



PSYC 431H (A01)
Advanced Interpersonal Relationships
Spring 2026 (CRN: 22806)

I acknowledge and respect the Lək'ʷəŋən (Songhees and Xʷsepsəm/Esquimalt) Peoples on whose territory the university stands, and the Lək'ʷəŋən and WSÁNEĆ Peoples whose historical relationships with the land continue to this day.

Course Instructor: Violet Cieslik (she/her), Department of Psychology

Office: [REDACTED]

Email: [REDACTED]

Office Hours: [REDACTED]

Course Meeting Times: [REDACTED]

Date Range: [REDACTED] / [REDACTED]

Location: [REDACTED]

Course Overview

Course Description

The purpose of this course is to deepen your understanding of research on close relationships, with a particular focus on adult romantic relationships. We will examine the life cycle of adult close relationships, from initial attraction and attachment formation to relationship growth, maintenance, communication, conflict, and, in some cases, dissolution. The course adopts a social psychological and empirical perspective, exploring how individuals think, feel, and behave in romantic relationships through a range of research methods and approaches. In addition to empirical research, we will engage with the perspectives and lived experiences of individuals from underrepresented groups, allowing for critical reflection on the strengths and limitations of both research and personal experience in understanding relationships. Many of the assignments in this seminar will help you build skills in interpreting, analyzing, and creating research, as well as develop effective oral and written communication skills applicable across academic and professional contexts. Regardless of people's future goals and aspirations, everyone can benefit from learning how to clearly present ideas and information.

Learning Objectives

- When presented with research on close relationships, students will be able to evaluate, interpret, and critically assess research methodologies and findings.
- When presented with written, visual, or video-based portrayals of close relationship behaviours, thoughts, or emotions, students will be able to identify the underlying psychological concepts involved.
- Students will be able to review and synthesize the scientific literature to curate a set of research papers relevant to a specific research topic.
- Students will develop effective written and oral communication skills related to relationship science.
- Students will also learn to identify common cultural biases and ideologies that shape thinking, feeling, and behaviour within close relationships, and to recognize how these implicit belief systems can influence individual and relational well-being.



Course Format

This course is in person. This outline provides you with general information on the objectives, evaluation, and schedule. It is your responsibility to regularly check Brightspace for any updates.

- Lectures will consist of either a mini-lecture or class discussion on a particular topic, group leadership discussions, or student presentations.
- Attending and actively engaging in class is a requirement to pass this seminar. In addition to benefitting your grade in the class (research shows students who attend class get higher grades. Who knew??), your active participation will make the experience better for all of us. Thus, attendance will be taken, and it is expected that students will be present and engaged in class whenever possible. You can actively engage by completing all the assigned readings, showing up, by being respectful and courteous during lectures and group discussions, and by participating in small and large group discussions.
- In addition to regular meetings, it is necessary for you to complete weekly readings and thought questions, alongside a number of written assignments (detailed in the course component section).

Respect for Diversity

It is my intent that students from all kinds of diverse backgrounds and perspectives will be well-served by this course, that students' learning needs will be addressed both in and out of class, and that the diversity that students bring to this class will be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, body size, socio-economic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious or cultural events, please let me know so that we can make arrangements for you. If you ever require accommodations just let me know and we will work something out together.

The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you experience any barriers to learning in this course, please feel free to discuss concerns with me. *If you need any accommodations or expect to have any barriers to learning during the course, please contact me first as I need to know about all accommodations immediately.* Accommodations that are not discussed at the beginning of term could hinder your progress in the course. If needed, you may also want to meet with an advisor at the [Centre for Accessible Learning \(CAL\)](#) to discuss access and accommodations.

Course Website

UVic Brightspace learning management system will be used for posting the course outline, lectures, assignments, and grades.

Required Text

There is no textbook for this class. Students are responsible for reading one or more chapters or journal articles each week, which will be made available on Brightspace or via links in the reading list.

Prerequisites

PSYC 300A and PSYC 300B (this may be co-requisite), PSYC 375, and one of PSYC 320, 330, 376, 385, 386. As this class always has a very long wait list of qualified students, pre-requisites cannot be waived.



Course Drop Deadlines and Registration

Students are responsible for checking their registration status before the end of the add/drop deadline.

