

Advanced Interpersonal Relationships
Psychology 431H (A01), Spring 2022
Monday and Thursday 1:00 – 2:20
Zoom or Clearihue C111 (when the plague allows)

Instructor: Dr. Danu Anthony Stinson, Department of Psychology

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Phone: 250-721-6281

Student Consulting Hours: 11:00 am to 12:00pm on Wednesdays *or by appointment*

E-mail: dstinson@uvic.ca -- – include “PSYC 431H” in the subject for a prompt reply!

Permanent Zoom Link for class while the plague is terrible:

<https://uvic.zoom.us/j/87667790322?pwd=UGVvOWovOHpPRWZmR0hManJOQUIrQT09>

Meeting ID: 876 6779 0322

Password: 678675

Permanent Zoom Link for student consulting hours all term:

<https://uvic.zoom.us/j/84905903381?pwd=K081MG9ZMkZcGxWd2YwclRDhm9NUT09>

Meeting ID: 849 0590 3381

Password: Unad

Part 1: Course Overview

Course Description:

The purpose of this course is to increase your depth of knowledge of research on close relationships, specifically, adult romantic relationships. We will focus on the life cycle of adult close relationships, ranging from stages of initial attraction and the development of an attachment, to growth and maintenance of the relationship, and to conflict and, for some relationships, dissolution. Our primary analysis will be social psychological, meaning we will examine how people think and feel about themselves in relation to their romantic partners, how people think and feel about their romantic partners, and how people behave within romantic relationships. We will also adopt an empirical approach to the study of relationships. This means we will talk about experiments a lot, and as part of your coursework you will design and propose a study based on the course content. I also emphasize independent thinking and critical analysis in this course. You will learn how to successfully gather and evaluate information for yourselves. Finally, many of the assignments in this seminar will help you develop effective oral and written communication skills. Regardless of people’s future goals and aspirations, everyone can benefit from learning how to clearly present ideas and information.

Course Learning Outcomes

- When presented with research about close relationships, students will be able to effectively evaluate, interpret, and critique the methodology and results.
- When presented with descriptions or video portrayals of close relationship behaviors, thoughts, or feelings, students will be able to recognize and identify the psychological concepts at work.
- Students will be able to review the scientific literature and curate a set of research papers that inform a particular research topic.

- Students will be able to propose a novel hypothesis concerning close relationships and design a study to test their hypothesis.
- Students will develop effective written and oral communication skills concerning relationship science.
- Students will learn to apply concepts and theories from class to explain and predict close relationship behaviors, thoughts, or feelings that they observe in real life or in media.
- Students will learn to identify common cultural biases and ideologies that inform people's thinking, feeling, and behavior within close relationships, and to recognize how those implicit belief systems can affect personal or relationship well-being.

Course Structure

This course outline contains general information about the course objectives, evaluation, and schedule. It is your responsibility to regularly check Brightspace for any updates.

- Until at least January 24 (and possibly longer, who knows these days!), PSYC 431H (A01) will be held online via Zoom during the allotted class time (Monday & Thursday, 1:00-2:20). You can get your free UVic Zoom account here: <https://www.uvic.ca/systems/services/avmultimedia/zoomvideoconferencing/index.php>
- To maintain an optimal learning environment, I encourage you to watch the following instructional videos on using Zoom prior to our first meeting on Sept 10th: <https://support.zoom.us/hc/en-us/articles/206618765-Zoom-Video-Tutorials>
- I will post the persistent Zoom link on our Brightspace page – use the same link every class! Try to join at least one minute prior to 1:00 so that I can admit students from the waiting room into the class all at once.
- During class time (see the schedule on page 9), sometimes I will lead a lecture or class discussion on a particular topic. Other times we will break into small groups with a student leader for discussion. Yet other times students will give presentations. So basically, we will do lots of fun things!
- Attending and actively engaging in class is not just requested, it is actually 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. I mean, I really need some people in class to laugh at my jokes or I will wither and die. You can actively engage by showing up, by being respectful and courteous during lectures and group discussions, by having your video on, by participating in the polls, by “raising your hand” in Zoom to ask questions or comment, and by practicing good “netiquette” (see below for more on this).
- In addition to these regular meetings, you will complete readings, weekly thought questions, and a number of written assignments your own time, which are detailed below.

