Course Outline Psychology 431H  
Advanced Interpersonal Relations  
Spring 2017  

Time: Monday, Wednesday  
4:30 p.m.-5:50 p.m.  
Room: HHB 120

Instructor: Dr. Deborah George  
Email: dmgeorge@uvic.ca  
Office: COR A209  
Office hours: catch me after class or make an appointment by email please

Readings: There will be no assigned text. Readings will be available online, as in-class handouts, or posted on CourseSpaces. Details will be posted on CourseSpaces and discussed in the first week of class. Early course lectures will cover some relationship science fundamentals as a refresher. For those who feel they need more background, the following text will be placed on reserve in the library:  

Course Website: http://coursespaces.uvic.ca The course outline, readings schedule, assignments, and other course related documents will be posted on CourseSpaces.

Course description and structure:

The purpose of this seminar is to allow students who already have some background in the study of intimate romantic relationships to examine specific issues and interest areas in greater depth. Through course readings, discussion and assignments, students will examine some of the major theoretical perspectives in relationship science and related research. The emphasis will be on social psychology but the nature of the subject demands that other areas of psychology play a role as well. We will choose topics and issues within areas such as: our need for relationships, interpersonal attraction, love, attachment, sexuality, infidelity, and relationship breakdown.

While “critical thinking” may be an overused term it is pertinent to this course because it captures the approach we will use, a process of independent thought and analysis, the ability to question information, synthesize concepts and generate new ideas. The course will be conducted as an upper level undergraduate seminar and as such will both require and value your critical thinking, as well as active discussion and participation. Unlike traditional lecture courses, this course will take a collaborative approach where all participants learn from each other. You will also be expected to take a turn to present and lead discussion on an area of interest to you. Because of the nature of the subject, the course will also likely stimulate some very personal reflection and analysis. There are benefits and risks associated with this phenomenon which we will discuss early on.

Participation:

The course will be conducted as a seminar class, an important part of the learning experience that will add to the exploration of the material. To enable this interchange, students must read the assigned readings before coming to class and be prepared for
discussion of their thoughts on the material. While it is recognized that not all students are comfortable with speaking in a large class setting, it is hoped that all students will feel at ease contributing to our small group discussions.

Participation will be evaluated based on class attendance and quality or meaningfulness of contributions in class. Quality not quantity of contributions is key for participation. What does quality mean in this context? For example:

- Thoughtful comments on pertinent issues and/or links to previously discussed theory or research
- Offering a unique but relevant perspective
- Offering a question or comment that moves the discussion forward
- Building on the comments of others
- Using evidence based comments

Prerequisites:
The prerequisite for this course is Psyc 375 (through summer 2017 only); or Psyc 300A, 375 and one of 320, 330, 385 or 386; and 300B as a pre-or co-requisite. If you do not meet these criteria but are desperate to take the course, then let’s discuss your situation. Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites are not exempt from having to complete the prerequisite course(s) at some later date if such courses are required for the degree program. Students are responsible for checking their registration status by the add/drop deadline.

Evaluation and Grading Policy:

You will be evaluated in several ways: analysis of the assigned readings and related class participation, a presentation, a research paper and one test.

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Date</th>
<th>%</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>Throughout</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>Analysis of readings</td>
<td>Various</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>Reflection/Reaction Paper</td>
<td>After February 20th, but no later than Wednesday, March 22nd</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Presentation</td>
<td>Various</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td>Research Paper</td>
<td>Wednesday, March 29th</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td>Test</td>
<td>Monday, April 3rd</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
<td>200 points</td>
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Test

The final test will be cumulative and open book with essay type questions.

Analysis of Readings

Students are expected to read the assigned readings prior to class and to come to class with a maximum one page typed submission on the targeted reading (usually a journal article). Further details will be posted on CourseSpaces.

Presentation

Details will be posted on CourseSpaces in the first full week of class. Students will be responsible for choosing from a list, presenting and leading discussion on an area of research in relationship science. The subject of the presentation will then form the core of the research paper assignment.

Research Paper

Details will be posted on CourseSpaces in the first full week of class.

Assignment Policy

Assignments are to be submitted in hard copy in class on the due date. Assignments received after 4:30 p.m. on the due day will receive a deduction of 5% per calendar day late, sorry, no exceptions. Assignments will not be accepted at all after 2 days past the due date. If you have a valid reason to request an extension on an assignment, please see me well in advance and let’s discuss your situation. Should illness, injury or family affliction prevent you from submitting an assignment on time, let me know as soon as possible.

Test Policy

It is the student’s responsibility to attend tests as scheduled. Students who miss a test must notify me within 48 hours and will receive a mark of zero unless they have clear and valid documentation of illness or family emergency. Acceptable documentation (e.g., a specific doctor’s note indicating that a physician has witnessed your illness or injury or its aftereffects) must be provided within two class sessions of the missed test. In the event that illness or injury prevents contact within 48 hours, supporting documentation must be provided from a health care professional.
Grades

The final letter grade in the course will be based on the total percent score as shown with scores derived to two decimal places:

A+ = 90 – 100  B+ = 77 – 79  C+ = 65 – 69  F = <50
A  = 85 – 89   B  = 73 – 76   C  = 60 – 64   D = 50 – 59
A- = 80 – 84   B- = 70 – 72   

In determining your final score, grades that end in .5 or higher will be rounded up to the next highest percentage. For example, 84.5% and above will be rounded to 85%. Anything .4 and below will be rounded down to the previous percentage score.

Students are expected to familiarize themselves with the Important Course Policy Information (attached).
Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

Program Requirements

For more information see pages 383-386 of the UVic Calendar 2016-17.

Registration Status

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the deadlines set out in the current UVic Calendar.

Commitment to Inclusivity and Diversity

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

In the Event of Illness, Accident or Family Affliction (See UVic Calendar, 2016-17, p. 59-60)

- What to do if you miss an exam other than one scheduled during the formal examination period

Do not apply at Records Services for a “Request for Academic Concession”. Instead submit documentation of the illness, accident or family affliction directly to your course instructor (or designated teaching assistant).

- What to do if you miss an exam scheduled during the formal exam period

Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the end of the formal examination period. Records Services will forward the form to the instructor. If the concession is granted the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record.

OR, you can download the Request for Academic Concession form here:
http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf

- What to do if you require additional time to complete course requirements

Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the end of the formal examination period. Records Services will forward the form to the instructor. If the concession is granted the instructor will determine how to deal with the situation. Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record.

OR, you can download the Request for Academic Concession form here:
http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf
Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic integrity [http://web.uvic.ca/calendar2016-09/undergrad/info/regulations/academic-integrity.html, p. 55-58, UVic Calendar 2016-17]. It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else’s. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.

2. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.

3. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.

4. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.

5. **Being an Accessory to Offences.** This means that helping another student to cheat (for instance, by showing or communicating to them answers to an assignment, or by allowing them to view answers on an exam) is an academic offence.

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar (on p. 55-58 in 2016-17).

**The definitive source** for information on Academic Integrity is the University Calendar (p. 55-58 in 2016-17) [http://web.uvic.ca/calendar2016-09/undergrad/info/regulations/academic-integrity.html]

**Other useful resources on Plagiarism and Cheating include:**

2. The Ombudsperson's office: [http://www.uvss.uvic.ca/ombudsperson/pubsquides/plagiarism.pdf](http://www.uvss.uvic.ca/ombudsperson/pubsquides/plagiarism.pdf)