<https://www.uvic.ca/calendar/future/undergrad/index.php#/policy/BJxDO92eP>

Core Requirements and Evaluation

This is a seminar course, meaning that we will spend our time learning together through weekly activities and discussion. As such, you will see that the course requires numerous shorter written and oral assignments. Your work in this course will be spread throughout the term rather than clustered at the end.

Assignments and Activities

| Evaluation | Date | % |
|------------------------|--|-----|
| Participation | Ongoing | 10% |
| Group Leadership | Two dates available in Group Leadership classes (see schedule) | 10% |
| Thought Questions | Ongoing | 5% |
| Presentation | One date available in Presentation classes (see schedule) | 25% |
| Annotated Bibliography | February 17 th at 11:59pm | 20% |
| Term Paper | April 10 th at 11:59pm | 30% |

Grading Policy

As per university policy, your final grade in the course will be based on your total percent score. Grades that end with a decimal point of 0.5 or above will be rounded to the next higher whole number, and grades that end with a decimal point below 0.5 will be rounded to the next lower whole number (e.g., 84.49% is rounded to 84% and 84.50% is rounded to 85%).

| Grade | A+ | A | A- | B+ | B | B- | C+ | C | D | F |
|------------|--------|-------|-------|-------|-------|-------|-------|-------|-------|------|
| Percentage | 90-100 | 85-89 | 80-84 | 77-79 | 73-76 | 70-72 | 65-69 | 60-64 | 51-59 | < 50 |
| GP Value | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

In accordance with the University's policy on academic concessions, "A student who completes all course requirements is not eligible for an academic concession". Consequently, students can only request deferrals for the completion of required course components and not for non-essential course components.

Required Course Components

Students who have completed the following will be considered to have completed the course. Failure to complete one or more of these elements will result in a grade of "N" regardless of the cumulative percentage of all other elements of the course. N is a failing grade and factors into GPA as a value of 0.

- Presentation
- Annotated Reference List
- Term Paper

In accordance with the University's policy on academic concessions, "A student who completes all course requirements is not eligible for an academic concession". Consequently, students can only request deferrals for the completion of required course components and not for non-essential course components.



Course Components

1) Participation (10%)

DUE: Throughout the semester

Attending class and participating in class discussions, as well as asking questions that are relevant to the course materials, will be worth **10%** of your grade. This mark will be based on my observations of your active participation in class discussions, a participation self-evaluation you will complete at the end of term, and your attendance. Periodically, there will also be small activities assigned for some classes (see the description in the class readings section), and your completion of these activities will inform your participation grade.

2) Group Leadership (10%)

DUE: Throughout the semester

On group leadership days, class time will primarily be devoted to student-led discussion rather than an instructor-led lecture. On these days we will break up into smaller discussion groups of four-to-five students to discuss assigned readings and additional materials. For these sessions, each discussion group will have a group leader who is **expected to read all the thought questions for that day's topic**, prepare **four** structured discussion points for the rest of the group, and to **generally "lead" the group** for their assigned day. Every student will be assigned this role **on two occasions during the semester**, and your performance will be worth **10%** of your grade. To demonstrate your leadership, on the day of your leadership you will submit the notes and questions you used to lead your group to the relevant Brightspace submission folder.

3) Thought Questions (5%)

DUE: 12pm (noon) on the day prior to the class they will be discussed

During most weeks of the semester, you will each complete and submit on Brightspace a **50-100 word thought question** in response to the required readings for that week. Thought questions are an opportunity for you to describe your reactions to the readings, critique a point in the readings, or raise new questions. You are expected to read each other's thought questions prior to the relevant class and be prepared to comment on others' ideas to stimulate class discussion. Your thought questions will be marked on a Pass/Fail basis (assume that you received full credit for your thought questions unless I inform you otherwise).

Note: You do not need to submit a thought question for the days you are a group leader (2 days during the term) and you can miss two additional thought questions without penalty. **Thus, each student is required to submit 8 of the 12 thought questions assigned for the term.**

4) Presentation: Research Presentation OR Media Application (25%)

DUE: See schedule of classes

Research Presentation:

Six classes in the semester will be Research Presentation days. Each Research Presentation Day will consist of two students presenting separately on a research article for the topic of their chosen week. Students may choose their article from the list of approved journals (see Assignment Info > Presentations on Brightspace). Your presentation should be about 10-12 minutes long, followed by about 10 minutes of discussion or group activities, which should be planned by the presenter. For instance, you could compose 2-3 thought questions or create a short activity for students to do in small groups and then lead a class discussion.