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.

Contacting Dr. Stinson

Please do not contact me using the messaging system on Brightspace – I barely know how that website works and certainly can't be trusted to find your message in time – and please do not seek my attention before class when I am setting things up. Please do contact me in one of three ways:

- Stick around to talk to me briefly after lecture (best for very short questions)
- Attend my weekly student consulting hours
- Email me at dstinson@uvic.ca; include “PSYC 431H” in the subject line to ensure a timely response and make sure you put your name and student number at the end of all email communications.

Please note that I only respond to work emails between 9am and 5pm, Monday to Friday. I do not respond to work emails on holidays or on weekends. If you email outside of regular work hours, please be patient, I will reply as soon as I can and we will resolve your issue or concerns.

Important Website

<https://bright.uvic.ca/>

Please regularly visit the class website on Brightspace (<https://bright.uvic.ca/>). I will post announcements, grades, etc. You will also post your weekly thought questions and submit assignments there.

Readings:

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. If you have trouble reading the journal articles, please see me for guidance.

Intellectual Property

You do NOT have permission to post course material, including lecture slides, assignments, or exams, on the Internet or to share this material with anyone else. If you do so, you are committing a violation of academic integrity, as per the UVic Policy on Academic Integrity (https://www.uvic.ca/calendar/undergrad/index.php#/policy/Sk_0xsM_V), and may be subject to a zero on the exam or assignment, a failing grade for the course, and/or disciplinary probation or permanent suspension from the University of Victoria.

Netiquette

We're all navigating new technology and doing our best to adapt to the changes in class delivery. Here are some tips to help things go smoothly:

- Conduct and express yourself in a way that is respectful. If you wouldn't say it/do it during a face-to-face class, then don't say it/do it online
- Mute your mic when you're not speaking, to reduce background noise interference.
- Turn on your camera as much as possible, to create a sense of community.
- Look at the camera to make “eye contact” when talking.
- Use the Group Chat sparingly and only to post questions or comments when asked – we will talk more about this feature as we go along.
- Before you post on Group Chat, take a moment to re-read your comment – because they lack nonverbal cues, they might land differently than you intended (adding an emoji icon can be helpful sometimes!).

Prerequisites:

The pre-requisite for this course is a passing grade in PSYC 300A and 300B (this may be a co-requisite), PSYC 375, and one of PSYC 330, 385, 386. This class always has a very very long wait list of qualified students, so these pre-requisites cannot be waived. Students who somehow manage to complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) at some later time if such courses are required for the degree program. Students are responsible for checking their registration status by the add/drop deadlines.

Course Drop Deadline:

The last day for dropping a course with a 100% fee reduction is **January 23 and the last day to register for classes is January 26**. It is your responsibility to check your **registration status** by the drop deadline to ensure that you are registered only in courses that you have been attending.

Part 2: Evaluations

This is a seminar course, meaning that we will spend our time together discussing information together. Rather than a single, longer term paper and single oral presentation, you will see that the course requires numerous shorter written and oral assignments. So your work in this course will be spread throughout the term rather than clustered at the end.

Overview:

Participation – 10%

Thought Questions – 5%

Group Leadership – 10%

Presentation: Research Presentation OR Media Application – 20%

Annotated Reference List Project – 10%

Grant Proposal Paper – 20%

Application Paper – 25%

Research Participation – Bonus 2%

Grades:

In determining your final letter grade, the final percentage is rounded such that marks ending in 0.49 or lower are rounded down and marks ending in 0.50 and up are rounded up. For example, 79.43 is rounded to 79 and 79.55 is rounded to 80. The following grading scale will be used:

A+	A	A-	B+	B	B-	C+	C	D	F
90-100	85-89	80-84	77-79	73-76	70-72	65-69	60-64	50-59	0-49

- a) **Final Grades:** Final grades are final. An error in calculating the final grade is the only reason that a grade will be adjusted. I feel the pain of all students who earn a final percentage that comes “so close” to the next rung on the grade ladder, but that pain is not a good reason for me to adjust your mark. I am firm on this policy: I will not increase your grade at the end of the term just because it is close to a cutoff, nor will I help you mine for marks in previously graded material.

