations: A test of the investment model. *Journal of Experimental Social Psychology*, 16, 172-186. doi: 10.1016/0022-1031(80)90007-4

Rusbult, C. E., Agnew, C. R., & Arriaga, X. B. (2012). The investment model of commitment processes. In P. A. M. Van Lange, A. W. Kruglanski, & E. T. Higgins (Eds.), *Handbook of theories of social psychology* (Vol. 2, pp. 218-231). Los Angeles, CA: Sage.

Stafford, L. (2015). Social exchange theories: Calculating the rewards and costs of personal relationships. In B. O. Braithwaite & P. Schrodtt (Eds.), *Engaging theories in interpersonal communication: Multiple perspectives* (2<sup>nd</sup> ed.; pp.403-416). Los Angeles, CA: Sage.

Thibaut, J. W., & Kelley, H. H. (1959). *The social psychology of groups*. New York: Wiley.

Van Lange, P. A. M., & Rusbult, C. E. (2012). Interdependence theory. In P. A. M. Van Lange, A. W. Kruglanski, & E. T. Higgins (Eds.), *Handbook of theories of social psychology* (Vol. 2, pp. 251-272). Los Angeles, CA: Sage.

## **Thursday, March 2 -- Relationship maintenance**



Dindia, K. (2003). Definitions and perspectives on relational maintenance and communication. In D. J. Canary & M. Dainton (Eds.), *Maintaining relationships through communication: Relational, contextual, and cultural variations* (pp. 1-28). Mahwah, NJ: Erlbaum.

Hess, J. A. (2003). Maintaining undesired relationships. In D. J. Canary & M. Dainton (Eds.), *Maintaining relationships through communication: Relational, contextual, and cultural variations* (pp. 103-124). Mahwah, NJ: Erlbaum.

Stafford, L. (2003). Maintaining romantic relationships: A summary and analysis of one research program. In D. J. Canary & M. Dainton (Eds.), *Maintaining relationships through communication: Relational, contextual, and cultural variations* (pp. 51-77). Mahwah, NJ: Erlbaum.

Ayres, J. (1983). Strategies to maintain relationships: Their identification and perceived usage. *Communication Quarterly*, 31, 62-67. doi: 10.1080/01463378309369487

Baxter, L. A. (1994). A dialogic approach to relationship maintenance. In D. J. Canary & L. Stafford (Eds.), *Communication and relational maintenance* (pp. 233-254). San Diego, CA: Academic Press.

Canary, D. J., & Dainton, M. (Eds.) (2003). *Maintaining relationships through communication: Relational, contextual, and cultural variations*. Mahwah, NJ: Erlbaum.

Dainton, M., & Gross, J. (2008). The use of negative behaviors to maintain relationships. *Communication Research Reports*, 25, 179-191. doi: 10.1080/08824090802237600

Dindia, K. (1994). A multiphasic view of relationship maintenance strategies. In D. J. Canary & L. Stafford (Eds.), *Communication and relational maintenance* (pp. 91-112). San Diego, CA: Academic Press.

Dindia, K., & Baxter, L. A. (1987). Strategies for maintaining and repairing marital relationships. *Journal of Social & Personal Relationships*, 4, 143-158. doi: 10.1177/0265407587042003

Stafford, L., Dainton, M., & Haas, S. (2000). Measuring routine and strategic relational maintenance: Scale revision, sex versus gender roles, and the prediction of relational characteristics. *Communications Monographs*, 67, 306-323. doi: 10.1080/03637750009376512

**Tuesday, March 7 -- Relationship uncertainty, disorder, turbulence, transgressions, & repair (dialectics, secret tests, relational turbulence model, uncertainty management theory, theory of motivated information management)**

Afifi, W. A., & Robbins, S. (2015). Theory of motivated information management: Struggles with uncertainty and its outcomes. In B. O. Braithwaite & P. Schrodt (Eds.), *Engaging theories*

*in interpersonal communication: Multiple perspectives* (2<sup>nd</sup> ed.; pp. 143-159). Los Angeles, CA: Sage.

Baxter, L. A. (1990). Dialectical contradictions in relationship development. *Journal of Personal & Social Relationships*, 7, 69-88. doi: 10.1177/0265407590071004

Baxter, L. A., & Montgomery, B. M. (1996). *Relating: Dialogues and dialectics*. New York: Guilford.

Baxter, L. A. (2011). *Voicing relationships: A dialogic perspective*. Los Angeles, CA: Sage.

Berger, C. R., & Bradac, J. J. (1982). *Language and social knowledge: Uncertainty in interpersonal relationships*. London: Edward Arnold.

Duck, S. W., & Gilmour, R. (Ed.). (1981). *Personal relationships 3: Personal relationships in disorder*. London: Academic Press.