Research Presentations will be evaluated according to: demonstrated knowledge and understanding of the topic, critical examination of readings/resources, communication of the material, and engagement level of the class (activity).

Media Application Presentation:

Six classes in the semester will be Media Application Presentation days. On these days each student will choose a theme, theory, or topic from the preceding weeks' classes and present images, music, movies, art, or literature from the popular media that reflects their chosen topic. Students should be prepared to show the class their chosen media piece(s) (suitably edited if it is a longer TV show or movie) and explain how the chosen media reflects their chosen topic. Students may choose one longer media piece (e.g., a movie) and apply multiple concepts, or may choose 2-3 shorter media pieces (e.g., music videos, commercials, magazine articles) that all reflect various aspects of a single concept. Presentations should be approximately 10-12 minutes long, followed by 10 minutes of discussion or group activities, which should be planned by the presenter. For instance, you could compose 2-3 thought questions or create a short activity for students to do in small groups and then lead a class discussion.

Media Application Presentations will be evaluated according to: demonstrated knowledge and understanding of the theme, critical examination of media, communication of the material (presentation style/quality and media usage), and engagement level of the class (questions/activities).

5) Annotated Bibliography (20%)

DUE: February 17th at 11:59pm.

Your term papers will either be a grant research proposal that you will design or an application paper. The annotated bibliography is the first step towards writing your term paper. Your annotated bibliography should begin with a brief paragraph identifying the problem, question, or theory you plan to focus on in your term paper. You will then conduct a literature search and prepare an annotated bibliography of at least 5 research articles that will form the theoretical foundation for your term paper. Your reference list must follow proper APA format, and your articles must come from the list of approved journals that I will provide (see Assignment Info > Presentations on Brightspace). Your annotated bibliographies will be marked based on adherence to APA style, as well as the breadth and cohesion of your chosen articles, your skill at locating the most important articles/researchers in the field, as well as the clarity and level of detail in your summary for each article (i.e., the annotated part of the assignment).

6) Term Paper (30%)

DUE: April 10th at 11:59pm

Students can choose one of two formats for their term paper. Papers will only be accepted through Brightspace submission.

Research Proposal Paper.

You will write a research proposal following the format that MSc students use when applying for funding from Canada's tri-council of research granting institutions. A few examples, alongside an outline are provided on Brightspace. If you choose this option, you must meet with me individually so I can approve your proposed method and/or help you to design your study (this is not a research methods assignment, it is a scientific

communication assignment). The purpose of the assignment is to identify a social problem that needs solving, formulate an hypothesis about how to solve the problem, and propose a study to test your hypothesis. In keeping with the tri-council guidelines for these applications, the paper is to be no more than one page (3/4 inch margins, single-spaced, standard Times New Roman 12pt font). This page limit does not include title page or references. More detail about the assignment is posted on Brightspace, and we will also discuss this assignment in class.

Application Paper.

This assignment will require you to critically analyze one or more of the relationships depicted in a documentary that is posted on Brightspace and which we will also watch in class, *Americans in Bed*. Your analysis should use a relationship science and social psychological perspective. This paper is to be no more or much less than four pages (3/4 inch margins, double-spaced, standard Times New Roman 12pt font). This page limit does not include title page or references. Papers that deviate significantly from this page requirement will be penalized. More detail about the assignment is posted on Brightspace, and we will also discuss this assignment in class.

7) Extra Credit with Participation in Research Studies:

Students can earn up to 1% extra credit toward your final grade by participating in psychological studies that are posted on the research pool website. Visit <https://uvic.sona-systems.com> for more information. Each 60 minutes of participation will earn 1 research credit, and **one SONA credits equal a 1% increase in the student's final grade.** Additional details are posted on Brightspace. Note that you *must complete your participation by the last day of the course* to receive credit.

Course Policy Information

Attendance and Waitlist Policy:

Attendance is important and is your responsibility as a student to regularly attend classes. Students who do not attend all classes during the first week (or by the waitlist deadline) may be dropped from the course to allow waitlisted students the opportunity to enroll. Students may be assigned a final grade of N or debarred from writing final examinations if they fail to satisfy a minimum attendance requirement set by the instructor for lectures, laboratories, online course discussions or learning activities, tutorials, or other learning activities set out in the course outline.