Part 3: Specific Requirements**Readings:**

There is no textbook for this class. Students are responsible for reading one or more chapters or journal articles each week. A complete reading list will be made available on Brightspace. Most of the journal articles can be located through the UVic Library. Chapters and “in press” articles

will be posted on Brightspace. If you have trouble reading the journal articles, please see me for guidance.

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. I will take attendance every day, which will determine 5% of your grade. The other 5% will be determined based on my observations of your active participation in class discussions. Periodically, there will also be small activities assigned for some classes (see the description in the class readings section beginning on page 10), and your completion of these activities will inform your participation grade.

2) Thought Questions (5%)

DUE: 5pm on the day prior to the class they will be discussed (submitted on Brightspace)

During most weeks of the semester, you will each complete an approximately 50-100 word thought question in response to the required readings for that week (exception: group leaders are not required to submit a thought question the week they lead). 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 papers prior to the relevant class and be prepared to comment on others' ideas to stimulate class discussion. Your thought papers will be marked on a Pass/Fail basis (assume that you received full credit for your thought paper unless I inform you otherwise).

3) Group Leadership (10%)

DUE: Throughout the semester

For many classes, we will break up into smaller discussion groups of four-to-five students to discuss assigned readings and other materials that I present. For many of these sessions, each discussion group will have a group leader who is expected to read all of the thought questions for that week's topic, prepare 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 their performance will be worth 10% of their grade. To demonstrate their leadership, on the day of their leadership students should submit the notes and questions they used to lead their group (type written please!).

4) Presentation: Research Presentation OR Media Application (20%)

DUE: See schedule of classes

Each student will give one oral presentation in class. Students can choose one of two types of presentations to fulfill this requirement; twelve students per presentation type.

Research Presentation:

Four classes in the semester will be Research Presentation days. Each of three students presenting on a particular day will present a summary of a research article on the topic for their chosen week. Students may choose their own article from the list of approved journals, but it must be approved in advance by Dr. Stinson. Your presentation should be about 10 minutes long, followed by about 10 minutes of discussion or group activities, which should be planned by the presenter. The summary should include a short description of the background of the topic and the rationale for conducting the study, explanation of the methods and results (presenting these in graphs or tables is helpful), and some conclusions.

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:

During one of our four media application presentation 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 minutes long, followed by 10 minutes of discussion or group activities, which should be planned by the presenter.

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 (10%)

DUE: February 27th at 5pm.

One of your term papers is a grant research proposal that you will design based on your readings in this course. The annotated reference list project is the first step towards designing your study. Your reference list assignment should begin with a brief paragraph identifying the problem or question you plan to address with your proposal. You will then conduct a literature search using Google Scholar or PSYCInfo and prepare an annotated reference list of at least 5 research articles that will form the theoretical foundation for your research proposal. Your reference list must follow proper APA format, and your articles must come from the list of approved journals that I will provide. Your reference lists 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 project).

6) Grant Proposal Paper (20%)

DUE: March 20th at 5pm.

For one of your term papers 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. We will talk about this paper in much more depth in class and I will provide a few examples, but the gist is that you must formulate an hypothesis and propose 1-2 studies to test your hypothesis. The end product will be approximately one page, single spaced. We will talk more about this assignment in class.

7) Application Paper (25%)

DUE: April 10th at 5pm.

One of the goals of this class is to teach you skills for applying psychological research to understand specific social situations; this assignment focuses on these skills in particular. The assignment will require you to critically analyze one or more of the relationships depicted in a documentary that I will post on Brightspace. Your analysis should use a relationship science and social psychological perspective. This paper is to be no more or much less than three 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. The assignment is due April 10th at 5pm: Please submit the assignment by 5pm in the drop box on Brightspace. Papers will not be accepted by email or in hard copy. More detail about the assignment is appended to this syllabus, and we will also discuss this assignment in class.

