

Syllabus for PSYCO 347: Interpersonal Relationships  
Section B1, Winter 2020

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*Student Hours:* Mondays from 1:00pm-2:30pm, Wednesdays from 9:00-10:30am, and Thursdays from 11:00am-12:30pm (see student hours policy below).

*Course Website:* Go to eClass, accessible on the University main page

*Preferred Pronouns:* She/Her

**Class Location:**

BSM 145

**Class Times:**

TR 9:30am-10:50am

**Required Texts:**

Regan, P. (2011). *Close Relationships*. New York, NY: Routledge. *Note:* Throughout the term, **supplementary readings will be required**. Links to these readings will be available on the course website.

**Recommended Text:** Northey, M. & Timney, B. (2012). *Making Sense: A Student's Guide to Research and Writing – Psychology*. Don Mills, ON: Oxford University Press.

**Prerequisites:**

PSYCO 104 or SCI 100, PSYCO 105, and PSYCO 241 or SOC 241. Students who have not completed these prerequisites will not receive credit for completing PSYCO 347.

**Important Dates:**

First Day of Class:	Jan. 7 <sup>th</sup>
Add/Delete Date:	Jan. 17 <sup>th</sup>
50% Withdrawal Date:	Feb. 5 <sup>th</sup>
Withdrawal Date:	Apr. 1 <sup>st</sup>
Last Day of Class:	Apr. 7 <sup>th</sup>
Final Exam Date:	Apr. 23 <sup>rd</sup> (at 2:00pm)
Date of Deferred Final Exam:	May 14 <sup>th</sup> (at 9:00am)

**Course Description and Learning Outcomes:**

This course will provide a general overview of research and theory in the domain of relationships, based on classic and contemporary findings from the social psychological literature. Most of the course content will focus on adult romantic relationships. For example, you will learn about the factors that influence the development of romantic relationships, individual differences that affect how people function in relationships, and typical patterns of conflict in relationships. You will also learn about the scientific methods used by researchers in social psychology to conduct valid research. It is my hope that you will be able to use this

knowledge of research methods to be able to critically evaluate studies that you read about in scholarly journals, or hear about in the news.

**Please note:** In this course we will discuss several examples of social behavior that are unpleasant and/or controversial (e.g.s, intimate partner violence, aggression, stereotyping/prejudice, conflict and divorce, deception, rape, gender roles, evolutionary psychology, and politics). Additionally, discussions of the theories and empirical research may challenge your pre-existing beliefs about social behavior. Some students might find these topics or discussions uncomfortable or anxiety provoking. Nevertheless, all students will be responsible for all required topics, lectures, readings, assignments, and activities. I encourage concerned students to review the posted readings and slides in advance, so that they can anticipate the presentation of material they find discomforting.

Hopefully, by the end of the term you will have the skills to:

- (1) Identify and describe the core theories involved in relationships research,
- (2) Interpret, critically evaluate, and discuss scientific research on relationships,
- (3) Create new research questions in this area of research,
- (4) Clearly and concisely communicate scientific results to a general audience through brief blog entries using APA-style, and
- (5) Collaborate with others to apply the findings from the literature to experiences from your daily life.

### **Class Schedule:**

Two 1 hour and 20-minute lectures are scheduled for each week. The purpose of the lectures is not to repeat the material covered in the text. In my lectures I will be variously introducing, clarifying, and elaborating on material about relationships, much of it in the text but not all. I will also be using class activities, demonstrations, video clips, as well as examples from recently published research, real life applications, and projects conducted at universities across Canada to supplement the text material. **All of this material, in addition to the material in the text, readings, assignment readings, and lecture notes is eligible to be covered on the exams.**

If a student misses lecture for any reason, they are strongly encouraged to not only print and review the lecture notes, but also to a) meet with another student to go through the notes and catch up on any supplemental material not included in the notes, and b) to attend student hours with the instructor to go over any questions or to clarify anything regarding the missed lecture. **Lecture time is limited, so you will be responsible for a great deal of the information in the readings on your own.** Just because it hasn't been explicitly covered in lecture doesn't mean that it won't be on the exam. Many students will find it helpful to complete the readings from the text before attending lecture.

To see the detailed class schedule – including all due dates – go to the end of this syllabus.

**A note about cancelled classes:** If the instructor needs to cancel class for any reason, the schedule above may be adjusted, such that material that would usually be covered on in class may be recorded in a video lecture module that the students will then watch through eClass, and then in-class assignments or persuasion wars may be covered on an alternate day when the instructor returns to class. Students will be notified of the cancelled class, and plan for the rearranged schedule via email, and the announcements section of eClass.

