

**University of Puerto Rico
Río Piedras Campus
College of Humanities
Department of English
Undergraduate Program**

Course Title The Dark Side of Human Relationships

Course Information

- ◆ Professor Janet MacLennan, Ph.D., *Catedrática*
- ◆ Email janet.maclennan1@upr.edu
- ◆ Office Hours MW by arrangement in Pedreira 09 or through Microsoft Teams
- ◆ Dates January-May 2023
- ◆ Type In person learning
- ◆ Code INGL 4336
- ◆ Credit Hours 3

Course Description Exploratory and critical study of interpersonal communication research that focuses on the role that darker behaviors play in human relationships. The intent is to shed light on the darker side of social behavior (e.g. deception, obsession, addiction, jealousy, infidelity, gossip, conflict, taboos, betrayal, guilt) while redressing the ideology of optimism characteristic of the study of interpersonal relationships from a human communication perspective. Through critical reflection and research, students will consider future directions for dark side research in human communication and pursue study in one topic.

Course Objectives By the end of the course, students will:

1. know and understand the major issues related to the dark side of human relationships.
2. situate issues related to the dark side of human relationships within the field of human communication research and theory.
3. identify, analyze, and critique important gaps in our understanding of the dark side of human relationships within the area of human communication.
4. develop an awareness of their own and others' darker communication behaviors and their effects through application of course concepts.
5. develop research and writing skills to contribute to the ongoing study of this area.
6. gain an understanding of the study of interpersonal communication beyond the introductory level.
7. develop communication skills in facilitation of group/class discussion and group presentation.

Course Outline

<u>Topic</u>	<u>Time</u>
I. Course introduction and overview	3 hours

II.	The metaphor of the dark side Background of the study of interpersonal communication and relationships Addressing the academic and popular ideology of optimism in interpersonal communication	6 hours
III.	Discussion of key topics	18 hours
IV.	New topics for discussion and research Presentations of student research	18 hours
	Total	45 hours/3 credits

Course Calendar

Week 1	Course introduction
Week 2-4	Exploration and application of the darkside metaphor
Week 5	Discussion of course text chapters 1 & 2
Week 6	Research planning
Week 7	Discussion of course text chapters 3 & 4
Week 8	Discussion of course text chapters 6 & 7
Week 9	Discussion of course text chapters 9 & 10
Week 10&11	Volume II chapter discussions
Week 12	Research planning & organization
Final Weeks	Student research presentations

Teaching Strategies This course will build knowledge through lectures, discussions, learning activities, application, and research.

Required Resources Internet and computer access. Access to Moodle and Microsoft Teams. Access to institutional email. Access to required text in ebook form.

Methods of Evaluation

Exploratory assignment	20%
Application logs (10 best out of 12)	40%
Research & presentation	40%

Evaluación diferenciada a estudiantes con necesidades especiales.

Grading System The following grades will be used for this course: A, B, C, D, F.

Required Text Spitzberg, B. H., & Cupach, W. R. (Eds.). (1998). *The dark side of close relationships*. Routledge.

Selected Bibliography

Adams, C. H. (2001). Prosocial bias in theories of interpersonal communication competence: Must good communication be nice? In G. J. Shepard & E. W. Rothenbulhler (Eds.), *Communication and community* (pp. 37-52). Mahwah, NJ: Lawrence Erlbaum.

Close Scheinbaum, A. (Ed.). (2017). *The dark side of social media: A consumer psychology perspective*. Routledge.

Cupach, W. R., & Spitzberg, B. H. (Eds.). (2007). *The dark side of interpersonal communication*. Hillsdale, NJ: Lawrence Erlbaum.

Cupach, W. R., & Spitzberg, B. H. (Eds.). (2011). *The dark side of close relationships II*. New York: Routledge.

Downs, E. (Ed.) (2019). *Dark side of media and technology: A 21st century guide to media and technological literacy*. Peter Lang.

Duck, S., & Wood, J. T. (1995). (Eds.). *Understanding relationship processes 5: Confronting relationship challenges*. Thousand Oaks: Sage.

Gilchrist-Petty, E. S., & Long, S. D. (Eds.). (2016). *Contexts of the dark side of communication*. New York: Peter Lang.