8) Bonus Research Participation (2%)

DUE: Throughout the term; Alternative summaries due March 31st at 5pm.

Students in this course may earn up to 2% extra credit toward their final grade by participating in research studies conducted in the Department of Psychology. 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 appended to the end of this syllabus.

Part 4: 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 Stinson via email or in person during her student consultation hours (NOT before or after class) 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: <https://www.uvic.ca/services/cal/>
- **Online learning tools:** For issues using Zoom, Echo360, or other tools associated with the transition to online classes, visit UVic's Learn Anywhere site: <https://onlineacademiccommunity.uvic.ca/learnanywhere/>
- **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: <https://www.uvic.ca/systems/support/>
- **Research Participation:** See the instructions on p 10 of the syllabus. Or email the coordinator: p100res@uvic.ca, or refer to the documentation at: <https://www.uvic.ca/socialsciences/psychology/research/participants/>
- **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): <https://onlineacademiccommunity.uvic.ca/lap/>
- **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: <https://continuingstudies.uvic.ca/elc/>
- **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. <https://www.uvic.ca/services/counselling/>
- **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:
<https://www.uvic.ca/services/indigenous/students/programming/elders/>

- **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:
<https://www.uvic.ca/mentalhealth/> Students are also expected to familiarize themselves with the Department of Psychology Important Course Policy Information (see pp. 15-17 of the syllabus).
- **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 by visiting www.uvic.ca/svp. 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: Where: Sexualized violence resource office in EQHR, Sedgewick C119 Phone: 250.721.8021 Email: svpcoordinator@uvic.ca Web: www.uvic.ca/svp

Additional Information

- **Course Experience Survey:** I value your feedback on this course. Near the end of term, you will have an opportunity to complete an anonymous Course Experiences Survey (CES) regarding your learning experience in this class. The CES provides vital information that I will use to improve future courses. I will not receive the results until after I have submitted marks for this course. Responses are anonymous unless you choose to say things in optional open-ended comments that identify you (which I do not recommend). The more students complete the survey, the more meaningful and informative the results. Please ensure that your current email address is listed on MyPage (<http://uvic.ca/mypage>). In the final two weeks of the term, an email will be sent inviting you to complete the CES online.

PSYC 431H (A01) Proposed Schedule of Classes (To be adjusted as needed)

Day	Date	Lecture Topic	Class Assignment
Mon	Jan 10	Introduction and administrative stuff	
Thurs	Jan 13	Getting to know your interests	Interest Article*
Mon	Jan 17	Relationship Initiation Part 1: Instructor-led discussion	
Thurs	Jan 20	Relationship Initiation Part 2: Group Leadership 1	Thought Question 1
Mon	Jan 24	Research Pres. 1: Relationship Initiation (3 Students)	
Thurs	Jan 27	Attachment Theory 1: Group Leadership 2	Thought Question 2
Mon	Jan 31	Media Application Presentations 1 (3 students)	
Thurs	Feb 3	Attachment Theory 2: Group Leadership 3	Thought Question 3
Mon	Feb 7	Research Pres. 2: Attachment Theory (3 Students)	
Thurs	Feb 10	Research Design Seminar	
Mon	Feb 14	Commitment 1: Group Leadership 4	Thought Question 4
Thurs	Feb 17	Media Application Presentations 2 (3 students)	
Mon	Feb 21	Reading Week: No Class	
Thurs	Feb 24	Reading Week: No Class	
Mon	Feb 28	Commitment 2: Instructor Led Discussion	Narrative Exercise*
Thurs	Mar 3	Commitment 3: Group Leadership 5	Thought Question 5
Mon	Mar 7	Research Pres. 3: Sex & Intimacy (3 students)	
Thurs	Mar 10	Sex and Intimacy: Group Leadership 6	Thought Question 6
Mon	Mar 14	Media Application Presentations 3 (3 students)	
Thurs	Mar 17	Relationship Dissolution 1: Group Leadership 7	Thought Question 7
Mon	Mar 21	Relationship Dissolution 2: Instructor Led	
Thurs	Mar 24	Research Pres. 4: Relationship Dissolution (3 students)	
Mon	Mar 28	Relationship Maintenance 1: Group Leadership 8	Thought Question 8
Thurs	Mar 31	Relationship Ideologies: Instructor Led	
Mon	Apr 4	Media Application Presentations 4 (3 students)	
Thurs	Apr 7	Class wrap up	Semester Reflection*