**Evaluation:**

Midterm	Classes 1-14	20%
Final Exam	Classes 1-24	40%
In-class assignments	In-class group tasks (best 3 of 4)	15%
Relationship wars	In-class group tasks (best 3 of 4)	10%
Plagiarism certificate	Complete module and certificate	-
<u>Blog project</u>	<u>Series of blog posts and reflection activity</u>	<u>15%</u>
GRAND TOTAL		100%

**Exams (worth 60%; see learning objectives #1 and 2):**

**Students are responsible for all lecture, text, assigned readings, assignment readings, and the course website material. In addition, any content covered in a demonstration/activity completed in class, or in any videos played in class is eligible to be covered on the exams.** Thus, attending class is essential to success in this course. Attending the review sessions held during class before each exam would also be in the student's best interests. The instructor will not answer questions regarding what content the students should focus on for the exams. All material listed above is eligible for testing. It is up to the students to decide what they should spend more time reviewing.

The midterm exam will be worth 20% of the final grade and will be 60 minutes long. The midterm will be graded out of 60 marks and will consist of 30 multiple choice questions (for a total of 30 marks), a series of short answer questions (for a total of 20 marks), and a long answer question (worth 10 marks). The final exam will be 2 hours long, and will be worth 40% of the final grade. The final exam is cumulative, with approximately 75% of the questions focusing exclusively on the material covered since the midterm. The format of the final exam will be 60 marks from multiple choice questions, and 60 marks for a series of short and long answer questions. **The final exam is scheduled by the University exams office, and has a tentative date of April 23<sup>rd</sup> at 2:00pm (WARNING: Students must verify this date on BearTracks when the Final Exam Schedule is posted).** Examples of potential exam questions are attached to this syllabus. The emphasis of the exams will be on conceptual and application questions. Students should know the material in three ways: (a) understand the technical language; (b) be able to word it in ordinary language; and (c) be able to recognize it in the real world. Students should be able familiar with the names of the key researchers in the area, and be able to link these researchers to the theories and studies with which they are associated.

Your student photo I.D. is required at exams to verify your identity. Students will not be allowed to begin an exam after it has been in progress for 30 minutes. Students must remain in the classroom until at least 30 minutes has elapsed. Electronic equipment cannot be brought into testing classrooms and hats should not be worn.

**In-Class Assignments (worth 15%; see learning objectives #2 and 3):**

In 4 in-class sessions during the term, teams of 3-5 students will complete written group assignments based on lecture material and readings from the literature. For each assignment, students will complete assigned readings, watch videos, and/or complete small tasks before class, and then during class will respond to a series of questions. The instructor will use random assignment to determine team members at the beginning of each in-class assignment session. The course outline lists the dates for the **4 in-class group assignments throughout the term.** Student who arrive **more than 10 minutes late** will not be allowed to participate and will

receive a zero for that assignment. Students who miss an in-class assignment (for whatever reason), or who are fired by their group for failing to contribute, will receive a zero for that assignment. These group assignments will each be marked out of 10 points each within 1 week of each session, and these grades will appear on the course website. **The 3 best scores for each student will count towards this 15%** of their grade.

### **Relationship Wars (worth 10%; see learning objective #5):**

In 4 in-class sessions during the term, teams of 5-6 students will complete group activities, using the concepts provided by the lecture and readings. The instructor will determine a “battleground” (or task) for each war appropriate for the topics covered. The instructor will use random assignment to determine team members at the beginning of each war. The teams will wage battles in different task domains to provide practice in the wide range of situations in which the students might use or encounter the relationship concepts or phenomena. The instructor will not warn students in advance of the topic for each battle, so it is essential that students attend each and every class and complete all of the assigned readings in order to be prepared to fight.

At the end of each battle, the class will vote for the winning team (who will receive a perfect score). The instructor’s ranking of the teams will determine the team scores for that war (out of 5), and all team members will receive the same score. The course outline lists the dates for the **4 wars throughout the term**. Student who arrive **more than 10 minutes late** will not be allowed to participate and will receive a zero for that war. Students who do not attend a war (for whatever reason), or who are fired from their group for failing to contribute, will receive a zero for that war. **The 3 best scores for each student will count towards this 10%** of their grade.