Grades:

Assignments submitted late will incur a penalty of 5% per day, up to a maximum of 25%. Assignments more than 5 days late will not be accepted unless prior arrangements are made. The final letter grade obtained in the course will be based on your total scores for all the assignments, participation, and exams.

In-Class Behaviour:

Please do your best to arrive on time to lectures, as arriving late causes disruption to other students and lecturer. All electronic devices should be put on silent for the duration of the lecture and mobile phones should be placed in your personal bag at the beginning of the lecture.

Children and Pets

If you need to bring your children or pet to lecture, please do not hesitate to do so. I understand that sometimes this is necessary due to care circumstances; however, please if you do, try to minimize in class disturbance so that student learning is not impacted.

Email Etiquette:

Before sending an email, please consult the syllabus, Brightspace, or additional course materials. Many common questions are addressed in these materials or discussed in class. Asking questions during or at the end of class is encouraged as other students may benefit from the response. Emails asking questions already covered in class or on course materials may not receive an individual reply. For all other questions or specific course-related concerns, please speak with me after class or book an appointment for further discussion.

Copyright

All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class. The material is protected under copyright law, even if not marked with ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action under the [Academic Integrity Policy](#).

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](#). It is of utmost importance that students who do their work honestly be protected from those who do not. It is expected that students will cooperate in the implementation of this policy to ensure that students benefit from the learning activities assigned in the course.

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

1. **Plagiarism.** The work you submit must be your work and not someone else's. Please use proper procedures (i.e., APA 7th edition in this course) for citing the works of others. The student is responsible for being aware of and using these procedures.
2. **Unauthorized Use of an Editor.** An editor is an individual or service, other than the instructor or supervisory committee, who manipulates, revises, corrects or alters a student's written or non-written work. The use of an editor is prohibited unless the instructor grants explicit written authorization.
3. **Multiple Submission.** The resubmission of work by a student that has been used in identical or similar form to fulfill any academic requirement at UVic or another institution. Students who do this without prior permission from the instructor are subject to penalty.
4. **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.
5. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not share information or answers when doing take-home assignments, tests or examinations; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology does not make old examinations available for study purposes; thus, the use of old exams without written permission of the instructor constitutes cheating by the user and the person who provided the old exam.

6. **Aiding Others to Cheat.** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

Academic Concession

Medical documentation for short-term absences is **not required** (approved by Senate). Students who cannot attend due to illness are asked to notify their instructors immediately. If illness, accident, or family affliction causes a student to miss the final exam or to fail to complete any required course components by the end of the term students are required to [submit a request for academic concession](#).

Artificial Intelligence:

The use of a generative artificial intelligence (AI) is prohibited in any submitted work (unless expressly endorsed by the instructor as part of an assignment). Please familiarize yourself with the [UVic's Generative Artificial Intelligence \(GenAI\) Position Statement](#).

Student Experience of Learning (SEL)

Toward the end of term, you will have the opportunity to complete a confidential [student experience of learning survey](#) (formally known as course experience survey (CES)) regarding your learning experience. The survey provides feedback to the instructor regarding the course and their teaching, as well as to help the department improve the overall program for students in the future. You will be reminded nearer the end of the course, but please be think about this important activity during the course in preparation to complete the course at the end of term.

Sources of Assistance

Students can seek help for many of the common concerns and problems that arise during the term by using the following resources:

- **Grade Appeals:** If you feel strongly that your grade on an assignment was unfair or mistaken, you must express that concern to Professor Cieslik via email or in person during office hours within one week of the date that the grade was first posted on Brightspace.
- **Academic Accommodation:** Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodation, please feel free to contact me and/or the [Centre for Accessible Learning \(CAL\)](#) as soon as possible. The CAL staff members are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations.
- **Online learning tools:** For issues using Zoom, Echo360, or other tools associated with the transition to online classes, visit [UVic's Learn Anywhere site](#).
- **Computer and technical help:** For technical matters, please contact the Computer Help Desk: helpdesk@uvic.ca, (250) 721-7687, or visit the [University Systems Help Centre](#)
- **Learning Assistance Program:** Are you struggling with understanding course material or finding effective study methods? You may want to consult with the tutors and learning strategists at the [Learning Assistance Program](#) (fees may apply).
- **English as an additional language:** If English is not your first language and you are having trouble because of that, please contact the [English Language Centre](#)



