GENERAL STUDIES COURSE PROPOSAL COVER FORM

College/School: College of Liberal Arts and Sciences
Department/School: Hugh Downs School of Human Communication

Prefix: Com Number: 310 Title: Relational Communication Units: 3

Course description:

Is this a cross-listed course? No
If yes, please identify course(s):

Is this a shared course? No
If so, list all academic units offering this course:

Note: For courses that are cross-listed and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent-numbered course with topics? No

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Requested designation: Social-Behavioral Sciences-SB
Mandatory Review: No

Chair/Director Initials

Eligibility: Permanent numbered courses must have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu

Submission deadlines dates are as follow:
For Fall 2019 Effective Date: October 5, 2018
For Spring 2020 Effective Date: March 8, 2019

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:
Complete and attach the appropriate checklist

Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SO/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:
- Signed course proposal cover form
- Criteria checklist for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:
Name: Laura Guerrero E-mail: laura.guerrero@asu.edu Phone: 602-690-3881

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Linda Lederman Date: 2/21/19
Chair/Director (Signature):
## ASU--[SB] CRITERIA

A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑️</td>
<td>☐️</td>
<td>1. Course is designed to advance basic understanding and knowledge about human interaction. See sample syllabus and table of contents of text book</td>
</tr>
<tr>
<td>☑️</td>
<td>☐️</td>
<td>2. Course content emphasizes the study of social behavior such as that found in: See syllabus, table of contents from text book, and sample reference pages from text book</td>
</tr>
</tbody>
</table>
| ☑️  | ☐️ | • ANTHROPOLOGY  
• ECONOMICS  
• CULTURAL GEOGRAPHY  
• HISTORY  |  
Human Communication  
Social Psychology  
Family Studies |
| ☑️  | ☐️ | 3. Course emphasizes: OR See attached pages from the text book outlining the history of the field of personal relationships. |
| ☑️  | ☐️ | a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). |
| ☑️  | ☐️ | b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis). |
| ☑️  | ☐️ | 4. Course illustrates use of social and behavioral science perspectives and data. See syllabus, especially course calendar |

THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:

- Courses with primarily arts, humanities, literary or philosophical content.
- Courses with primarily natural or physical science content.
- Courses with predominantly applied orientation for professional skills or training purposes.
- Courses emphasizing primarily oral, quantitative, or written skills.
### Course Prefix | Number | Title | General Studies Designation
--- | --- | --- | ---
COM | 310 | Relational Communication | SB

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>This course is all about human interaction, focusing on communication between people during all stages of relationship development.</td>
<td>Description of course in syllabus; table of content from text book used.</td>
</tr>
<tr>
<td>2</td>
<td>Theory and research on relationships comes from various social science disciplines, including communication, social psychology, and family studies, among others. In fact, much of the theory and research covered in this class is published in interdisciplinary journals on relationships.</td>
<td>Sample reference pages from the text book show how the course content draws upon research and theory from different social science disciplines (e.g., communication, social psychology).</td>
</tr>
<tr>
<td>3</td>
<td>Course material draws upon the distinct knowledge base of the social and behavioral sciences, examining human interaction while also looking at psychological and social aspects of that interaction.</td>
<td>A section of the book that discusses the interdisciplinary social and behavioral science base of the book used in this course is included.</td>
</tr>
<tr>
<td>4</td>
<td>The course illustrates use of social scientific perspectives and data, both in terms of the coverage of major theories about human interaction in relationships, as well as in writing assignments that require students to delve into social scientific research on relationships. Students also learn how to apply these perspectives to their lives.</td>
<td>See course objectives and topics covered in the course syllabus</td>
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<tr>
<td>Course</td>
<td>Title</td>
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<tr>
<td>COM 310</td>
<td><strong>Relational Communication</strong>&lt;br&gt;Course Description:&lt;br&gt;Explores communication issues in the development of personal relationships. Current topics concerning communication in friendship, romantic, and work relationships.</td>
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<tr>
<td></td>
<td>Offering School/Colleges Pre-requisite(s):&lt;br&gt;New College of Interdisciplinary Arts and Sciences -- School of Social and Behavioral Sciences&lt;br&gt;Prerequisite(s): COM 100 with C or better; minimum 2.00 GPA</td>
<td></td>
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<tr>
<td></td>
<td>College of Integrative Sciences and Arts -- College of Integrative Sciences and Arts&lt;br&gt;Prerequisite(s): COM 100 with C or better; minimum 2.00 GPA</td>
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<tr>
<td></td>
<td>College of Liberal Arts and Sciences -- Hugh Downs School of Human Communication&lt;br&gt;Prerequisite(s): COM 100 with C or better; minimum 2.00 GPA</td>
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<td></td>
<td>Allow multiple enrollments: No</td>
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<tr>
<td></td>
<td>Repeatable for credit: No</td>
<td></td>
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<tr>
<td></td>
<td>Primary course component: Lecture</td>
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<td></td>
<td>Grading method: Student Option</td>
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</tbody>
</table>
Welcome to Com 310!
This course focuses on describing and explaining communication processes that occur within the context of close relationships. The field of personal relationships is interdisciplinary, with scholars from areas such as communication, family studies, and social psychology all contributing to knowledge about relational communication. Therefore, we will take an approach that emphasizes communication but also includes concepts and theories from other fields. The course covers topics that should help you better understand how people develop, maintain, and end relationships, as well as how people cope with relational challenges. The course is structured to address two key course objectives. The first objective is to understand key concepts and theories relevant to communication in relationships. The second objective is to be able to apply the knowledge you gain from class to real-life situations. The extent to which you meet these objectives will be evaluated through tests, an advice article paper, and a social media project. Learning how communication functions in close relationships, such as those between friends, romantic partners, and family members, can be an interesting and worthwhile enterprise, especially since research shows that people who are in healthy relationships tend to have happier lives. Although there are "no easy answers" when it comes to developing and maintaining good relationships, we hope the knowledge you gain from this class will help you better understand yourself and your relationships.

