



UNIVERSITY OF KENTUCKY

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COLLEGE OF AGRICULTURE

RECEIVED

Nov 29 07

OFFICE OF THE
SENATE COUNCIL

November 29, 2007

MEMO

To: Dr. Phil Kraemer
Undergraduate Council

From: Dr. Mike Mullen 

Re: New Course – FAM 403

Enclosed is a proposal for a new course, FAM ⁴⁰³~~475~~ – Mate Selection Theory and Research. This proposal has been approved by the College Undergraduate Curriculum Committee and by the faculty in the College. This course has been successfully taught as a Special Topic (FAM 475) during winter and summer sessions.

This proposal was initiated prior to the development of the new curriculum forms. Hopefully that is sufficient. We look forward to approval of this request.

UNIVERSITY SENATE ROUTING LOG

Proposal Title: New Course - FAM 403: Mate Selection Theory and Research
Name/email/phone for proposal contact: Dr. Greg Brock, 257-6875, gwbrock@uky.edu

Instruction: To facilitate the processing of this proposal please identify the groups or individuals reviewing the proposal, identify a contact person for each entry, provide the consequences of the review (specifically, approval, rejection, no decision and vote outcome, if any) and please attach a copy of any report or memorandum developed with comments on this proposal.

Reviewed by: (Chairs, Directors, Faculty Groups, Faculty Councils, Committees, etc)	Contact person Name (phone/email)	Consequences of Review:	Date of Proposal Review	Review Summary Attached? (yes or no)
Department of Family Studies	Dr. Claudia Heath/Ron Werner-Wilson	Approved	10/24/2006	Y15
College of Agriculture	Dr. Mike Mullen	Approved	4/10/2007	Yes

Minutes
Family Studies Faculty Meeting
October 27, 2006

Faculty Members Present: Heath, Brock, Mowery, Gnatuk, Smith, Hans, Simmons, Bradford, Whiting, Forgue, Turner, Mimbs

- Approval of Minutes of Sept. 29, 2006
Moved by Dr. Brock and Seconded by Dr. Smith; motion carried by voice vote.

- Hiring of Faculty
 - Department Chair Smith
 - >A final draft of the position announcement is pending.
 - Human Development—Extension Gnatuk
 - >A final draft of the position announcement has been approved and the search is pending.
 - Lecturer: Clinic Director and Instructor Heath
 - >Position search remains open. We have one applicant.
 - Physical Activity—Extension Heath
 - >The possibility has arisen for hiring a physical activity/wellness specialist in extension. Dr.'s Simmons and Brock will work on a proposed job description.

- Adjusted Spring Schedule Heath

Consideration of FAM 557 Change

 - >Dr. Forgue moved and Dr. Gnatuk seconded a motion to have an electronic vote on the proposal after suggested revisions have been made. Revisions include a specific description of the method for the delivery of content for the course.
 - >FAM 401 will be taught by Katrina Akende
 - >FAM 668 will be an 001 section rather than a 401 (evening and weekend)
 - >FAM 486 has been dropped from the schedule. Students will take FAM 499.
 - >FAM 554 will have both a day and an evening growth section

- Finalized Summer School Schedule Heath

FAM 475?

 - >Smith moved and Bradford moved approval of a new course, FAM 403, Mate Selection Theory and Research. Motion carried by voice vote.

- Meeting with the Dean, Assoc Dean, & Director Heath

Topics covered included

 - >an overview of departmental curriculum offerings with emphasis on the importance of our graduate program to the department and school.
 - >an overview of all of the teaching assignments for full-time and part-time faculty and doctoral students.
 - >TA usage and spending.
 - >overall budget allocations and issues.

The result of the meeting was a heightened knowledge and appreciation for our needs and contributions to the missions of the School and the College.