- **Counselling services:** [Counselling Services](#) can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students.
- **Elders Voices:** The [Office of Indigenous Academic and Community Engagement \(IACE\)](#) has the privilege of assembling Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.
- **Mental Health and Well-Being:** Most students at one time or another struggle with mental health issues (anxiety, depression, insomnia, substance abuse, etc.). UVic has a [wealth of resources](#) to help students through those tough times. Students are also expected to familiarize themselves with the [Department of Psychology Important Course Policy Information](#).
- **Sexualized Violence Prevention and Response at Uvic.** UVic takes sexualized violence seriously and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the [university defines sexualized violence](#) and its overall approach. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out: Sexualized violence resource office in EQHR, Sedgewick C119 Phone: 250.721.8021 Email: svpcoordinator@uvic.ca

Final Reminder that it is your responsibility to:

1. [Check your registration status](#) by the [drop deadlines](#) to ensure you are registered in the course.
2. Familiarize yourself with the [Department of Psychology's Course Policy information](#).
3. Understand the [University's Policy on Academic Integrity](#).

**Tentative Schedule (To be adjusted as needed)**

| Week | Day | Dates | Lecture Topic | Assignments | Readings and podcasts (<i>italics</i> indicate optional) |
|-------------|------------|--------------|--|--------------------|---|
| 1 | Tue | Jan 6 | Introduction to the course | | |
| | Wed | Jan 7 | Getting to know your interests | Interest Article* | |
| | Fri | Jan 9 | Relationship Initiation Part 1: Instructor Led | | Stinson et al., 2021; Gerlach et al., 2019; <i>Podcast - All My Relations</i> |
| 2 | Tue | Jan 13 | Relationship Initiation Part 2: Group Leadership 1 | Thought Question 1 | McWilliams et al., 2014; Hance et al., 2018; <i>Podcast – The Star</i> |
| | Wed | Jan 14 | Research Pres. 1: Relationship Initiation (2 Students) | | |
| | Fri | Jan 16 | Media Application Presentations 1 (2 students) | | |
| 3 | Tue | Jan 20 | Attachment Theory 1: Instructor Led | | Fraley, 2019; Letter from Captain Awkward |
| | Wed | Jan 21 | Attachment Theory 2: Group Leadership 2 | Thought Question 2 | Simpson & Overall, 2014; Overall et al., 2021; <i>Podcast - Esther Calling</i> |
| | Fri | Jan 23 | Research Pres. 2: Attachment Theory (2 Students) | | |
| 4 | Tue | Jan 27 | Media Application Presentations 2 (2 students) | | |
| | Wed | Jan 28 | Term Paper Prep Seminar: Searching the Literature | | |
| | Fri | Jan 30 | Commitment 1: Group Leadership 3 | Thought Question 3 | Tran et al., 2019; Weigel et al., 2003; <i>Miller, 1997</i> |
| 5 | Tue | Feb 3 | Research Presentations 3: Commitment (2 students) | | |
| | Wed | Feb 4 | Commitment 2: Group Leadership 4 | Thought Question 4 | Hoplock et al., 2021; Gamarel et al., 2019; <i>Cast & Schweingruber, 2022; Conley & Moors, 2014</i> |