Textbook
Student Assistant

We are very lucky to have an outstanding undergraduate student, Nicole Cerimeli, as an assistant in this class. Think of Nicole as your in-class tutor. She will be holding one or two study sessions before each exam, depending on student interest. Nicole is also available to discuss lecture notes, provide study tips, discuss ideas for your papers, and give basic editing advice. She will also maintain the class attendance log. (Please note, if you have extenuating circumstances and wish to request an absence be excused, please send an email jointly to Nicole and Dr. Guerrero. See the attendance policy below). Nicole can be reached by email at Nicole.Cerimeli@asu.edu. Please email her or catch her after class to schedule an appointment with her.

Course Policies

☐ **Late Papers:** To receive full credit, papers must be turned in using Safe Assignment by 11:59 pm on the day they are due. Late papers will receive a 10-point deduction for every day (not every class day) that they are late. Papers are graded in the order they are received, so don’t wait until the last minute if you want to get your score and comments back sooner rather than later. Turn your paper in early if possible!

☐ **Make-Up Exams:** Make-up exams are only given when you have a university-sanctioned excuse, such as participation on a university athletic team or a documented illness. If possible, you must notify Dr. Guerrero prior to the exam to secure permission for taking a make-up exam at a later date. According to University policy, with few exceptions, students must take final exams at the scheduled time unless permission for a make up is approved by the Dean of the College. Therefore, having a plane ticket home before the end of the semester does not excuse you from taking the final on the day it is scheduled.

☐ **Attendance:** ASU recommends that attendance be taken in all classes. Nicole will pass an attendance sheet around every day except for exam days. You will be rewarded for good attendance by earning extra credit points, as follows:

- 2 or fewer absences = 7 points
- 3 absences = 5 points
- 4 absences = 3 points
- 5 absences = 1 point
- 6 or more absences = 0 points

Please note that it is your responsibility to sign the attendance sheet every time you come to class. On most days, the attendance sheet will be passed out about halfway through the lecture. If you have a documented excuse for an extended period of absences (such as being in the hospital or being out of town due to a university-sanctioned event), please see Dr. Guerrero for ways to make up those absences.
We also encourage you to attend class regularly because students who do so tend to be much more successful in the course. The textbook covers a lot of information. The lectures help you determine what is most important to study for the exams. The lectures sometimes also include new information that was not available when the textbook was written. Lecture outlines will be posted on Blackboard. However, these outlines are not a substitute for attending class and taking good notes. They are outlines, not full sets of notes. You should supplement these outlines with more detailed information from class lecture and the textbook.