### **Plagiarism Certificate (must complete to submit any blog posts):**

Students will complete a How to Recognize Plagiarism tutorial and certification test before submitting and earning credit for any other written work in the course. The goals of this requirement are to: 1) Ensure that all students can recognize plagiarism, 2) Provide students with confidence that they have mastered this skill before submitting any other writing, and 3) Reduce the number of plagiarism related violations of the student code of conduct. Students must complete the certification test and upload their certificate through eClass before any other work will be graded. That is, **students will receive a zero for their blog posts if they have not completed and uploaded the certificate through eClass prior to those deadlines**. To ensure students have completed the certificate before the Ethics Worksheet due date, I recommend completing the tutorial and uploading your certificate **by January 17<sup>th</sup> at the latest**.

The tutorial and certification test are available through Indiana University available here: <https://www.indiana.edu/~academy/firstPrinciples/index.html>. Students who have completed the certification test within the last 6 months (i.e., since July 2019) do not have to redo the certification test; they can upload their previously earned certificate (showing the completion date).

**Please note:** The tutorial will take approximately **2 hours** to complete, and the **certification test at the end is quite challenging**. To pass the certification test, you must answer at least 9 out of 10 questions correctly. If you fail the test, you will not receive feedback on how many or which questions you answered incorrectly. **I highly recommend completing all of the tutorial materials (including the practice questions within each section)**; this will significantly increase your chances of passing the certification test. **Many students may have to complete the certification test multiple times in order to pass**. If you are having difficulty completing

the test, please see the Frequently Asked Questions section of the tutorial website:  
<https://www.indiana.edu/~academy/firstPrinciples/faq.html>

### **Blog Project (worth 15%; see learning objectives #2 and 4):**

Students will collaborate to create a PSYCO 347 Science of Relationships Blog. The purpose of this project is for you to: describe key concepts and applications of recent research in the science of relationships; demonstrate psychology information literacy and critical thinking; and to demonstrate effective writing and communication for a general audience. To complete this project, each student will **create four blog posts over the course of the semester** including:

- Two Primary blog posts (400-500 words each) with specific due dates, and
- Two “Quickie” blog posts (75-100 words each).

In addition, each student will comment on five other students’ posts throughout the term.

During the first week of class, the instructor will randomly assign students into three groups (Groups 1, 2, and 3), who will **submit Primary blog posts on different due dates** (all due on Sundays by 11:55pm). The detailed class schedule at the end of this syllabus includes the due dates for the Primary blog posts. Students can create their **two “Quickie” posts** and comment on other students’ posts at any time before the last day of class (i.e., **by 11:55pm on Tuesday April 7<sup>th</sup>**); however, I recommend you spread them out so you are not scrambling to complete them before the end of the term. All blog posts will be posted twice before each deadline; once on the course blog (visible to all other students), and once through the appropriate assignment submission tool on eClass (for grading purposes).

Each blog post will receive a score out of 20 points, and **the average score across the four posts will be worth 15% of the final course grade**. The instructor will not accept any late Primary blog posts for any reason. Students who fail to comment on five other posts throughout the term will receive a 5% deduction (i.e., they will only be allowed to score a maximum of 10 out of these 15%). Students have the option of completing a Blog Audit assignment, where they can reflect on, revise, and expand on one of their two Primary posts from earlier in the semester. The score on this Blog Audit assignment (out of 20 points; due by 5:00pm on Wednesday April 22<sup>nd</sup>) may replace the grade for the revised Primary blog post. The instructor will provide further details about the types of blog posts, marking guide, submission requirements, and blog audit assignment on the course website.

### **Resources to Help You to Do Well In This Course:**

Previous exams for this course will not be made available to the students. However, there are several resources available to the students for assistance in preparing for the exams. They are as follows:

1. Opportunities to ask questions before, during, and after class, or to post them on the course website.
2. Weekly student hours with the instructor.
3. Kahoot quiz or “Test Your Knowledge” or “True or False” questions given during lecture. The instructor will pose several of these questions to the students during lecture and provide the answers. Students will be given time to copy down these questions if they wish. These questions cover material that the instructor considers to be key concepts, and tend to cover material that will be tested on the exams. Students will access the Kahoot quizzes through <https://kahoot.it/> and complete the quizzes anonymously. These quizzes and questions are for

retrieval practice, engagement, and for prompting discussion, and are not themselves worth any portion of the course grade.

4. A list of key questions that the students should be able to answer regarding each lecture section (e.g., Attraction) will be made available on the course website at the end of each lecture section. These questions (or the answers to them) may appear as components of the questions on the exams.
5. The in-class assignments and war activities will also give the students an indication of some of the material that the instructor may test on the exams.
6. PeerWise: Creating your own multiple choice practice questions can be a very effective way of learning the course material and preparing for tests. PeerWise is a website that enables you to easily share questions that you (or perhaps your study group) have created for the course, so that everyone in the class can pool their questions and benefit from the additional practice! The PeerWise Course ID for our class is: **20561**. You will also need to know your **student number** to register (this prevents students who are not in our class from entering the course).