*Described in the weekly readings section (see next page)

REQUIRED READINGS and WEEKLY ASSIGNMENTS

Jan 10: Intro and Admin

None.

Jan 13: Getting to Know Your Interests

Interest article assignment: Today I would like everyone to bring in an article – can be a popular media article, a news article, a blog post, or even an academic article – that represents something about close relationships that you are interested in learning more about or explaining. You will share them with one another and we will discuss as a group.

Jan 17: Relationship Initiation 1

Stinson, D.A., Cameron, J.J., & Hoplock, L.B. (2021). The friends-to-lovers pathway to romance: Prevalent, preferred, and overlooked by science. *Social Psychological and Personality Science*. <https://doi.org/10.1177/19485506211026992>

Jan 20: Relationship Initiation 2

Note. These are all short readings, so don't be alarmed.

Hunt, L. L., Eastwick, P. W., & Finkel, E. J. (2015). Leveling the playing field: Acquaintance length predicts reduced assortative mating on attractiveness. *Psychological Science*, 26, 1046-1053.

In addition, please read the following (and think about how these arguments could be adapted for various stigmatized groups):

<http://www.buzzfeed.com/ashleighshackelford/dating-while-fat-5-things-i-consider-before-commi-1wcqy>

<http://www.wearyourvoicemag.com/dear-virgie-my-partner-has-more-sexual-capital-than-me/>

Jan 27: Attachment Theory 1

Relationship psychologist R. Chris Fraley has created a very accessible overview of attachment theory and research on his website, which is one of the assigned readings for this day. ~ Dr. S

<http://labs.psychology.illinois.edu/~rcfraley/attachment.htm>

Overall, N. C., & Simpson, J. A. (2015). Attachment and dyadic regulation processes. *Current Opinions in Psychology*, 1, 61-66.

*And read this letter seeking advice from Captain Awkward <-- **IMPORTANT:** Do not write your thought paper on this blog post. Group Leaders, lead your group in discussing the attachment style displayed by the letter writer, and as a group, identify the specific behaviors that the letter writer is using to quell their anxiety.*

<https://captainawkward.com/2018/01/02/1065-i-love-my-girlfriend-and-feel-like-i-would-die-without-her-she-doesnt-love-me-back/>

Feb 3: Attachment Theory 2

Simpson, J. A., & Overall, N. C. (2014). Partner buffering of attachment insecurity. *Current Directions in Psychological Science*, 23, 54-59.

<http://www.scienceofrelationships.com/home/2014/6/19/is-there-hope-for-the-insecurely-attached.html>

Feb 14: Commitment 1

Hoplock, L.B. & Stinson, D.A. (2021). Rules of engagement: A content analysis of accepted and rejected marriage proposals. *Journal of Family Psychology*. <https://doi.org/10.1037/fam0000903>

Feb 28: Commitment 2

Narrative exercise

(1) Review the slides concerning Rusbult's Investment Model that I have posted on CourseSpaces. You may also want to review the model in your 375 text if you still have it.

(2) Complete the following exercise. Keep your narrative to yourself -- it is a private exercise, but we will discuss the exercise in class and you can share if you choose. Here are your instructions: "People learn many things in their families about people and relationships as they grow up. We want to understand people's perceptions and feelings about commitment in relationships, as well as messages they might have received about commitment in families in which they were raised. Please describe a story, positive or negative, from your family of origin that illustrates what you learned about commitment."