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|----|--------------|----------------|---|---|--|
| | Fri | Feb 6 | Media Application Presentations 3 (2 students) | | |
| 6 | Tue | Feb 10 | Sex and Intimacy 1: Group Leadership 5 | Thought Question 5 | Philippe et al., 2017; Rubin & Campbell, 2011 |
| | Wed | Feb 11 | Research Pres. 4: Sex & Intimacy (2 students) | | |
| | Fri | Feb 13 | Sex and Intimacy 2: Group Leadership 6 | Thought Question 6 | Rohleder et al., 2018; Lindley et al., 2020; Podcast - Disability After Dark; <i>Blank</i> , 2011 |
| 7 | Mon - Fri | Feb 16 - 20 | Reading Break No Class | (Annotated Bibliography Due Feb 17th; 20%) | |
| 8 | Tue | Feb 24 | Non-Western Models of Marriage: Group Leadership 7 | Thought Question 7 | Flicker et al., 2020; Diamond-Smith et al., 2020; Podcast - Radio Diaries; <i>Harkness & Khaled</i> , 2014; <i>Titzmann</i> , 2013 |
| | Wed | Feb 25 | Research Pres 5: Non-Western Models of Marriage (2 students) | | |
| | Fri | Feb 27 | Media Application Presentations 4 (2 students) | | |
| 9 | Tue | Mar 3 | Relationship Maintenance 1: Group Leadership 8 | Thought Question 8 | Davis et al., 2013; Doss et al., 2009; Pinsker, 2002; Podcast – Ear Hustle; <i>Johnson & Greenman</i> , 2006; <i>Neff & Karney</i> , 2017; <i>Grose</i> , 2020 |
| | Wed | Mar 4 | Media Application Presentations 5 (2 students) | | |
| | Fri | Mar 6 | Research Pres. 6: Relationship Maintenance (2 students) | | |
| 10 | Tue | Mar 10 | Relationship Maintenance 2: Group Leadership 9 | Thought Question 9 | Rostosky & Riggle, 2017; Hiew et al., 2015; <i>Rostosky et al.</i> , 2008 |
| | Wed | Mar 11 | Relationship Dissolution 1: Instructor Led | | Del Palacio-Gonzalez et al., 2016; Joel et al., 2018; Podcast - Esther |



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|----|-----|--------|---|----------------------|---|
| | | | | | Perel; Podcast - Other People's Problems |
| | Fri | Mar 13 | Relationship Dissolution 2: Group Leadership 10 | Thought Question 10 | Powell et al., 2021; Stavrova et al., 2023; Podcast - Other People's Problems; Spielman et al., 2013; Podcast - Other People's Problems |
| 11 | Tue | Mar 17 | Media Application Presentations 6 (2 students) | | |
| | Wed | Mar 18 | Friendship: Group Leadership 11 | Thought Question 11 | LaBelle & Myers, 2016; Galupo et al., 2013; Podcast – Code Switch; Topor et al., 2011; Laakasuo et al., 2017 |
| | Fri | Mar 20 | Presentation catch-up day: Instructor Led | | |
| 12 | Tue | Mar 24 | Singlehood: Group Leadership 12 | Thought Question 12 | Pepping et al., 2018; Wang et al., 2013; Podcast – Solo; Ntoimo & Isiugo-Abanihe, 2014; Sarkisian & Gerstel, 2016 |
| | Wed | Mar 25 | Relationship Ideologies: Instructor Led | | Finkel et al., 2015; Van der Toorn et al., 2020; Atlantic News Article |
| | Fri | Mar 27 | Video: Americans in Bed Part 1 | | |
| 13 | Tue | Mar 31 | Video: Americans in Bed Part 2 | | |
| | Wed | Apr 1 | Class wrap-up: Instructor Led | Semester Reflection* | |
| | Fri | Apr 10 | NA | Term Paper Due (30%) | |

* See Weekly Reading/Watching/Listening List



UNIVERSITY OF VICTORIA

Department of Psychology Important Course Policy Information Fall Session 2025

Accessible Learning

The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you are registered with the [Centre for Accessible Learning](#) and anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you are a student with a disability or chronic health condition, you can meet with a CAL advisor to discuss access and accommodations.

Attendance and Absences

Attendance is important. Students are expected to attend all classes in which they are enrolled. Students may be assigned a final grade of N or debarred from writing final examinations if they fail to satisfy a minimum attendance requirement set by the instructor for lectures, laboratories, online course discussions or learning activities, tutorials, or other learning activities set out in the course outline.

Medical documentation for short-term absences is **not required** (approved by Senate). Students who cannot attend due to illness are asked to notify their instructors immediately. If illness, accident, or family affliction causes a student to miss the final exam or to fail to complete any required assignment/assessment by the end of the term students are required to submit a request for academic concession (see below).

Children and Pets

If you need to bring your children or pet to class, please do not hesitate to do so. It is understood that sometimes this is necessary due to care circumstances. However, please aim to have minimal class disturbance so that student learning is not impacted.

Class Recording and Auto-Captioning Statement

The instructor may record class sessions and those recordings may be made available to all students in the class via Brightspace. If you have questions or concerns regarding class recording and privacy, please contact privacyinfo@uvic.ca

Auto-generated captioning may be enabled in this course. Auto-captioning is highly error-prone, especially for specialized terminology and proper names. Students are asked to refer to the audio feed for clarification of any errors. If you find captioning errors that are offensive, please contact your instructor and/or teaching assistant so that they are aware. If you require captions as part of an academic accommodation, please contact [CAL](#).