Goodwin, R., & Cramer, D. (Eds.). (2002). *Inappropriate relationships: The unconventional, the disapproved and the forbidden*. Mahwah, NJ: Lawrence Erlbaum.

Lloyd, S. A., & Emery, B. C. (2000). *The dark side of courtship: Physical and sexual aggression*. Thousand Oaks: Sage.

Olson, L. N. et. al. (2012). *The dark side of family communication*. Malden, MA: Polity.

Olson, L. N. & Fine, M. A. (2016). *The darker side of family communication: The harmful, morally suspect, and the socially inappropriate*. Peter Lang.

Sheldon, P., Rauschnabel, P. A., & Honeycutt, J. M. (2019). *The dark side of social media: Psychological, managerial, and societal perspectives*. Academic Press.

Weiss, A. (2020). *The dark side of our digital world: And what you can do about it*. Rowman & Littlefield.

Wood, J. T., & Duck, S. (Eds.). (1995). *Under-studied relationships: Off the beaten track*. Thousand Oaks, CA: Sage.

Important Notices: In accordance with the recommendation of the Dean of Students Office (Division for Persons with Disabilities), students who are clients of the Office of Vocational Rehabilitation must contact the professor at the beginning of the semester in order to make arrangements for reasonable accommodations and for any necessary auxiliary equipment. Other students with special needs who require any kind of assistance or reasonable accommodations should also contact the professor. Alternative evaluation methods will be provided to students with identified special needs.

“The University of Puerto Rico prohibits discrimination based on sex, sexual orientation, and gender identity in any of its forms including that of sexual harassment. According to the Institutional Policy Against Harassment at the University of Puerto Rico, Certification Num. 130, 2014-2015 from the Board of Governors, any student subjected to acts constituting sexual harassment, must turn to the Office of the Student Ombudsperson, the Office of the Dean of Students, and/or the Coordinator of the Office of Compliance with Title IX for an orientation and/or a formal complaint.

Los estudiantes que reciban servicios de Rehabilitación Vocacional deben comunicarse con la profesora al inicio del semestre para planificar el acomodo razonable y equipo asistivo necesario conforme a las recomendaciones de la Oficina de Asuntos para las Personas con Impedimento (OAPI) del Decanato de Estudiantes. También aquellos estudiantes con necesidades especiales que requieren de algún tip de asistencia o acomodo deben comunicarse con el/la profesor/a.

Integridad académica: La Universidad de Puerto Rico promueve los más altos estándares de integridad académica y científica. El Artículo 6.2 del Reglamento General de Estudiantes de la UPR (Certificación Núm. 13, 2009-2010, de la Junta de Síndicos) establece que “la deshonestidad académica incluye, pero no se limita a: acciones fraudulentas, la obtención de notas o grados académicos valiéndose de falsas o fraudulentas simulaciones, copiar total o parcialmente la labor académica de otra persona, plagiar total o parcialmente el trabajo de otra persona, copiar total o parcialmente las respuestas de otra persona a las preguntas de un examen, haciendo o consiguiendo que otro tome en su nombre cualquier prueba o examen oral o escrito, así como la ayuda o facilitación para que otra persona incurra en la referida conducta”. Cualquiera de estas acciones estará sujeta a sanciones disciplinarias en conformidad con el procedimiento disciplinario establecido en el Reglamento General de Estudiantes de la UPR vigente.

PLAN DE CONTINGENCIA EN CASO DE UNA EMERGENCIA

En caso de surgir una emergencia o interrupción de clases, el profesor continuará ofreciendo el curso utilizando la modalidad a distancia o en línea, según establecidas en este prontuario oficial. De acuerdo a la información oficial y las directrices institucionales, el profesor realizará esfuerzos para comunicarse con los estudiantes vía correo electrónico institucional u otros medios alternos disponibles para coordinar la continuidad del ofrecimiento.

If an emergency or an interruption of courses occurs, course offerings will take place with the support of distance learning modalities, as established in the official syllabus. In compliance with official communications and institutional guidelines, the professor will make efforts to communicate with students via institutional email or other available communication outlets to coordinate the continuity of course work.