- Report—Undergraduate Program Smith
 >Enrollment for Fall, Semester in undergraduate programs is 148 in FCS and 24 in FCS Education for a total of 172. This is a considerable increase over Fall, 2005.
- Report—Graduate Program Forgue
 >November 29 and 30 will be busy times as there will be a high number of oral exams for finishing students and Ph.D. comp orals.
 >Applications for Fall, 2007 are beginning to come in.
 >Written exams for 3 Ph.D. students' comprehensive exams will take place during the first two weeks of November.
- MFT Update Brock
 >The program response to the COAMFT Site Visit Report will be transmitted to the Commission by Thursday, November 2.
 >The program continues to work on quality control improvement initiatives.
 >Concerns were expressed over the pace of implementation of the new departmental web site.
 >Concerns were expressed over the degree to which FAM undergrads were welcome to apply to the MFT program. The response was that they were indeed welcome and would be considered under the same criteria as all other applicants.
 >Efforts are under way to have the Family Center be a regular internship site for FAM 499 students
 >The program had a strong presence at the annual AAMFT conference with 4 faculty members and 12 students attending and actively participating with papers and poster presentations and an active social life.
- Facilities Heath
 >Efforts to move the Family Center to Scovell will continue and be emphasized with administration to ensure that the space does not go to another program.
- Office Staff Heath
 Katisha had her baby and is on a 4-week leave and wants to come back to her STEPS assignment in the Department.
- Announcements All
 >APRs—Due Mid November
 >Dr. Heath would like faculty feedback on material to be used to promote the Department at the upcoming NCFR Conference.
 >Dr. Heath will be the presenter at the November 3, HES Research Seminar
 >Dr. Mimbs will lead a discussion of the FCS Education program at the December 15 (8:30 a.m.) Friday Conversation
 >Summer courses will be available for graduate students to learn how to better use and understand SPSS. Dr. Hans will offer FAM 769 and Dr. Danner will offer EDP 759.

University of Kentucky *College of Agriculture*

Curriculum Proposal Review Summary - Vote Detail 11/29/2007 1:02:17 PM

Proposal Number: UG06-013
Proposal Title: FAM 403 Mate Selection Theory and Research
Proposal Type: Add New Course

Votes:

(4/4/2007): In Favor

Lori Garkovich
(4/4/2007): In Favor

Dwayne Edwards
(4/4/2007): In Favor

Larry J. Grabau
(4/4/2007): In Favor

Lue Turner
(4/4/2007): In Favor

obrycki (4/5/2007): In Favor

Gregory Brock
(4/5/2007): In Favor

Chuck Fox
(4/5/2007): In Favor

Dave Wagner
(4/5/2007): In Favor

Hyungsoo Kim
(4/6/2007): In Favor

*Response to
Faculty Review at
college level*

Total Votes Cast: 10

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For information, comments or questions, contact [Scott Wells](#) or [Chris Miles](#), College IT Services Team - Administration

APPLICATION FOR NEW COURSE

1. Submitted by College of Agriculture Date 10-27-06
 Department/Division offering course Family Studies

2. Proposed designation and Bulletin description of this course: FAM 403
 This course is designed to develop a basic understanding of mate selection theory and research. Processes in the US and abroad will be explored. Sex, love, culture, values, and how these factors play into the process of mate selection will be covered. Students may enroll for 1, 2, or 3 credits. Pre-requisites: None.

a. Prefix and Number FAM 403 b. Title* Mate Selection Theory and Research
 *NOTE: If the title is longer than 24 characters (including spaces), write
 A sensible title (not exceeding 24 characters) for use on transcripts Mate Selection Theory

c. Lecture/Discussion hours per week 10-12 (WI & 4wk) d. Laboratory hours per week _____

e. Studio hours per week _____ f. Credits Variable: 1,2, or 3

g. Course description

This course is designed to develop a basic understanding of mate selection theory and research. Processes in the US and abroad will be explored. Sex, love, culture, values, and how these factors play into the process of mate selection will be covered. Students may enroll for 1, 2, or 3 credits. Pre-requisites: None.

(This will be a distance learning course offered exclusively over the Internet via Blackboard and designed expressly for the short Winter Intersession and 4wk summer sessions.)

h. Prerequisites (if any)

None

i. May be repeated to a maximum of 0 (if applicable)

4. To be cross-listed as

 Prefix and Number

 Signature, Chairman, cross-listing department

5. Effective Date 4wk Summer, 2007 (semester and year)

6. Course to be offered Fall Spring Summer Winter Session and 4wk only

7. Will the course be offered each year? Yes No

(Explain if not annually)

8. Why is this course needed?

The course is designed expressly for the short sessions (Winter Session and the 4wk Summer Session). The content is a burning question for most students; one that has practical significance life long. Based on student comments, this is the

principle reason they are attracted to the course. As such, the content is a venue for the presentation of theory and research from one of the more mature areas within family science.