**Good quality questions may appear on your next exam!**

Website: [https://peerwise.cs.auckland.ac.nz/at/?ualberta\\_ca](https://peerwise.cs.auckland.ac.nz/at/?ualberta_ca)

7. If you would like to join a study group for this course, please email Dr. Passey and she will put you in touch with other interested students.
8. The Learning Scientists – a group of cognitive psychological researchers interested in research on education – have detailed **6 strategies for effective learning**, based on scientific research. Information on these strategies is available in Study Tools section of eClass. You can also watch short videos describing these strategies using this link: <http://www.learningscientists.org/videos>

### Grades:

Final grades will be reported using letter grades. **This is not a curved course.** Final grades will be determined after combining scores for all components of the course into a percentage total for each student. These percentages will then be converted into letter grades based on the following conversion system:

Distribution of Grades in Undergraduate Courses												
Letter grade	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	F
% grade range	≥95	90-94.9	85-89.9	80-84.9	75-79.9	71-74.9	67-70.9	63-66.9	60-62.9	55-59.9	50-54.9	<50
Grade points	4.0	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0
Descriptor	Excellent			Good			Satisfactory			Poor	Minimal Pass	Fail

Cutoffs may be adjusted so that the proportion of students receiving each letter grade corresponds to the University-suggested ranges, depending on class performance and clustering of scores, and will reflect your performance in relation to the rest of the class. Exam, assignment, relationship war, and blog post grades will be posted under “Grades” on the course website, and the class average, standard deviation, and percentiles will be posted for each exam on the discussion board. Neither of the exams will be passed back to the students. Should students wish to see their midterm they may view it with the TA during the exam viewings (to be scheduled at

a later date). Grades are unofficial until approved by the Department and/or Faculty offering the course.

### **Web Content:**

Additional information for the course will be available on the web through the course website at <https://eclass.srv.ualberta.ca/portal/>. The web content will consist of lecture notes and an electronic discussion area for course questions. I will post the lecture slides by 11:00 pm the night before each lecture at the latest. Lecture audio will be posted after class, within a day or two. To access the lecture audio, students will need to click on a link and then log in with their U of A email address. Neither the quality nor availability of lecture audio clips is guaranteed. Students should keep in mind that the posted lecture notes will be incomplete on purpose to encourage class attendance. **That is, some of the definitions, descriptions, and examples discussed during class will not appear in the posted notes. In addition, I will not post descriptions of the class activities, demonstrations, and video clips (or how they are relevant to the course material).** Therefore, although students are encouraged to print and read the lecture notes before attending class if they wish, these activities will not be a sufficient alternative for attending class.

The discussion board is a forum for posting questions and discussing topics related to the PSYCO 347 course material. I will delete any messages pertaining to inappropriate topics like mark changes, course complaints, or subjects unrelated to PSYCO 347 content, and if those messages are deemed harassing, abusive, or insulting, disciplinary action will be taken. Because students' questions tend to be similar, **students will please post questions on the course website message board rather than emailing the instructor or TA directly.** The course instructor will check the board regularly and will respond to the questions there. This way everyone in the class has access to the same information. Of course, students who have questions or concerns related to their grades or their ability to meet the requirements of the course should email these private messages to the instructor, or better yet discuss them with the instructor during student hours.

Unless otherwise advised of a scheduled absence by the course instructor, I will acknowledge (at the very least) all queries posted on the message board within 1 working day. **If students email questions that they should have posted on the message board instead, I will ignore the email.** The posted questions should be as specific as possible so that I can post appropriate response quickly. Students who post vague, nonspecific, or otherwise unclear questions or comments (e.g., "I don't understand what intimate terrorism is") will be encouraged to attend student hours. **Students are encouraged to check the message board regularly!** and to read through their syllabus and lecture notes before posting their questions to determine whether they can find the answer on their own. The questions posted by other students and the responses will likely be very helpful, and posting questions that that already been asked/answered will only waste the time of the instructor, T.A., fellow students, and the person posting the question. Please note: Posting a question multiple times or sending multiple email inquiries to the instructor or the T.A. will not result in the message being responded to more quickly; this will only result in irritation for the instructor/T.A.