Duck, S. W. (1985). *Personal relationships 5: Repairing personal relationships*. London: Academic Press.

Emmers-Sommer, T. M. (2003). When partners falter: Repair after a transgression. In D. J. Canary & M. Dainton (Eds.), *Maintaining relationships through communication: Relational, contextual, and cultural variations* (pp. 185-205). Mahwah, NJ: Erlbaum.

Hogan, T. P., & Brashers, D. E. (2009). The theory of communication and uncertainty management: Implications from the wider realm of information behavior. In T. D. Afifi & W. A. Afifi (Eds.), *Uncertainty, information management, and disclosure decisions: Theories and applications* (pp. 45-66). New York, NY: Routledge.

Knobloch, L. K. (2015). The relational turbulence model. In B. O. Braithwaite & P. Schrodtt (Eds.), *Engaging theories in interpersonal communication: Multiple perspectives* (2<sup>nd</sup> ed.; pp. 377-388). Los Angeles, CA: Sage.

Knobloch, L. K., & Satterlee, K. L. (2009). Relational uncertainty: Theory and application. In T. D. Afifi & W. A. Afifi (Eds.), *Uncertainty, information management, and disclosure decisions: Theories and applications* (pp. 106-127). New York, NY: Routledge.

Knobloch, L. K., & Solomon, D. H. (1999). Measuring the sources and content of relational uncertainty. *Communication Studies*, 50, 261-278. doi: 10.1080/10510979909388499

Metts, S. (1994). Relational transgressions. In W. R. Cupach & B. H. Spitzberg, *The dark side of interpersonal communication* (pp. 217-238). Hillsdale, NJ: Erlbaum.

Metts, S., & Cupach, W. R. (2007). Responses to relational transgressions: Hurt, anger, and sometimes forgiveness. In B. H. Spitzberg & W. R. Cupach (Eds.), *The dark side of interpersonal communication* (pp. 243-277). Mahwah, NJ: Erlbaum.

Montgomery, B. M., & Baxter, L. A. (Eds.) (1998). *Dialectical approaches to studying personal relationships*. Mahwah, NJ: Erlbaum.

Solomon, D. H., & Knobloch, L. K. (2004). A model of relational turbulence: The role of intimacy, relational uncertainty, and interference from partners in appraisals of irritations. *Journal of Social & Personal Relationships*, *21*, 795-816. doi: 10.1177/0265407504047838

Solomon, D. H., & Theiss, J. A. (2011). Relational turbulence: What doesn't kill us makes us stronger. In W. R. Cupach & B. H. Spitzberg (Eds.), *The dark side of close relationships II* (pp. 197-216). New York: Routledge.

### **Thursday, March 9 -- Relationship dissolution (Duck's model of dissolution, Rusbult's EVLN model, Gottman's theory of divorce)**

Attridge, M. (1994). Barriers to dissolution of romantic relationships. In D. J. Canary & L. Stafford (Eds.), *Communication and relational maintenance* (pp. 141-164). San Diego, CA: Academic Press.

Battaglia, D. M., Richard, F. D., Datteri, D. L., & Lord, C. G. (1998). Breaking up is (relatively) easy to do: A script for the dissolution of close relationships. *Journal of Social & Personal Relationships*, *15*, 829-845. doi: 10.1177/0265407598156007

Baxter, L. A. (1984). Trajectories of relationship disengagement. *Journal of Social & Personal Relationships*, *1*, 29-48. doi: 10.1177/0265407584011003

Davis, D., Shaver, P. R., & Vernon, M. L. (2003). Physical, emotional, and behavioral reactions to breaking up: The roles of gender, age, emotional involvement, and attachment style. *Personality & Social Psychology Bulletin*, *29*, 871-884. doi: 10.1177/0146167203029007006

Duck, S. W. (1982). *Personal relationships 4: Dissolving personal relationships*. London: Academic Press.

Emmers, T. M., & Hart, R. D. (1996). Romantic relationship disengagement and coping rituals. *Communication Research Reports*, *13*, 8-18. doi: 10.1080/08824099609362065

Fine, M. A., & Harvey, J. H. (Eds.) (2006). *Handbook of divorce and relationship dissolution*. Mahwah, NJ: Erlbaum.

Gershon, I. (2010). *The breakup 2.0: Disconnecting over new media*. Ithaca: Cornell University Press.

Gottman, J. (1994). *What predicts divorce? The relationship between marital processes and marital outcomes*. Hillsdale, NJ: Erlbaum.