The course has been taught three times under a special topics number and appeals to a broad audience. Sophomores, juniors, and seniors take it. The flexible credit option is attractive because many students have never taken an online course and enrolling for 1 or 2 credits seems less risky than for 3. Also, some students need only 1 or 2 credits to graduate without waiting another whole semester. Facilitating timely graduation is one of the goals of the WI.

During the WI and 4wk sessions, many students are away from campus and cannot participate unless they enroll in an online course. Handicapped students also find that the course fits their needs better than an on campus lecture course for the WI or the 4wk.

The reading for this course is highly regimented and the class process each day is highly structured so the students move through the material in a timely and orderly manner. This sort of structure is demanded by the short WI and 4wk sessions. Also, the written project is ideal for online work since it uses the Internet as a resource.

Lastly, the instructor is a senior member of the Department with a long and successful history of designing online courses. High level attention is directed to helping students with technical issues. This familiarity with online instruction is a strength because during WI especially, the usual resources provided by the University are not available and the instructor must know how to provide quick assistance.

9. a. By whom will the course be taught? Dr. Gregory Brock

b. Are facilities for teaching the course now available?

Yes No

If not, what plans have been made for providing them?

APPLICATION FOR NEW COURSE

10. What enrollment may be reasonably anticipated?

This course has been offered in two Winter Sessions and in the 4wk Summer Session and won rave reviews by students both for achievement of learning outcomes and also for meeting the diverse needs of students away from campus during the holiday season and short summer session.

In the first WI, approximately 125 students enrolled. This more recent WI, 65 students took the course. In both, students were segmented into discussion sections (5) to facilitate interaction and connectedness with classmates as well as with the instructor.

Based on student performance and evaluations from both Winter Sessions, the number of students (~40, ~15) assigned to the segments (tantamount to sections) is not a factor in learning outcomes or satisfaction with the course. In both sessions, grading outcomes were not adjusted yet fit a normal distribution and comments were strongly positive.

The literature on distance learning and my considerable experience with designing and teaching Internet courses over the past 10 years suggests segmenting total class enrollments into groups of ~30 for discussion assignments is a best practice strategy. The only practical and pedagogic limiter on the total enrollment in an Internet course is the ability of the instructor to grade written assignments in an effective and timely manner. In this course, students must submit written analyses each day and they complete a project report. From my experience with this course, an upper limit on enrollment is ~150 with a TA, about half that with no TA. My thinking is that the first time the course was offered cleared a backlog of students needing a WI course. The second time it was offered no advertising was conducted and the enrollment was halved. I suggest setting the limit at 100 estimating that will yield around 70 students who ultimately are able to connect with Blackboard.

11. Will this course serve students in the Department primarily?

Yes No
x

Will it be of service to a significant number of students outside the Department?

Yes No
x

If so, explain.

As stated above, the course has broad appeal because the content is an important personal issue, the online format appeals when it will be offered (WI and 4wk), and the variable credit option serves students needs.

Will the course serve as a University Studies Program course?

Yes No

If yes, under what Area? _____

12. Check the category most applicable to this course

- traditional; offered in corresponding departments elsewhere;

 relatively new, now being widely established
 not yet to be found in many (or any) other universities

13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky?

Yes No

14. Is this course part of a proposed new program:

Yes No

If yes, which?

15. Will adding this course change the degree requirements in one or more programs?

Yes No

If yes, explain the change(s) below (NOTE – If "yes," a program change form must also be submitted.)

16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used. (Attached) Describe how student learning will be assessed:

The variable credit option requires different quantities of reading and evaluated writing. All students are required to participate actively in an a-synchronous discussion over the entire time of the course. This participation is evaluated in terms of quantity and quality.

Students taking the course for 3 cr. complete a web based assignment in which they explore their compatibility with a current partner or their readiness for establishing a stable relationship. This project results in a graded paper.

Finally, all students complete a timed final exam. Based on past student performance, the distribution of final grades in keeping with the "C" grade accounting for half the distribution, 10%-E, 10%-A, 15%-B, 15%-D. This estimate of student performance does not imply an *a priori* grading scheme.