*Note on email etiquette:* **In writing any email to either the instructor or the TA the student will be required to include the following information if they desire a response:**

1. The **student's first and last name.**
2. Their **student ID number**
3. The **course number.**

**Failure to include this information may result in the email going unanswered.** The instructor teaches more than one course and is not going to memorize the CCIDs for all of her students. Not including this information makes it very difficult to get back to students in a timely fashion (aside from the fact that not including your name in an email is very rude and disrespectful to the recipient).

Furthermore, any emails (anonymous or otherwise) sent either to the instructor or the TA that are aggressive, hostile, or harassing in nature will be reported to the Associate Chair of the Undergraduate Program in Psychology, Dr. Cor Baerveldt, and will be investigated for violations of the Student Code of Conduct. Any students found to be in violation of the code will be disciplined accordingly. If you have comments or concerns about the class, you are encouraged to see the instructor in person, make such comments on the course evaluations at the end of the term, or to see the Associate Chair.

#### **Additional Considerations:**

***Student Hours:*** The instructor welcomes and encourages students to attend student hours. **Appointments will only be made with students who cannot attend student hours.** If your class schedule prevents you from attending the scheduled student hours, you should a) log on to Bear Tracks and go to your schedule, b) hit ALT and Prt Scr, and paste the page into a Word document, and then c) attach that document to the email requesting a meeting. Students should feel free to ask questions during class and/or immediately before or after it. If students are having trouble understanding the lecture material, please see the instructor well in advance of the exams.

***Absence From Class or Exams, and Missed Work:*** Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections 23.3(1) and 23.5.6 of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

***Note:*** In this course, students are allowed to miss a certain number of in-class assignments and relationship wars, and still earn 100% (i.e., an A+) in the course (see those specific sections of this syllabus for details). In addition, students are given the option of handing in a revised blog post and reflection activity to improve a previous blog submission or to make up for a missed submission. **These procedures are in place to take care of various circumstances that students might find themselves in** (including, but not limited to, adding the class late, illness, forgetfulness, computer issues); **that is, students have been accommodated for these circumstances in advance.** Now unfortunately, if you miss more than the allowed number of in-class assignments and wars, then it will start to affect your grade, and I am afraid that I cannot accommodate you more than this. There has to be a minimum amount of work that everyone is responsible for completing in order to achieve the same grade/credit for this course. To offer further accommodation would be unfair to the other students in the class.

Students are expected to write all exams as scheduled; see the course outline above for the dates. There will be **no make-up exams. If the Midterm is missed due to a serious medical condition**, the weight of the Midterm will be transferred to the final exam. For this to happen, the instructor must be contacted **within 48 hours** of the Midterm. Failure to do so will result in a grade of zero being applied to the Midterm. **For an excused absence where the cause is religious belief**, a student must contact the instructor(s) within two weeks of the start of Fall or Winter classes to request accommodation for the term (including the final exam, where relevant). Instructors may request adequate documentation to substantiate the student request. **Deferral of term work or exams is a privilege and not a right**; there is no guarantee that a deferral will be granted. Misrepresentation of Facts to gain a deferral is a serious breach of the *Code of Student Behaviour*.

Students have access to their final exam schedule through Bear Tracks and on the Registrar’s website well in advance. Multiple exams and closely scheduled final exams is not a valid excuse for a deferral of one or more final exams. A student who **cannot write the final examination** due to incapacitating illness, severe domestic affliction or other compelling reasons **can apply through their Faculty Office for a deferred final examination.** Students who failed at the start of term to request exam accommodations for religious beliefs are expected to follow the normal deferred final examination process. Such an application must be **made to the student’s Faculty office** within two working days of the missed examination and must be supported by a Statutory Declaration or other appropriate documentation (Calendar section 23.5.6). Deferred examinations are a privilege and not a right; there is



no guarantee that a deferred examination will be granted. Misrepresentation of Facts to gain a deferred examination is a serious breach of the *Code of Student Behaviour*. If a deferral of the final exam is granted, the **deferred examination will be held on Thursday May 14<sup>th</sup> at 9:00am (location TBA)**.

**Missing a significant portion of the course work will result in a “1” being applied to your final letter grade on your transcript** (e.g., a student may receive a C1, indicating that they received a C and missed significant course work). This notation will be applied to the grades of any students who meet any of the following criteria:

1. Have an unexcused absence from either the midterm or final exam, and/or
2. Fails to complete at least 1 of the 4 in-class assignments (i.e., completes 0 in-class assignments), and/or
3. Fails to complete at least 1 of the blog entries (i.e., completes 0 blog entries), and/or
4. Fails to complete at least 1 of the Relationship Wars (i.e., completes 0 wars).