- **Academic Integrity:** Academic integrity is required of all Arizona State University students. Cheating of any kind will not be tolerated and can result in failing an exam or the entire course. In addition to "traditional" forms of cheating and plagiarism, it is unacceptable to turn the same paper in to two classes. If you have not done so already, you are strongly encouraged to read the information about the College of Liberal Arts and Sciences policies on plagiarism and other forms of academic integrity at: [https://clas.asu.edu/resources/academic-integrity](https://clas.asu.edu/resources/academic-integrity)

- **Title IX:** Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at [http://sexualviolenceprevention.asu.edu/faqs/students](http://sexualviolenceprevention.asu.edu/faqs/students). As mandated reporters, Dr. Guerrero and Ms. Niess are obligated to report any information they become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, [https://eoss.asu.edu/counseling](https://eoss.asu.edu/counseling), is available if you wish discuss any concerns confidentially and privately.

### COURSE CALENDAR

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Th 8/16</td>
<td>Welcome and Course Overview</td>
<td></td>
</tr>
<tr>
<td>Tu 8/21</td>
<td>Attraction: Individual Qualities*</td>
<td>Ch. 3</td>
</tr>
<tr>
<td>Th 8/23</td>
<td>Attraction: Dyadic and Environmental Factors</td>
<td></td>
</tr>
<tr>
<td>Tu 8/28</td>
<td>Managing Uncertainty</td>
<td>Ch. 4</td>
</tr>
<tr>
<td>Th 8/30</td>
<td>Expectations and Secret Tests</td>
<td></td>
</tr>
<tr>
<td>Tu 9/4</td>
<td>Stages and Turning Points*</td>
<td>Ch. 5</td>
</tr>
<tr>
<td>Th 9/6</td>
<td>Dialectics Theory</td>
<td></td>
</tr>
<tr>
<td>Tu 9/11</td>
<td>Exam #1</td>
<td></td>
</tr>
</tbody>
</table>
Th 9/13    Self Disclosure
Tu 9/18    Privacy and Topic Avoidance
*Article Selection Due*

Th 9/20    Affection and Immediacy
Tu 9/25    Social Support*
Th 9/27    Love
Tu 10/2    Attachment*
Th 10/4    Exam #2
Tu 10/9    Fall Break
Th 10/11    Attitudes and Communication about Sex
Tu 10/16    Courtship and Flirting
*Article Critique Due*

Th 10/18    Maintenance and Equity
Tu 10/23    Cross-Sex Friendships and Friends with Benefits
Th 10/25    Conflict Styles
Tu 10/30    Conflict Patterns*
Th 11/1    Exam #3
Tu 11/6    Infidelity and Jealousy
Th 11/8    National Communication Association Conference (No Class)
Tu 11/13    Unrequited Love and Obsessive Relational Intrusion
*Original Article Due*

Th 11/15    Relationship Repair and Remedial Strategies
Tu 11/20    Forgiveness and Reconciliation*
Th 11/22    Happy Thanksgiving (No Class)
Tu 11/27    Theories of Relational Dissolution
Th 11/29    Disengagement Strategies
Th 12/6    Exam #4 12:10-2:00pm

Grade Breakdown
4 exams @ 100 pts. each------------------------------- 400 pts.
Pop Psychology Project--------------------------------- 200 pts.
Social Media Project----------------------------------- 100 pts.
Class Activities---------------------------------------- 50 pts.

Total Possible = 750 pts.
GRADING SCALE (Total Points Possible= 750)

748+    A+    623-652    B    435-509    D
697-747  A    600-622    B-    0-434    E
675-696  A-    570-599    C+  
653-674  B+    510-569    C

EXAMS AND ASSIGNMENTS

Exams (worth 100 points each)

Exams will consist of 50 multiple choice questions. Each exam covers a separate section of the course. The final exam is not comprehensive. Please bring a #2 pencil since these exams will be taken using scantrons. (We will provide the scantrons.) A study guide will be posted on Blackboard about a week prior to each exam. Nicole will also be holding student sessions. Dr. Guerrero is in charge of the exams.

Pop Psychology Project (worth 200 points)

This paper is designed to help you develop skill in analyzing and critiquing information about communication and relationships found in the popular press. This assignment consists of three parts: (1) locating and submitting a popular press article to use as the starting point for this assignment, (2) critiquing that article, and (3) submitting an original article on the same topic that more accurately represents the research on relational communication. Dr. Guerrero will approve your topic and grade the article selection part of this project. Ms. Niess will grade the critique and original article papers.

