

..head03C Seminar in Interpersonal Attraction Page ##
..head04C Liking, Loving, & Hating

820-931 Seminar on Interpersonal Attraction
Final Meeting: Monday, 5 May 1997, 6:30 - 9:10
Seminar Meetings: Mondays, 6:30 - 9:10 PM, Garland 130

Instructor: Marshall Lev Dermer, Associate Professor of Psychology
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Texts:

..LAYOUT 2

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Skinner, B. F. (1953). *Science and human behavior*. New York: The Free Press. (Available at Follett's)

Michael, J. (1993). *Concepts and principles of behavior analysis*. Kalamazoo, MI: Society for the Advancement of Behavior Analysis. (Available at Follett's)

Winokur, S. (1976). *A primer of verbal behavior: an operant view*. Englewood Cliffs, NJ: Prentice-Hall. (Available at Clark's)

(TENTATIVE) Additional Readings:

Dermer, M. L. (1994). *Useful technical terms for behavior analysis*. Unpublished manuscript, University of Wisconsin--Milwaukee.

Gewirtz, J. L., & Pel ez-Nogueras, M. (1992). B. F. Skinner's legacy to human infant behavior and development. *American Psychologist*, 47, 1411-1422.

Gewirtz, J. L., & Pel ez-Nogueras, M. (1992). Infants' separation difficulties and distress due to misplaced maternal contingencies. In T. M. Field, P. M. McCabe & N. Schneiderman (Eds.), *Stress and coping in infancy and childhood* (pp. 19-46). Hillsdale, NJ: Lawrence Erlbaum.

Gewirtz, J. L. (1972). Attachment, dependence, and a distinction in terms of stimulus control. In J. L. Gewirtz (Ed.),

Attachment and dependency (pp. 139-177). Washington, DC: V. H. Winston & Sons.[]

Dermer, M. L. (1994). Using elementary behaviorism to understand and create romantic love. Unpublished manuscript, University of Wisconsin-Milwaukee.[]

Davis, K. E., & Todd, M. J. (1982). Friendship and love relationships. In K. E. Davis & T. O. Mitchell (Eds.), *Advances in Descriptive Psychology*. Vol. 2. (pp. 79-122). Greenwich, CT: JAI Press.[]

Davis, K. E. & Todd, M. J. (1985). Assessing friendship: Prototypes, paradigm cases and relationship assessment. In S. Duck & D. Perlman (Eds.), *Understanding personal relationships: An Interdisciplinary approach* (p. 17-34). Beverly Hills, CA: Sage Publications.[]

Davis, K. E. (1996). The relationship rating form (RRF)/ A measure of the characteristics of romantic relationships and friendships. Unpublished manuscript, Department of Psychology, University of South Carolina.[]

Fehr, B. (1988). Prototype analysis of the concepts of love and commitment. *Journal of Personality and Social Psychology*, 55, 557-579.[]

Russell, J. A. (1991). In defense of a prototype approach to emotion concepts. *Journal of Personality and Social Psychology*, 60, 37-47.[]

Fehr, B., & Russell, J. A. (1991). The concept of love viewed from a prototype perspective. *Journal of personality and social psychology*, 60, 425-438.[]

Fehr, B. (1993). How do I love thee? Let me consult my prototype. In S. Duck (Ed.), *Individuals in relationships* (Vol. 1) (pp. 87-120). Newbury Park, CA: Sage.[]

Dermer, M. L. (1997). Towards understanding love and other affectionate behavior. Unpublished manuscript, University of Wisconsin-Milwaukee.[]

Gergen, M. M., & Gergen, K. J. (1995). What is this thing called love? Emotional scenarios in historical perspective. *Journal of Narrative and Life History*, 5, 221-237.[]

Enright, R. D., & Zell, R. L. (1989). Problems encountered

when we forgive one another. *Journal of Psychology and Christianity*, 8, 52-60.[]

Hayes, S. C. (1984). Making sense of spirituality. *Behaviorism*, 12, 99-110.[]

Wahking, H. (1992). Spiritual growth through grace and forgiveness. *Journal of Psychology and Christianity*, 11, 198-206.[]

Kimmel, E. B., & Kazanis, B. W. (1995). Explorations of the unrecognized spirituality of women's communion. Special Issue: Women's spirituality, women's lives. *Women and Therapy*, 16, 215-227.[]

El Azayem, G. A., & Hedayat-Diba, Z. (1994). The psychological aspects of Islam: Basic principles of Islam and their psychological corollary. *International Journal for the Psychology of Religion*, 4, 41-50.[]

General Orientation:[]

This spring, the Association for Behavior Analysis will meet in Chicago. If this convention is like previous conventions, participants will address various basic and applied problems. Despite participants coming from various professions --including social work, developmental psychology, medical psychology, clinical psychology, pharmacology, toxicology, anthropology, organizational psychology, sociology, instructional design, nursing, sports psychology, exceptional education and, of course, experimental psychology--they will be addressing behavior through a set of basic principles and terms.[]

This spring's seminar will introduce participants to these basics and so permit participants to address human love and the related phenomena of forgiveness and spirituality. We will, of course, have much to read and say about how people's public actions create and destroy love. Additionally, because behaviorism addresses the world beneath our skins--the private world of dreaming, thinking, and feeling--we will read and discuss the relations between the private and the public worlds.[]

Manuscripts:[]

Behavioristic interpretation explains behavior by relating well-studied operations, processes, and principles to particular circumstances. As the semester progresses students will become increasingly skilled at behavioristic interpretation through readings, discussions, and short homework assignments.[]

To help each student prepare a short (ten-page limit) term paper, participants will present and discuss an interpretation in seminar. Most relevant, of course, are interpretations addressing interpersonal attraction. I have, however, accepted interpretations relevant to other kinds of evaluative and social behavior including: self-love, homosexual behavior, multiple-personalities, and bystander intervention effects. Besides presenting the interpretation, the term paper may outline how the validity of an aspect of the interpretation could be examined in a single-subject experiment.

Twenty percent of a term paper's grade will be based on rhetoric--grammar, spelling, etc. A paper might receive a grade of B- for content and A- for rhetoric. These scores can be converted to the following Grade Point Value (GPV) scale by using this conversion table:

| | | | | | | | | | | | | | | |
|-------|----|----|----|----|---|----|----|---|----|----|---|----|----|---|
| GPV | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| GRADE | A+ | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F+ | F |

The above scores correspond to an 8 and 11, respectively. The overall grade for this paper would be approximately a B because: $(.80 \times 8) + (.20 \times 11) = 8.60$ or about a B. I will, of course, provide comments for the first draft of each term paper and encourage students to submit a second draft.

Course Grade:

The course grade will be the letter grade associated with the following equation:

$$\text{Course Grade} = .50 M + .30 S + .20 H,$$

where M is the GPV for the final draft of the term paper, S is the GPV for seminar contributions, and H is the average GPV for the homework assignments.

Office Hours:

Unless there is an emergency, you can count on my being in my office from 10:30-11:20 AM TR.

I always carry an appointment book. Please feel free to meet and discuss the seminar or your progress.

Special Circumstances:

If you have a learning, sensory, or physical disability, or if you believe you require special help regarding seminar, reading assignments, or homework then please talk with me.

Note: Departmental policies regarding participation by students with disabilities, accommodation for religious observances, academic conduct, complaint procedures, grade appeal procedures, and other standing policies (e.g., concerning sexual harassment and incompletes) are available in Garland 138 during regular business hours.

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