Commitment to Inclusivity, Diversity, and Respectful Environments in the Classroom and Online

The University of Victoria is committed to providing a positive and supportive and safe learning and working environment for all its members. All members of the university community have the right to this experience and the responsibility to help *create* such an environment. The University will not tolerate racism, sexualized violence, or any form of discrimination, bullying, or harassment.

Please be advised that, by logging into UVic's learning systems or interacting with online resources and course-related communication platforms, you are engaging in a University activity.

All interactions within this environment are subject to the university expectations and policies. Any concerns about student conduct may be reviewed and responded to in accordance with the appropriate university policy.

To report concerns about online student conduct: onlineconduct@uvic.ca

Copyright

All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class¹. The material is protected under copyright law, even if not marked with ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action under the [Resolution of Non-Academic Misconduct Allegations policy \(AC1300\)](#) or the [Academic Integrity Policy](#), whichever is more appropriate for the situation.

Course Experience Survey (CES)

I value your feedback on this course. Toward the end of term, you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to the instructor regarding the course and their teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca>. You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. You will be reminded nearer the time, but please be thinking about this important activity, especially the following three questions, during the course.

1. What strengths did your instructor demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the instructor could have helped you learn more effectively.
3. Please provide specific suggestions as to how this course could be improved.

Disclaimer

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances.

Grading

In classes that are based on a percentage grading scheme, the following [Undergraduate Grading Scale](#) is used

| Grade | A+ | A | A- | B+ | B | B- | C+ | C | D | F |
|------------|--------|-------|-------|-------|-------|-------|-------|-------|-------|------|
| Percentage | 90-100 | 85-89 | 80-84 | 77-79 | 73-76 | 70-72 | 65-69 | 60-64 | 51-59 | < 50 |
| GP Value | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

Rounding is only applied to the final grade and is rounded up at the 0.5% level (e.g., 84.49% is rounded to 84% and 84.50% is rounded to 85%).

Medical Documentation for absences

No medical documentation for short-term absences is required (Approved by Senate).

If you are seeking a Withdrawal Extenuating Circumstances or an Aegrotat grade, medical documentation may be required if relevant.

Ombudsperson and Academic Concerns

From the course calendar...

Depending on the nature of the academic matter of concern to the student, the order in which the student should normally try to resolve the matter is: first, the course instructor; second, the Chair of the department; third, the Dean of the faculty; and finally, the Senate.

If you are having an academic concern or problem that cannot be resolved with your instructor or the Department Associate Chair, you may wish to consult with the Office of the Ombudsperson (<https://uvicombudsperson.ca>). Current contact information for the office can be found here <https://uvicombudsperson.ca/contact/>.

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](#). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy

¹ Syllabi belong to the department through which the course is administered.

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. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.
3. **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.
4. **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.
5. **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.
6. **Aiding Others to Cheat.** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

The use of a generative artificial intelligence (AI) is strictly prohibited in any submitted work (unless expressly endorsed by the instructor as part of an assignment).

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 Spring 2025.

The definitive source for information on Academic Integrity is the University Calendar

Other useful resources on Plagiarism and Cheating include:

1. The Ombudsperson's office: <https://uvicombudsperson.ca/academic-integrity/>
The **Office of the Ombudsperson** is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: ombuddy@uvic.ca; Web: uvicombudsperson.ca.
2. UVic Library Resources: <http://www.uvic.ca/library/research/citation/plagiarism/>
3. UVic Library Document on [Avoiding Plagiarism](#)

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 the [UVic Calendar](#).

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.

Students who do not attend classes must not assume that they have been dropped from a course by an academic unit or an instructor. Courses that are not formally dropped will be given a failing grade, students may be required to withdraw and will be required to pay the tuition fee for the course.

Request for Academic Concessions

Students can apply for [academic concessions](#) if their course requirements are affected by (i) unexpected and/or unavoidable circumstances (e.g., illness, family affliction, etc.), or (ii) conflicting responsibilities (e.g., service in the armed forces or first responder, representing the university).

- **Request an in-course extension**

If you require more time to complete a course requirement or miss a test or midterm exam, then you will need to complete the "[In-Course Extension Form](#)" and submit it directly to your course instructor. All course requirements must be completed prior to the submission of final grades.