Part 1: Article Selection (worth 25 points) Due 9/18

The first part of this assignment involves finding an article in a popular magazine (such as Cosmopolitan, Ebony, or GQ) or commercial website (e.g., https://www.yourtango.com/experts; https://www.lovelearnings.com/; https://www.lovepanky.com/ https://www.exboyfriendrecovery.com) and comparing the article with research that has been conducted on the same topic by relationship and communication researchers. Turn in either a link to a pdf copy of the magazine article or a link to the website along with a short paragraph describing why you choose this article and how it relates to relational communication. (This only needs to be 4 or 5 sentences.) This assignment serves three purposes. First, it will get you thinking about this assignment early. Second, Dr. Guerrero will approve your article choice. Although most articles are approved, in rare cases an article will not be relevant to relational communication so we will ask you to choose a different article. Third, Dr. Guerrero will provide brief comments on your topic and in some cases point you to an area of research or to particular communication scholars who are relevant to your topic.
Part 2: Critique (worth 75 points) Due 10/16

To complete this assignment, you need to critique the popular press article you chose by answering the following three questions:

1. What are the article’s strengths? (In other words, what did it get right?)
2. What are article’s weaknesses? (Identify any misinformation or important information that you believe is missing from the article)
3. What would you change? (Discuss what you would do to capitalize on the strengths and fix the weakness that you mentioned above, plus any other changes you would make to improve the article)

These questions should be answered in a 2- to 3-page paper. Double-space, use 12 pt. Times Roman font and 1-inch margins. Students typically have a paragraph or two addressing each question, but this varies based on the article. For example, if you believe your article has more weaknesses than strengths, you would likely have a short paragraph on strengths and multiple paragraphs on weaknesses and changes to make. There is no need to formally cite research, the text book, or the lectures for this assignment. You should, however, reference such material (e.g., according to our text book, this advice is wrong because...).

There is not a specific rubric used to grade this paper, but the following criteria are used to judge the overall quality of the paper:

- **Explanation of strengths, weaknesses, and potential changes** (Were all three adequately addressed in relation to the article?)
- **Overall quality of critique** (Was the critique in depth and grounded in research rather than personal opinion?)
- **Clarity and organization** (Was the paper well written and easy to follow?)

Part 3: Original Article (worth 100 points) Due 11/13

The final part of this project involves completely rewriting the article based on your critique. Your goal is to create an article on the same topic that is engaging and contains information that is accurate and helpful based on research rather than personal opinion. Your article should be 4-5 pages using 12 pt. Times Roman font, double-spaced, with 1-inch margins. The article must include a minimum of two scholarly sources excluding the text book. The page length excludes the reference page. It is fine (and often helpful) to cite the textbook, but this will not count as one of the two sources. Sources (including the text book) should be cited in either APA or MLA style. (If you are unfamiliar with either of these writing styles, consult Purdue OWL online for guidelines; see also the sample paper.)

The following criteria will be used to grade the paper:

- how well the paper addresses and defines the topic
- the depth and quality of the information you review
- the clarity and creativity of the writing, including use of proper grammar
- proper use of APA or MLA style

In addition, be warned that if you do not include at least two scholarly sources within your paper, you will receive an automatic 10-point deduction. Your overall grade would also be
affected because if you do not integrate the scholarly work into your paper, the overall quality of your paper will suffer.

Scholarly books (or chapters from edited scholarly books) that you can find in the ASU library are particularly helpful for this assignment, as are articles from the following journals: *Journal of Social and Personal Relationships, Personal Relationships, Communication Monographs, Human Communication Research, Communication Research, Journal of Personality and Social Psychology, Western Journal of Communication, Communication Quarterly, Communication Studies, Communication Reports, or Southern Communication Journal.* It can be helpful to use ComAbstracts, Google Scholar, Communication and Mass Media Complete, and/or PsycInfo as your search engines. Be aware that some electronic databases (such as Academic Search Premier) include both scholarly and non-scholarly sources. To ensure that the sources you use are scholarly, be sure they come from an academic journal (not a magazine) or that they come from a book that can be attained through the ASU library (you can check the card catalog online to see if a particular book is carried by the ASU library). Book chapters from scholarly books can be especially helpful for this assignment because they tend to include more comprehensive information than journal articles. *Therefore, you are strongly encouraged to look for books related to your topic early in the semester.* Students from communication, psychology, family studies, and sociology are all studying issues relevant to relationships, so if you do not secure a book early, it is likely to be checked out and unavailable until after the assignment is due.

As noted above, you are required to use either APA or MLA style to cite your sources. In doing so, be sure there is a perfect match between the sources you cite in the text of your paper and those you list in your references. (Everything cited in text should be in the reference list; everything in the reference list should be cited in the paper.) It is okay to refer to class lecture notes in the paper even though they do not count as one of the two scholarly sources. Just put (class notes, X/X/18) in parentheses after the material you cite.