**Re-Marking:** If you believe that there is a grading error for one of your assignments, you must complete a Remarking Request Form (available on the course website) where you will have an opportunity to outline the perceived error and refer to any evidence (e.g., reference to a statement from the readings, or a particular lecture slide). Students will submit completed forms to the instructor (NOT the TA) via email, whose decision will be final. Any requests for reviewing or remarking any assignments or midterm exams must be received before the date of the final exam (i.e., by 5pm on April 22<sup>nd</sup>).

**Students Eligible for Accessibility-Related Accommodations:** Eligible students have both rights and responsibilities with regard to accessibility-related accommodations. Consequently, scheduling exam accommodations in accordance with SAS deadlines and procedures is essential. Please note adherence to procedures and deadlines is required for U of A to provide accommodations. Contact Accessibility Services (<https://www.ualberta.ca/current-students/student-accessibility-services>) for further information.

**Classroom Etiquette:** Students are expected to behave appropriately during lecture, reflecting respect for the instructor and their classmates. Frequent talking or other disruptions will not be tolerated. Students should feel free to ask questions during class, but those who wish to discuss the lecture material (or other topics) with their classmates should make arrangements to do so outside of class time. Students who talk loudly or excessively during class will either a) be called on to ask questions regarding the lecture or text material, or b) be asked to leave the lecture. Students are expected to turn off all electronic devices (including but not limited to: cell phones and music devices) during class time so as not to disrupt or annoy the class. Students should not resume the use of these devices until they have left the lecture theatre. Use of laptop computers will be permitted for the purpose of note taking. **Note:** Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

**Academic Integrity:** The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at [www.governance.ualberta.ca](http://www.governance.ualberta.ca)) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should consult [the Academic Integrity website](#). If you have any questions, ask your instructor. An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#).

**Learning and Working Environment:** The Department of Psychology is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behavior that undermines that environment. The Department urges anyone who feels that this policy is being violated to:

1. Discuss the matter with the person whose behaviour is causing concern; or
2. If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the instructor, or in cases of dispute with the instructor, with the Chair of the Department.

For additional advice or assistance regarding this policy students may contact the student ombudservice:

(<http://www.ombudservice.ualberta.ca/>). Information about the University of Alberta Discrimination and Harassment Policy and Procedures is described in UAPPOL at <https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=110>.

*The Academic Success Centre: (1-80 SUB):* [The Academic Success Centre](#) offers a variety of workshops on effective study and exam strategies. There are in-person and online sessions available for a modest fee.

*The Centre for Writers: (1-42 Assiniboia Hall):* The [Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

*Health and Wellness Support:* There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

*Office of the Student Ombuds:* The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

*Disclaimer:* Any typographical errors in this Course Outline are subject to change and will be announced in class. The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

*Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) section of the University Calendar.*

*The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.*

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### Detailed Class Schedule (including due dates):

Note: The instructor reserves the right to make changes to this outline as the course progresses. PBP in this table refers to the Primary blog posts.