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

Apply at Records Services for a "[Request for Academic Concession](#)", normally within 10 working days of the date of the exam. 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.

- **What to do if you require additional time to complete course requirements beyond the normal term.**

Apply at Records Services for a "[Request for Academic Concession](#)", normally within 10 working days of the end of the course. 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 if the missing work has been deemed required. Note, only required course components may be deferred.

Research Participation Opportunities with the Department of Psychology

The Department of Psychology offers multiple opportunities to participate in research studies over the year. Students are encouraged to learn more about the field of psychology by volunteering in these studies. Information about studies can often be found posted on notice boards around the Department as well as through our Participant Pool webpage at <https://www.uvic.ca/socialsciences/psychology/research/participants/>.

Student Support Services

[Learn Anywhere](#) is the student support portal for a full range of student academic and support services. Services include: [Centre for Academic Communication](#), [Math & Stats Assistance Centre](#), [Counselling Services](#), [Health Services](#), [Library](#), [Ombudsperson](#), and [Computer Help Desk](#)

This classroom is a trans-inclusive space

Please indicate if you have a preferred name and pronoun that you'd like to be used in the classroom. Please e-mail your instructor or your TA if you would like to discuss the climate of this classroom for trans students. Gender neutral bathrooms are available at UVic.

University of Victoria Students' Society (UVSS)

The [UVSS](#) is a social justice based non-profit run by students, for students and is entirely separate from UVic. As an undergrad student, you are already a member! We work on issues affecting students such as affordability, public transit, sexualized violence, sustainability, student employment, and much more. We fund clubs and course unions, and have



several advocacy groups. We also have a Food Bank and Free Store, a Peer Support Centre, and run your health and dental plan. We are here to support you, so please reach out to us at uvss.ca!

Academic Important Dates

Fall session – first term (September – December)

| | |
|--|--|
| Wednesday, September 3 rd | First term classes begin for all faculties |
| Tuesday, September 16 th | Last day for 100% reduction of tuition fees for standard first term and full year courses. 50% of tuition fees will be assessed for courses dropped after this date. |
| Friday, September 19 th | Last day for adding courses that begin in the first term |
| Tuesday, September 30 th | Last day for paying first term fees without penalty |
| Tuesday, September 30 th | University Closed (National Day for Truth and Reconciliation) |
| Tuesday, October 7 th | Last day for 50% reduction of tuition fees for standard courses |
| Monday, October 13 th | University Closed (Thanksgiving Day) |
| Friday, October 31 st | Last day for withdrawing from first term courses without penalty of failure |
| Tuesday, November 11 th | University Closed (Remembrance Day) |
| November 10 th - 12 th | Reading Break for all faculties |
| Wednesday, December 3 rd | Last day of classes in first term for all faculties |
| Wednesday, December 3 rd | National Day of Remembrance and Action on Violence Against Women - (Classes and exams cancelled from 11:30am - 12:30pm) |
| Saturday, December 6 th | First term examinations begin for all faculties |
| Saturday, December 20 th | First term examinations end for all faculties |
| December 25 th - 31 st | University Closed (Winter Break) |

Add and drop dates for standard 2025-2026 Winter Session courses

| Term | Start Date | End Date | 100% Fee Reduction | Add Deadline | 50% Fee Reduction | Academic Drop no Fee Reduction |
|-------------|------------|----------|--------------------|--------------|-------------------|--------------------------------|
| First term | Sep 3 | Dec 3 | Sep 16 | Sep 19 | Oct 7 | Oct 31 |
| Second term | Jan 5 | Apr 2 | Jan 18 | Jan 21 | Feb 8 | Feb 28 |



BE WELL



A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Social Life, Friends, & Community at UVic:

Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.

<https://www.uvic.ca/undergraduate/housing-student-life/student-life/index.php>

Counselling Services:

The Student Wellness Centre can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students.

<https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-counsellors>

Health Services:

The Student Wellness Centre also provides a full service primary health clinic for students.

<https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-physicians>

Centre for Accessible Learning:

The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations <https://www.uvic.ca/accessible-learning/index.php>. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

Elders' Voices:

The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.

www.uvic.ca/services/indigenous/students/programming/elders/

Mental Health Supports and Services:

Mental health supports and services are available to students from all areas of the UVic community: <https://www.uvic.ca/student-wellness/wellness-resources/mental-health/>