Koenig Kellas, J., Bean, D., Cunningham, C., & Cheng, K. Y. (2008). The ex-files: Trajectories, turning points, and adjustment in the development of post-dissolutional relationships. *Journal of Social & Personal Relationships*, *25*, 23-50. doi: 10.1177/0265407507086804

Le, B., Dove, N. L., Agnew, C. R., Korn, M. S., & Mutso, A. A. (2010). Predicting nonmarital romantic relationship dissolution: A meta-analytic synthesis. *Personal Relationships*, *17*, 377-390. doi: 10.1111/j.1475-6811.2010.01285.x

Rollie, S. S., & Duck, S. (2006). Divorce and dissolution of romantic relationships: Stage models and their limitations. In M. A. Fine & J. H. Harvey (Eds.), *Handbook of divorce and relationship dissolution* (pp. 223-240). Mahwah, NJ: Erlbaum.

Rusbult, C. E., Zembrodt, I. M., & Gunn, L. K. (1982). Exit, voice, loyalty, and neglect: Responses to dissatisfaction in romantic involvements. *Journal of Personality & Social Psychology*, *43*, 1230-1242. doi: 10.1037/0022-3514.43.6.1230

Sbarra, D. A., & Beck, C. J. A. (2013). Divorce and close relationships: Findings, themes, and future directions. In J. Simpson & L. Campbell (Eds.), *The Oxford handbook of close relationships* (pp. 795-823). New York, NY: Oxford.

## CONTEXTS

### Tuesday, March 21 -- Romantic & sexual relationships

ch. 18 (Vangelisti)

Hendrick, C., & Hendrick, S. (1986). A theory and method of love. *Journal of Personality and Social Psychology*, *50*, 392-402. doi: 10.1037/0022-3514.50.2.392

Aron, A., Fisher, H. E., & Strong, G. (2006). Romantic love. In A. L. Vangelisti & D. Perlman (Eds.), *The Cambridge handbook of personal relationships* (pp. 595-614). New York, NY: Cambridge.

Aron, A., Fisher, H. E., Strong, G., Acevedo, B., Riela, S., & Tsapelas, I. (2008). Falling in love. In S. Sprecher, A. Wenzel, & J. Harvey (Eds.), *Handbook of relationship initiation* (pp. 55-74). New York, NY: Psychology Press.

Berscheid, E. (2010). Love in the fourth dimension. *Annual Review of Psychology*, *61*, 1-25. doi: 10.1146/annurev.psych.093008.100318

Diamond, L. (2013). Sexuality in relationships. In J. Simpson & L. Campbell (Eds.), *The Oxford handbook of close relationships* (pp. 589-615). New York, NY: Oxford.

Fehr, B. (2013). The social psychology of love. In J. Simpson & L. Campbell (Eds.), *The Oxford handbook of close relationships* (pp. 201-233). New York, NY: Oxford.

Fitzpatrick, M. A., Jandt, F. E., Myrick, F. L., & Edgar, T. (1994) Gay and lesbian couple relationships. In R. J. Ringer (Ed.), *Queer words, queer images: Communication and the construction of homosexuality* (pp. 265-277). New York, NY: NYU Press.

Kelley, H. H. (1983). Love and commitment. In H. H. Kelley et al. (Eds.), *Close relationships* (pp. 265-314). New York, NY: W. H. Freeman.

Sprecher, S., Christopher, F. S., & Cate, R. (2006). Sexuality in close relationships. In A. L. Vangelisti & D. Perlman (Eds.), *The Cambridge handbook of personal relationships* (pp. 463-482). New York, NY: Cambridge.

### **Thursday, March 23 -- Friends & social networks (social comparison theory)**

ch. 11 (Parks)

Becker, J. A., Johnson, A. J., Craig, E. A., Gilchrist, E. S., Haigh, M. M., & Lane, L. T. (2009). Friendships are flexible, not fragile: Turning points in geographically-close and long-distance friendships. *Journal of Social & Personal Relationships*, 26, 347-369. doi: 10.1177/0265407509344310

Bukowski, W. M., Newcomb, A. F., & Hartup, W. W. (1998). (Eds.) *The company they keep: Friendships in childhood and adolescence*. New York, NY: Cambridge University Press.

Buunk, B. P., & Oldersma, F. L. (2003). Social comparison and close relationships. In G. J. O. Fletcher & M. S. Clark (Eds.), *Blackwell handbook of social psychology: Interpersonal processes* (pp. 388-408). Malden, MA: Blackwell.

Eggert, L. L., & Parks, M. R. (1987). Communication network involvement in adolescents' friendships and romantic relationships. *Annals of the International Communication Association*, 10(1), 283-322.

Fehr, B. (1995). *Friendship processes*. Thousand Oaks, CA: Sage Publications.

Fehr, B. (2008). Friendship formation. In S. Sprecher, A. Wenzel, & J. Harvey (Eds.), *Handbook of relationship initiation* (pp. 29-54). New York, NY: Psychology Press.