Explain how the course will be evaluated:

Throughout the WI the instructor closely monitors student responses and activity with the course site. Where absences are noted, students are contacted personally and encouraged to re-engage with the course. The instructor also monitors closely student reactions to discussion topics and to assignments.

At the end of the semester, students complete an anonymous, online course evaluation. Feedback has been very positive with anonymous comments that the course is the best taken at UK. The Distance Learning Program staff also conduct an evaluation online.

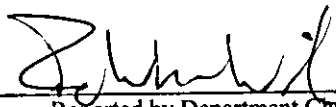

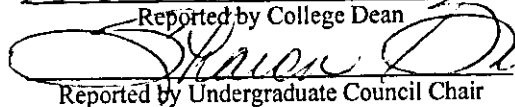
18. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. Check here if 400G-500.

19. Within the Department, who should be contacted for further information about the proposed course?

Name Dr. Gregory Brock Phone Extension 7-6875

APPLICATION FOR NEW COURSE

Signatures of Approval:

<u>10-27-2006</u> Date of Approval by Department Faculty	 Reported by Department Chair
<u>4/10/2007</u> Date of Approval by College Faculty	 Reported by College Dean
<u>January 15, 2008</u> *Date of Approval by Undergraduate Council	 Reported by Undergraduate Council Chair
 *Date of Approval by Graduate Council	 Reported by Graduate Council Chair
 *Date of Approval by Health Care Colleges Council (HCCC)	 Reported by HCCC Chair
 *Date of Approval by Senate Council	 Reported by Senate Council Office
 *Date of Approval by University Senate	 Reported by Senate Council Office

*If applicable, as provided by the Rules of the University Senate

Mate Selection Theory and Research
FAM 403
(1, 2, or 3 credits)

Instructor: Gregory Brock, Ph.D.
Office: 315 Funkhouser Bldg
Email: fam252@uky.edu
Office Hours: via email only

COURSE DESCRIPTION:

This course is designed to develop a basic understanding of mate selection theory and research. Processes in the US and abroad will be explored. Sex, love, culture, values, and how these factors play into the process of mate selection will be covered. Students may enroll for 1, 2, or 3 credits. Pre-requisites: none.

TEXTS & READINGS:

Regan, P. (2003). *The mating game: A primer on love, sex, and marriage*. Thousand Oaks, CA: Sage Publishers. [Referred to as TMG in Course Schedule]

Hamon, R. R., & Ingoldsby, B. B. (Eds.) (2003). *Mate selection across cultures*. Thousand Oaks, CA: Sage Publishers. [Referred to as MSAC in Course Schedule]

LEARNING OUTCOMES:

As a result of completing the course, all students will be able to:

Describe mate selection practices from cultures both in the US and around the world.

Discuss mate selection issues presented in the texts that explicate mate selection theory.

In addition, those completing the course for 2 credits will be able to :

Compare, contrast, and synthesize research findings on mate selection practices and mate selection theory.

In addition, those completing the course for 3 credits will be able to:

Evaluate contemporary methods of data analysis and survey construction used on non-profit and commercial mate selection websites.

Discuss their own maturation about the characteristics of a potential mate that is likely to result in a stable and successful relationship.

COURSE REQUIREMENTS:

Your grade will be calculated based on successful completion of the following:

1. Readings (More credits, more reading)
2. Class Dialogue Online (Same for everyone)
3. Class Project (Only for students taking the course for 3 credits)
4. Final Exam (Exam I for 1 credit students, Exam II for 2 and 3 credit students)

1. Readings -- Required & Supplemental

Two texts are required. The texts are interesting reads and provide insights into both our own mate selection process here in the U.S. plus an international perspective. Readings are assigned according the number of credits. While not all readings are required for students taking the course for one or two credits, I would encourage you to take the time to read them all -- it will only serve to enhance the knowledge you take away from the course. Readings are to be completed the day assigned.

Students who are taking the course for multiple credits (2 or 3 credits) are required to read additional chapters of one of the texts. See the *Class Schedule* for details on which chapters to read when. They are designed to provide you with further insight into the nature, similarities, and

differences in mate selection cross-culturally as a process understandable from a scientific point of view.

With such a compressed time schedule, you will need to stay focused on getting the reading completed on time. Getting behind and trying to catch up will be a hassle. Plan to spend time on the course each day. That way, you will feel both connected to the course and on top of the schedule.