(3) Read the following article and reflect on the themes (Described in Table 1) that appeared in the narrative you wrote in Step 2, above.

Weigel, D.J., Bennett, K.K., & Ballard-Reisch, D.S. (2003). Family influences on commitment: Examining the family of origin correlates of relationship commitment attitudes. *Personal Relationships*, 10, 453-474.

Mar 3: Commitment 3

Miller, R. J. (1997). Inattentive and contented: Relationship commitment and attention to alternatives. *Journal of Personality and Social Psychology*, 73, 758-766.

Conley, T.D. & Moors, A.C. (2014). More oxygen please!: How polyamorous relationship strategies might oxygenate marriage. *Psychological Inquiry*, 25, 56-63.

*And read this letter seeking advice from Captain Awkward <-- **IMPORTANT:** Do not write your thought paper on this blog post. Group Leaders, lead your group in discussing the commitment-relevant factors displayed by the letter writer, and as a group, use commitment theory to explain why this letter writer is cheating.*

<http://captainawkward.com/2014/07/30/603-i-cant-stop-cheating-on-my-perfect-boyfriend/>

Mar 10: Sex and Intimacy

Blank, H. (2011). Chapter 3: Getting a grip; *Big Big Love: A Sex and Relationships Guide for People of Size (and Those Who Love Them)*. Celestial Arts; New York, NY.

<http://www.scienceofrelationships.com/home/2012/4/6/the-ins-and-outs-of-sexual-frequency.html>

Mar 17: Relationship Dissolution 1

Spielman, S.S., Joel, S., MacDonald, G., & Kogan, A. (2013). Ex Appeal: Current relationship quality and emotional attachment to ex-partners. *Social Psychological and Personality Science*, 4, 175-180.

<http://www.scienceofrelationships.com/home/2017/1/5/making-sense-of-a-breakup.html>

In this conversation, Jada Pinkett-Smith and Will Smith get real about breakup and reconciliation in a 20+ year relationship (13 minutes)

<https://www.facebook.com/watch/?v=718425758995043>

Mar 21: Relationship Dissolution 2

Doss, B.D., Rhoades, G.K., Stanley, S.M., & Markman, H.J. (2009). The effect of the transition to parenthood on relationship quality: An 8-year prospective study. *Journal of Personality and Social Psychology*, 96, 601-619. < -- *Skim this one, I want you to mostly understand the graphs.*

Grose, J. (2020). Mothers are the ‘shock absorbers’ of our society. *New York Times*.

In this conversation, Jada Pinkett-Smith and Will Smith discuss fatherhood:

<https://www.facebook.com/538649879867825/videos/1068231806926090/>

Mar 28: Relationship Maintenance 1

Neff, L.A. & Karney (2017). Acknowledging the elephant in the room: How stressful environmental contexts shape relationship dynamics. *Current Opinion on Psychology*, 13, 107-110.

Rostosky, S. S., & Riggle, E. D. (2017). Same-sex couple relationship strengths: A review and synthesis of the empirical literature (2000–2016). *Psychology of Sexual Orientation and Gender Diversity*, 4(1), 1.

Mar 31: Relationship Ideologies

These are all shorter pieces, so don't get too worried that there are so many this week!

Finkel, E. J., Cheung, E. O., Emery, L. F., Carswell, K. L., & Larson, G. M. (2015). The suffocation model: Why marriage in America is becoming an all-or-nothing institution. *Current Directions in Psychological Science*, 24, 238-244.

Van der Toorn, J., Pliskin, R., & Morgenroth, T. (2020). Not quite over the rainbow: the unrelenting and indidious nature of heteronormative ideology. *Current Opinion in Behavioral Sciences*, 34, 160-165.

Cohen, R. (2020). What if friendship, not marriage, was at the center of life? *The Atlantic*.

Apr 7: Class Wrap Up

Semester reflection: Write a thought paper reflecting on the most important “take aways” that you learned from class this term. Was there a reading, conversation, theory, or other insight that affected you? Have you changed any pre-existing beliefs you had? What will you take from the class moving forward? Post your thoughts in the discussion forum by 5pm the day before class and read your peers thoughts before class begins.