Granovetter, M. S. (1973). The strength of weak ties. *American Journal of Sociology*, 78, 1360-1380. doi: 10.1086/225469

Hartup, W. W., & Stevens, N. (1997). Friendships and adaptation in the life course. *Psychological Bulletin*, 121, 355-370. doi: 10.1037/0033-2909.121.3.355

Kandel, D. B. (1978). Homophily, selection, and socialization in adolescent friendships. *American Journal of Sociology*, 84, 427-436. doi: 10.1086/226792

Monsour, M. (1997). Communication and cross-sex friendships across the life cycle: A review of the literature. *Annals of the International Communication Association*, 20, 375-414. doi: 10.1080/23808985.1997.11678946

Parks, M. R., & Floyd, K. (1996). Making friends in cyberspace. *Journal of Computer-Mediated Communication*, 1(4). doi: 10.1111/j.1083-6101.1996.tb00176.x Available at: <http://onlinelibrary.wiley.com/doi/10.1111/j.1083-6101.1996.tb00176.x/full>

Parks, M. R., & Floyd, K. (1996). Meanings for closeness and intimacy in friendship. *Journal of Social and Personal Relationships*, 13, 85-107. doi: 10.1177/0265407596131005

Rawlins, W. K. (1992). *Friendship matters: Communication, dialectics, and the life course*. New York, NY: De Gruyter.

## **Tuesday, March 28 -- Family**

ch. 20 (Caughlin, Koerner, Schrodt, & Fitzpatrick)

Baxter, L. A., & Clark, C. L. (1996). Perceptions of family communication patterns and the enactment of family rituals. *Western Journal of Communication*, 60, 254-268. doi: 10.1080/10570319609374546

Diggs, R. C., & Socha, T. (2004). Communication, families, and exploring the boundaries of cultural diversity. In A. L. Vangelisti (Ed.), *The Routledge handbook of family communication* (pp. 249-267). Mahwah, NJ: Erlbaum.

Fitzpatrick, M. A. (1988). *Between husbands and wives: Communication in marriage*. Newbury Park, CA: Sage.

Lewis, J. M., Johnson-Reitz, L., & Wallerstein, J. S. (2004). Communication in divorced and single-parent families. In A. L. Vangelisti (Ed.), *The Routledge handbook of family communication* (pp. 197-214). Mahwah, NJ: Erlbaum.

Peplau, L. A., & Beals, K. P. (2004). The family lives of lesbians and gay men. In A. L. Vangelisti (Ed.), *The Routledge handbook of family communication* (pp. 233-248). Mahwah, NJ: Erlbaum.

Schrodt, P., & Braithwaite, D. O. (2011). Dark clouds with silver linings: The (dys)functional ambivalence of stepfamily relationships. In W. R. Cupach & B. H. Spitzberg (Eds.), *The dark side of close relationships II* (pp. 243-268). New York: Routledge.

Segrin, C., & Flora, J. (2011). *Family communication* (2<sup>nd</sup> ed.). New York, NY: Routledge.

Turner, L. H., & West, R. (2006). *The family communication sourcebook*. Thousand Oaks, CA: Sage.

Vangelisti, A. L. (Ed.). (2004). *The Routledge handbook of family communication*. Mahwah, NJ: Erlbaum.

**Thursday, March 30 -- Mediated interpersonal communication (social information processing theory, hyperpersonal model, media multiplexity theory, channel selection)**

ch. 14 (Walther)

Baym, N. K. (2010). *Personal connections in the digital age*. Malden, MA: Polity Press.

Dainton, M., & Aylor, B. (2002). Patterns of communication channel use in the maintenance of long-distance relationships. *Communication Research Reports*, 19, 118-129. doi: 10.1080/08824090209384839

Dimmick, J., Feaster, J. C., & Ramirez, A. (2011). The niches of interpersonal media: Relationships in time and space. *New Media & Society*, 13, 1265-1282. doi: 10.1177/1461444811403445

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## **Tuesday, April 4 -- Mediated relationships: Online dating, modality switching**

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## **DARK SIDE**

### **Thursday, April 6 -- Privacy, secrets, & topic avoidance (communication privacy management theory)**

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## **Tuesday, April 11 -- Jealousy, envy, obsession**

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### **Thursday, April 13 -- Manipulation, deception, & infidelity (interpersonal deception theory)**

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Tsapelas, I., Fisher, H. E., & Aron, A. (2011). Infidelity: When, where, why. In W. R. Cupach & B. H. Spitzberg (Eds.), *The dark side of close relationships II* (pp. 175-196). New York: Routledge.

## **Tuesday, April 18 -- Interpersonal aggression, revenge, abuse, and sexual coercion**

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**Thursday, April 20 -- Professional development day**