2. Class Dialogue

As mentioned above, your participation in the course online dialogue is a critical part of our shared learning. Each week day we will hold a discussion on an assigned reading. The discussion boards are set so you can log on and submit comments anytime of the day or night. However, you must post on the given topic no later than one day after readings are assigned (e.g., you have until Wednesday to post for the topic assigned for Tuesday). This provides leeway in case of family or medical events. There will be no discussion on the last day of class. No discussions or topics are assigned on weekends.

All students are required to post their own analytical commentary to the daily topics posted by the instructor. This posting should be roughly two paragraphs in length, and incorporate ideas, language, and your thinking stimulated by the readings. In addition to posting one commentary of your own for each daily topic, you must respond to at least two posts made by a classmate or the instructor. No one liners, flames, or mechanical commentary (reiteration of a classmate's comment). These responses needn't be as lengthy, perhaps one short paragraph, but they should likewise be analytical in nature and drawn from material in the assigned readings. So, for each discussion, you will submit three messages.

As a group we can do some serious analysis of the readings and learn from one another. We do want to foster open discussion and to respect one another's values. Sensitivity is important especially since we are using an electronic medium. Please do not use upper case because it denotes shouting. Sarcasm is not needed, and name-calling is out.

3. Class Project

If you enroll for three credits, a project is required (see Class Schedule). Detailed instructions are available on the course website.

The project will consist of completing a questionnaire (online) that assess either a relationship you currently are in (RELATE) or your readiness for a stable partnership (READY). You will need to pay \$10 per person to the website where you access the questionnaire (<http://www.relateinstitute.com>) to complete the questionnaire (\$20 per couple).

Both surveys produce a report that is downloadable. Through RELATE couples will learn their strengths and areas in need of attention. Singles (READY) will learn their personal strengths and readiness for a partnership as well as issues they may want to examine that may interfere with stable partnerships in the future.

Any class member may take the surveys, but those taking the course for 3 credits will submit a five page, double spaced report in which they analyze the results.

Note that no "I" grades will be assigned for projects not submitted by the due date. These papers will not be returned and no commentary will be provided.

4. Final Exam

All students will complete a final exam online the last day of the course. The exam will be multiple choice and matching, open book and open note; however, it will be time limited, so you will need to know the text material well. Sifting through two texts looking for answers will not work out well. There will be separate exams for those taking the course for single or multiple (2 or 3) credits, based on the readings. A study guide has been prepared to help with the exams and will be made available during the week leading up to the exam.

GRADING & WORK SUMMARY BY CREDIT:

1 Credit	2 Credits	3 Credits
<p><i>Workload</i></p> <ul style="list-style-type: none"> • Required Readings • Online Discussion • Final Exam <p><i>Grade Weighting</i></p> <ul style="list-style-type: none"> • Discussion = 60% • Final Exam = 40% 	<p><i>Workload</i></p> <ul style="list-style-type: none"> • Required Readings • Supplemental Readings • Online Discussion • Final Exam <p><i>Grade Weighting</i></p> <ul style="list-style-type: none"> • Discussion = 60% • Final Exam = 40% 	<p><i>Workload</i></p> <ul style="list-style-type: none"> • Required Readings • Supplemental Readings • Online Discussion • Class Project • Final Exam <p><i>Grade Weighting</i></p> <ul style="list-style-type: none"> • Discussion = 35% • Class Project = 25% • Final Exam = 40%

90-100% = A

80-89% = B

70-79% = C

60-69% = D

59 or below = E

COURSE POLICIES:

This course is **HIGHLY INTERACTIVE**. And, you will take it completely online! Odd as it may seem for an Internet course, you will find that you will learn a great deal about your classmates. Be prepared to actively engage your fellow classmates in online discussions.

You will need to log-on to the course site each day we have reading assigned for discussion (see Class Schedule). Of course you will be respectful of your fellow classmates and their opinions and values. Some discussion topics can lead to values clashes, and we want to avoid that. Everyone must have the opportunity to express their positions and to be heard.

We have only a short time for the course. That means you cannot afford to let the reading slip very much. You'll need to do the project in the time allotted because it is due about midway through and not at the end of the course.