Dates	Class #	Topics	Readings; Assignments
Jan. 7 <sup>th</sup>	1	Orientation to the course	
Jan. 9 <sup>th</sup> -14 <sup>th</sup>	2-3	Introduction to Relationship Science	Ch. 1, Aron et al. (1991), & Hazan & Shaver (1994)
Jan. 16 <sup>th</sup>	4	<b>In-class Assignment #1</b>	<b>Bolmont et al. (2014); Plagiarism certificate due by 11:55pm on January 17<sup>th</sup>.</b>
Jan. 21 <sup>st</sup>	5	Research Methods	Ch. 2, Berscheid (1999)
Jan. 23 <sup>rd</sup>	6	Social Cognition	Ch. 8, Downey et al. (1999)
Jan. 28 <sup>th</sup>	7	<b>Relationship War #1</b>	-
Jan. 30 <sup>th</sup>	8	Attraction	Ch. 3-4; <b>PBP#1 Group 1 due Sunday February 2<sup>nd</sup></b>
Feb. 4 <sup>th</sup> - 6 <sup>th</sup>	9-10	Communication	Ch. 9, Laurenceau et al. (1998); <b>PBP#1 Group 2 due Sunday February 9<sup>th</sup></b>
Feb. 11 <sup>th</sup>	11	<b>In-class Assignment #2</b>	<b>Kenrick &amp; Trost (1997), &amp; Durante et al. (2012)</b>
Feb. 13 <sup>th</sup>	12	Interdependency	Ch. 5 & 6; <b>PBP#1 Group 3 due Sunday February 16<sup>th</sup></b>
Feb 18 <sup>th</sup> – 20 <sup>th</sup>	-	<b>Classes cancelled (Family Day and Reading Week)</b>	-
Feb. 25 <sup>th</sup>	13	Interdependency cont... & Review	Clark & Mills (1979), & Gabriel & Gardner (1999)
Feb. 27 <sup>th</sup>	14	<b>Relationship War #2</b>	-
Mar. 3 <sup>rd</sup>	-	<b>Midterm exam</b>	Covers classes 1-14
Mar. 5 <sup>th</sup> – 10 <sup>th</sup>	15-16	Love	Ch. 10 & 11, Sternberg (1986), Levine et al. (1995)
Mar. 12 <sup>th</sup>	17	<b>In-class Assignment #3</b>	<b>Johnson et al. (2010), &amp; Diamond et al. (2008); PBP#2 Group 1 due Sunday March 15<sup>th</sup></b>
Mar. 17 <sup>th</sup>	18	<b>Relationship War #3</b>	-
Mar. 19 <sup>th</sup>	19	Stress and Strains	Ch. 12 & 13, Murray et al. (2002); <b>PBP#2 Group 2 due Sunday March 22<sup>nd</sup></b>
Mar. 24 <sup>th</sup> – 26 <sup>th</sup>	20-21	Conflict	Ch. 14, Carstensen et al. (1995); <b>PBP#2 Group 3 due Sunday March 29<sup>th</sup></b>
Mar. 31 <sup>st</sup>	22	<b>In-class Assignment #4</b>	<b>Balsam et al. (2008), &amp; Finkel et al. (2012), &amp; break-up song</b>
Apr. 2 <sup>nd</sup>	23	<b>Relationship War #4</b>	-
Apr. 7 <sup>th</sup>	24	Dissolution and Loss & Review	Ch. 15
Apr. 23 <sup>rd</sup>	-	<b>Final Exam (2:00pm)</b>	Covers classes 1-24

Required Course Readings Not from Regan's "Close Relationships"

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All of these readings are available to students on the course website.

Classes 2-3:

Aron, A. Aron, E.N., Tudor, M. & Nelson, G. (1991). Close relationships as including the other in the self. *Journal of Personality and Social Psychology*, 60, 241-253.

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

Class 4: In-class assignment day

Bolmont, M., Cacioppo, J. T., & Cacioppo, S. (2014). Love is in the gaze: An eye-tracking study of love and sexual desire. *Psychological Science*, 25, 1748-1756.

Class 5:

Berscheid, E. (1999). The greening of relationship science. *American Psychologist*, 54, 260-266.

Class 6:

Downey, G., Freitas, A. L., Michaelis, B. & Khouri, H. (1998). The self-fulfilling prophecy in close relationships: Rejection sensitivity and rejection by romantic partners. *Journal of Personality and Social Psychology*, 75, 545-560.

Class 9:

Laurenceau, J. P., Pietromonaco, P. R., & Feldman Barrett, L. (1998). Intimacy as an interpersonal process: The importance of self-disclosure, partner disclosure, and perceived partner responsiveness in interpersonal exchanges. *Journal of Personality and Social Psychology*, 74, 1238-1251.

Class 11: In-class assignment day

Kenrick, D. T. & Trost, M. R. (1997). Evolutionary approaches to relationships. From Reis and Rusbult's *Key Readings in Social Psychology: Close Relationships*, pp. 115-134. Psychology Press, New York, NY.

Durante, K. M., Griskevicius, V., Simpson, J. A., Cantu, S. M., & Li, N. P. (2012). Ovulation leads women to perceive sexy cads as good dads. *Journal of Personality and Social Psychology*, 103, 292-305.

Class 13:

Clark, M. S. & Mills, J. (1979). Interpersonal attraction in exchange and communal relationships. *Journal of Personality and Social Psychology*, 37, 12-24.

Gabriel, S. & Gardner, W. L. (1999). Are there "his" and "hers" types of interdependence? The implications of gender differences in collective versus relational interdependence for affect, behavior, and cognition. *Journal of Personality and Social Psychology*, 77, 642-655.

Class 15-16:

Sternberg, R. J. (1986). A triangular theory of love. *Psychological Review*, 93, 119-135.

Levine, R., Sato, S., Hashimoto, T. & Verma, J. (1995). Love and marriage in eleven countries. *Journal of Cross-Cultural Psychology*, 26, 554-571.

Class 17: In-class assignment day

Johnson, S. C., Dweck, C. S., Chen, F. S., Stern, H. L., Ok, S. J., & Berth, M. (2010). At the intersection of social and cognitive development: Internal working models of attachment in infancy. *Cognitive Science*, *34*, 807-825.