Finally, part of being a good communicator is the ability to write clearly. Thus, it is important to edit your papers before turning them in. Be sure to check for sentence clarity, misspellings, and common grammatical problems, such as the following: fragments, run-on sentences, awkward wording, using a word that doesn’t fit (e.g., sometimes the words in the thesaurus on your computer don’t work in a given sentence, such as saying “she was transparently smart” instead of “she was clearly smart”), using “that” instead of “who” or “whom” when referencing a person (e.g., It should be “I need a lover who won’t drive me crazy” instead of “I need a lover that won’t drive me crazy”), inconsistent verb tense, and inconsistency across nouns and pronouns (e.g., “A person should compliment their partner” should be either “A person should compliment her or his partner” or “People should compliment their partners.”
Close Encounters
Communication in Relationships
Fifth Edition

Laura K. Guerrero
Arizona State University

Peter A. Andersen
San Diego State University

Walid A. Afifi
University of California, Santa Barbara

SAGE
Los Angeles | London | New Delhi
Singapore | Washington DC | Melbourne
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chapter, we take a close look at what constitutes both communication and relationships. First, however, we provide a brief history of the field of personal relationships. Then we define and discuss three important terms that are central to this book: (1) relationships, (2) interpersonal communication, and (3) relational communication. The chapter ends with principles of interpersonal and relational communication.

THE FIELD OF PERSONAL RELATIONSHIPS: A BRIEF HISTORY

People have been curious about their relationships for thousands of years, but the formal study of personal relationships is a fairly recent phenomenon. Today we take the study of personal relationships for granted, but a few decades ago the scholarly investigation of relationships was considered unscientific and a waste of resources. In 1975 Senator William Proxmire of Wisconsin publicly criticized two of the finest and earliest relationship researchers, Ellen Berscheid and Elaine Hatfield (formerly Elaine Walster), for their research on love. Proxmire gave the “golden fleece award” for wasteful government spending to the National Science Foundation for supporting Berscheid and Walster’s research on love with an $84,000 grant. The senator’s objections to “squandering” money on love research were twofold: (1) Scientists could never understand the mystery of love, and (2) even if they did, he didn’t want to hear it and was confident that no one else did either (E. Hatfield, personal communication, August 20, 1999). Of course, like many Americans Proxmire had problematic relationships of his own and had just been divorced at the time he gave his “award.” Months of harassing phone calls and even death threats to Berscheid and Walster followed (E. Hatfield, personal communication, August 20, 1999).

Now most people, including politicians, realize that close relationships are as important to study as earthquakes or nutrition, especially since having good relationships is associated with better mental and physical health (Ryff, Singer, Wing, & Dienberg Love, 2001; Taylor et al., 2006; Willits, Benzeval, & Stansfeld, 2004). People now find social scientific knowledge compatible with personal political and religious beliefs. In fact, some churches conduct premarital workshops and marriage encounters based on relationship research. Bookstores and newstands are crammed with books and magazines that focus on every aspect of relationships, providing advice (of variable quality) on topics such as the “These are the Qualities Men *Actually* Look for in Women” (Keong, 2016) and why “My Husband and I Text More Than We Talk—and That’s OK” (Wright, 2015), as well as offering “11 Things You Need to Do to Have a Lasting Relationship” (Moore, 2016), “20 Body Language Signs That Mean He’s Into You” (Narins, 2015), and “10 Things You Should Never, Ever Say In a Fight With Your Girlfriend or Wife” (Walgren, 2016), just to name some of the advice in the popular press. One critical function of scientific research on relationships is to provide a check-and-balance system for the popular advice given in the media. Critical consumers can compare the scientific literature to the popular, often inaccurate, advice in magazines, best-selling books, and television shows. Box 1.1 presents one such comparison.

Several major tributaries have contributed to the steady stream of scholarly research on personal relationships. The early pioneers in the field could not have envisioned the vast amount of research on relationships that exists in several disciplines today. The young field of personal relationships has always been transdisciplinary, although it sometimes took years for scholars from different disciplines to discover one another’s work. Duck (1988) commented that the field of personal relationships is unusual because it is truly interdisciplinary and has the power to impact people’s everyday lives. Scholars from disciplines such as communication, social psychology, child development, family studies, sociology, and anthropology are all in the business of studying human relationships. In particular, research in interpersonal communication, social psychology, and other
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