You know this but it bears repeating; abide by the Students' Rights and Responsibilities Handbook (<http://www.uky.edu/StudentAffairs/Code>). Note sections 6.3.1 and 6.3.2 pertaining to plagiarism and cheating. If you are unsure of what constitutes plagiarism, it means using quotes or someone else's ideas in your work without giving them credit. This includes yourself. You can self-plagiarize by submitting previous writing and not citing yourself.

Giving credit means making it clear to the reader that the idea or ideas you are writing about belong to someone else and who that person is. It's simple, just make sure the reader knows the sources of ideas. Yours need no citation because they are yours. But if you are using someone else's ideas just tell the reader who it is.

If you have a documented disability that requires academic accommodations, please notify the instructor and teaching assistant as soon as possible. In order to receive accommodations in this course, you must provide the instructor with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, jkarnes@uky.edu).

Please check the Class Schedule in Course Documents for reading assignments, discussion dates, the project due date, and the final exam date.

Becker, Gary, "A Theory of Marriage: Part I," *The Journal of Political Economy*, LXXXI (1973), 813-846.

Berry, Diane, and Katherine Miller, "When Boy Meets Girl: Attractiveness and the Five-Factor Model in Opposite-Sex Interactions," *Journal of Research in Personality*, XXXV (2001), 62-77.

Blau, Peter, *Exchange and Power in Social Life*, (New York, NY: Wiley, 1964).

- Buss, David, *The Evolution of Desire: Strategies of Human Mating*, (New York, NY: Free Press, 1994).
- Buss, David, and David Schmitt, "Sexual Strategy Theory: An Evolutionary Perspective on Human Mating," *Psychology Review*, C (1993), 204-232.
- Drewianka, Scott, "Estimating Social Effects in Matching Markets: Externalities in Spousal Search," *Review of Economics and Statistics*, (2003) 409.
- Eagly, Alice, and Wendy Wood, "The Origins of Sex Differences in Human Behavior: Evolved Dispositions versus Social Roles," in *Evolution, Gender, and Rape*, C. Brown Travis, ed. (Cambridge, MA: MIT Press, 2003).
- Iyengar, Sheena, Ray Fisman, and Itamar Simonson, "The Effect of Decision on Preference Beliefs in Speed Dating," work in progress, (2004).
- Klohen, Eva, and Gerald Mendelsohn, "Partner Selection for Personality Characteristics: A Couple-Centered Approach," *Personality and Social Psychology Bulletin*, XXIV (1998): 268-278.
- Langhorne, Maurice C., and Paul F. Secord, "Variations in Marital Needs with Age, Sex, Marital Status, and Regional Location," *Journal of Social Psychology*, XLI (1955): 19-37.
- Li, Norman, J. Michael Bailey, Douglas Kenrick, and Joan Linsenmier, "The Necessities and Luxuries of Mate Preferences: Testing the Tradeoffs," *Journal of Personality and Social Psychology*, LXXXII (2002): 947-955.
- Murstein, Bernard, "Stimulus-Value-Role: A Theory of Marital Choice," *Journal of Marriage and Family*, XXXII (1970): 465-481.
- Orians, Gordon, and Judith Heerwagen, "Evolved Responses to Landscapes," in *The Adapted Mind: Evolutionary Psychology and the Generation of Culture*, J. H. Barkow and L. Cosmides, eds. (Seattle, WA: University of Washington, 1992), 555-579.

- Pedersen, William, Lynn C. Miller, Anila Putcha-Bhagavatula, and Yijing Yang, "Evolved Sex Differences in the Number of Partners Desired," *Psychological Science*, XIII (2002): 157-161.
- Pennebaker, James, "Don't the Girls Get Prettier at Closing Time: A Country and Western Application to Psychology," *Personality and Social Psychology Bulletin*, V (1979): 122-125.
- Regan, Pamela, "Minimum Mate Selection Standards as a Function of Perceived Mate Value, Relationship Context, and Gender," *Journal of Psychology and Human Sexuality*, X (1998): 53-73.
- Regan, Pamela, Lauren Levin, Susan Sprecher, F. Scott Christopher, and Rodney Cate, "Partner Preferences: What Characteristics Do Men and Women Desire in Their Short-Term Sexual and Long-Term Romantic Partners?" *Journal of Psychology and Human Sexuality*, XII (2000): 1-21.