Participation in Psychology Research:
Guidelines for Psychology 431H(A01), Spring 2022

Experiential learning is considered an integral part of the undergraduate program in Psychology. Participation in research is one example of this. A number of undergraduate courses have been expanded to include opportunities for Psychology students to volunteer as research participants enabling them to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience.

Because experiential learning is highly valued in the Department of Psychology and is part of this course, student participants may earn up to 2% in PSYC 231 by participating in Psychology studies conducted by students and faculty in the Department of Psychology. Each 60 minutes of participation will earn 1 SONA participation credit, and **one** SONA participation credit is required to earn a 1% contribution towards your grade in PSYC 431H. Researchers will record students' participation and will advise the course instructor of the total SONA credits earned by each student at the end of the term. Students who do not wish to participate in research may choose an alternative approach to completing this assignment; this is explained below in "Alternative to participating in research".

Please note that all Psychology studies have undergone prior ethics review and clearance through the Office of Research Ethics.

Educational focus of participation in research

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results
- References for at least two related research articles
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study
- Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which she/he participated.

How do I sign up?

For details on participating in research studies, go to the Department of Psychology web site (web.uvic.ca/psyc), click on the **Research** link near the top of the page, then click on the **Participant Pool** link at the left of the new page to see instructions for participating in the system. You must be sure to assign your credits to this course (and this section of the course) no later than the last day of class, otherwise you will not receive credit in this course.

When should I sign up?

Right away, the sooner the better!!! You should try to spread your participation out over the term, if you wait until the last possible day then there may not be studies available to you. The last day to participate for credit is the last day of term, April 12th.

Where can I get more information, instructions, help with login problems etc?

Research Participation Coordinator: p100res@uvic.ca

SONA system website: <http://uvic.sona-systems.com>

Alternative to participating in research

Students are not required to participate in research, and not all students wish to do so. As an alternative to participation in research, students may submit short summaries (1 page double spaced, 12 pt. times New Roman font, 1 inch margins) of journal articles from a specified journal (see below). Each article review counts as one percentage point and will be marked on a pass/fail basis. To receive credit, you must follow specific guidelines. The review must:

- **Be submitted on Brightspace by 5pm on March 31. Late submissions will not be accepted under any circumstances. E-mail submission will not be accepted**
- Be typed using 12 point font, Times New Roman, double spaced, 1 inch margins, no longer or much shorter than one page.
- Be on articles from the following journal: *Social Psychological and Personality Science*.
- Fully identify the title, author(s), source and date of the article. A PDF copy of the article must be attached to your review. Links to an online article do not count!
- Summarize the hypotheses of the research, as well as the methods used to test the hypotheses. Identify the independent and dependent variables. Identify the psychological concepts in the article and indicate the pages in our textbook that discuss the concepts. Finally, critically evaluate the results of the study. Do you agree with their findings? Why or why not? Provide evidence from the text or lecture to support your conclusions.
- Keep a copy of your review in the unlikely event we misplace the original.

Students may complete any combination of a) participation in research or b) article reviews up to a total of 2% credit.



BE WELL

A note to remind you to take care of yourself. Do your best to support your health this semester by eating regularly, moving your body in ways that make you feel energized and refreshed, 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/mentalhealth/undergraduate/connecting/index.php>

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. www.uvic.ca/services/counselling/

Health Services:

University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.

www.uvic.ca/services/health/

Centre for Accessible Learning:

The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations www.uvic.ca/services/cal/. 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: www.uvic.ca/mentalhealth/undergraduate/

UNIVERSITY OF VICTORIA
Department of Psychology

Important Course Policy Information
Winter 2022

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

F For more information see the UVic Calendar January 2022.

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

Refer to the course outline

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 https://www.uvic.ca/calendar/future/undergrad/#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies. 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. **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. **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 September 2021.

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/tips/plagiarism/>
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. https://www.uvic.ca/library/research/citation/documents/avoiding%20plagiarism%20guideUpdate_Sept_2013.pdf