Diamond, L. M., Hicks, A. M., & Otter-Henderson, K. D. (2008). Every time you go away: Changes in affect, behavior, and physiology associated with travel-related separations from romantic partners. *Journal of Personality and Social Psychology*, *95*, 385-403.

Class 19:

Murray, S. L., Rose, P., Bellavia, G. M., Holmes, J. G., & Kusche, A. G. (2002). When rejection stings: How self-esteem constrains relationship-enhancement processes. *Journal of Personality and Social Psychology*, *83*, 556-573.

Class 20:

Carstensen, L., Levenson, R. W. & Gottman, J. M. (1995). Emotional behavior in long-term marriage. *Psychology and Aging*, *10*, 140-149.

Class 22: In-class assignment day

Balsam, K. F., Beauchaine, T. P., Rothblum, E. D., & Solomon, S. E. (2008). Three-year follow-up of same-sex couples who had civil unions in Vermont, same-sex couples not in civil unions, and heterosexual married couples. *Developmental Psychology*, *44*, 102– 116.

Finkel, E. J., DeWall, C. N., Slotter, E. B., McNulty, J. K., Pond, R. S., Jr., & Atkins, D. C. (2012). Using I<sup>3</sup> theory to clarify when dispositional aggressiveness predicts intimate partner violence perpetration. *Journal of Personality and Social Psychology*, *102*, 533-549.

Students will also choose and identify (by title and artist) a break-up song that you believe exemplifies the concepts/phenomena discussed in this course. Come to class prepared to discuss a song in which you can identify two different relationships constructs/concepts/phenomena that the song describes or demonstrates.

## Sample Exam Questions:

### Sample Multiple Choice Questions:

1. The idea that humans are hard-wired to seek out other humans refers to:
  - a) The need for comfort
  - b) The need for affiliation
  - c) The need for intimacy
  - d) The need for justice
  
2. The idea that the balance between our social interactions and times of solitude is a homeostatic process suggests that a(n) \_\_\_\_\_ in social contact should prompt an individual to seek \_\_\_\_\_.
  - a) increase; social contact
  - b) increase; solitude
  - c) decrease; solitude
  - d) stability; social contact
  
3. Kayla tells her partner that she doesn't like it when he comes home late from a night drinking with his friends. Which of the following would be a response involving validation?
  - a) "Well, I hate it when you and your friends insist on holding a party here at the house."
  - b) "I can't believe you complain about that when you do it too."
  - c) "I guess I can see why that would bother you. But I feel like this is something I need in the middle of a long week at work."
  - d) "It is a stupid thing to do. I'll stop."

### Sample Short Answer Questions:

1. Contrast effects refers to a perceptual phenomenon that explains why our perceptions of an average-looking person can be adversely affected if we had prior exposure to an extremely attractive person.
  - a. True
  - b. False
  
2. Describe in detail the laboratory study by Stanley Schacter (1959) that tested the notion that we are most likely to seek out affiliation during times of uncertainty.
  
3. Levinger identified three sets of interlinked social forces that have contributed to the changing landscape of close relationships. Discuss and briefly critique each one.

4. Match the researcher listed on the left to the study, theory, or phenomenon on the right. Indicate your answers by drawing a line from the researcher to the study, theory, or phenomenon.

- |                     |   |
|---------------------|---|
| a) Arthur Aron      | i. Triangular theory of love                      |
| b) Margaret Clark   | ii. Exchange and communal relationships           |
| c) David Buss       | iii. Inclusion of self in other                   |
| d) Robert Sternberg | iv. Evolutionary explanation for mate preferences |

Sample Long Answer Questions:

1. Describe the methodology employed by the researchers of the Minnesota Dance Study. How did the researchers ensure inter-rater reliability of the participants' level of physical attractiveness, and why was this necessary? What were the most important findings?

2. Rasheed introduced himself to Rebecca because she was really hot, and he was mildly disappointed when she turned out to be a little suspicious, self-centered, and vain. On the other hand, she was really hot, so he asked her out anyway. Because she was impressed with his designer clothes and bold style, Rebecca was intrigued by Rasheed, but after a few minutes she thought him a little pushy and arrogant. Still, he had tickets to an expensive concert, so she accepted his invitation to go out on a date. Using the information and research we have discussed in class explain, in your opinion, what the date— and the future— hold for Rebecca and Rasheed? Make sure to back up your opinion by drawing on phenomena and research evidence from class, and explaining how these concepts relate to Rasheed and Rebecca's situation.