

Advanced Interpersonal Relationships
Psychology 431H (A01), Spring 2024 (CRN: 22855)
Tuesday, Wednesday, and Friday 9:30 – 10:20; COR A128

We acknowledge and respect the lək'wəḡən peoples on whose traditional territory the university stands and the Songhees, Esquimalt, and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

Instructor: Dr. Stinson, Department of Psychology

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Student Drop-In Consulting Hours: 10:30 am to 11:30pm on Wednesdays *or by appointment*

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

Part 1: Course Overview

Course Description:

The purpose of this course is to increase your depth of knowledge of research on 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, 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 research methods a lot. 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 play.
- Students will be able to review the scientific literature and curate a set of research papers that inform a particular research topic.
- Students will develop effective written and oral communication skills concerning relationship science.
- 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.

- During class time (see the schedule on page 8), sometimes I will lead a mini-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 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 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. 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 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.

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 class (best for very short questions)
- Attend my weekly drop-in 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 or via links in the reading list. If you have trouble reading the journal articles, please see me for guidance.

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 320, 330, 385, 386, 387. This class always has a very long wait list of qualified students, so these pre-requisites cannot be waived.

Course Drop Deadline:

The last day for dropping a course with a 100% fee reduction is **January 21** and the last day to register for classes is **January 24**. 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. Students are responsible for checking their registration status by the add/drop deadlines.

Part 2: Evaluations

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.

Overview:

Participation – 10%

Thought Questions – 5%

Group Leadership – 10%

Presentation – 25%

Annotated Reference List Project – 20%

Term Paper – 30%

Research Participation – Bonus 1%

Students who have completed the following elements will be considered to have completed the course:

- Presentation
- Annotated Reference List Project
- Term Paper

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. 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.

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 (see also the end of this syllabus). All readings are posted on Brightspace or available through hyperlinks in the reading list. 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. 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 beginning on page 8), and your completion of these activities will inform your participation grade.

2) Thought Questions (5%)

DUE: 12pm (noon) 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. 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). **Note:** You do not need to submit a thought question for the days you are a group leader (2 days) and you can miss two additional thought questions without penalty. Thus, each student is required to submit 7 of the 11 thought questions assigned for the term.

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 day’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 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 (electronic copies submitted to the relevant drop box please!).

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

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; 12-13 students can complete each presentation type, so hopefully everyone will be able to complete their preferred option (if not, contact me to discuss).

Research Presentation:

Six classes in the semester will be Research Presentation days. Each of two students presenting on a given 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 (see Assignment Info > Presentations on Brightspace), but your choice must be approved in advance by Dr. Stinson. 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 – 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:

During one of our six 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 10-12 minutes long, followed by 10 minutes of discussion or group activities, which should be planned by the presenter – 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 16th at 5pm.

Your term papers will either be a grant research proposal that you will design or an application paper. The annotated reference list project is the first step towards writing your term paper. Your

reference list assignment 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 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 (see Assignment Info > Presentations on Brightspace). 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) Term Paper (30%)

DUE: April 12th at 5pm.

Students can choose one of two formats for their term paper. The assignment is due April 12th at 5pm in the drop box on Brightspace. Papers will not be accepted by email or in hard copy.

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. I have provided a few examples and an outline on Brightspace, and 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). But the gist is that you must 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 kinds of applications, this 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.

The 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) Bonus Research Participation (1%)

DUE: Throughout the term; Alternative summaries due April 8 at 5pm.

Students in this course may earn up to 1% 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 posted on Brightspace.

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: sypcoordinator@uvic.ca Web: www.uvic.ca/svp

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

Day	Date	Lecture Topic	Assignment
Tues	Jan 9	Introduction and administrative stuff	
Wed	Jan 10	Getting to know your interests	Interest Article*
Fri	Jan 12	Relationship Initiation Part 1: Instructor Led	
Tues	Jan 16	Relationship Initiation Part 2: Group Leadership 1	Thought Question 1
Wed	Jan 17	Research Pres. 1: Relationship Initiation (2 Students)	
Fri	Jan 19	Attachment Theory 1: Group Leadership 2	Thought Question 2
Tues	Jan 23	Media Application Presentations 1 (2 students)	
Wed	Jan 24	Attachment Theory 2: Group Leadership 3	Thought Question 3
Fri	Jan 26	Research Pres. 2: Attachment Theory (2 Students)	
Tues	Jan 30	Attachment Theory 3: Group Leadership 4	Thought Question 4
Wed	Jan 31	Term Paper Prep Seminar: Searching the Literature	
Fri	Feb 2	Media Application Presentations 2 (2 students)	
Tues	Feb 6	Commitment 1: Group Leadership 5	Thought Question 5
Wed	Feb 7	Research Presentations 3: Commitment (2 students)	
Fri	Feb 9	Commitment 2: Group Leadership 6	Narrative Exercise*
Tues	Feb 13	Media Application Presentations 3 (2 students)	
Wed	Feb 14	Commitment 3: Group Leadership 7	Thought Question 6
Fri	Feb 16	Sex and Intimacy 1: Instructor Led	
Mon - Fri	Feb 19 – 23	Reading Break (No Class)	
Tues	Feb 27	Sex and Intimacy 2: Group Leadership 8	Thought Question 7
Wed	Feb 28	Research Pres. 4: Sex & Intimacy (2 students)	
Fri	Mar 1	Relationship Dissolution 1: Group Leadership 9	Thought Question 8
Tues	Mar 5	Media Application Presentations 4 (2 students)	
Wed	Mar 6	Relationship Dissolution 2: Group Leadership 10	Thought Question 9
Fri	Mar 8	Research Pres 5: Relationship Dissolution (2 students)	
Tues	Mar 12	Relationship Maintenance 1: Group Leadership 11	Thought Question 10
Wed	Mar 13	Research Pres. 6: Relationship Maintenance (2 students)	
Fri	Mar 15	Relationship Maintenance 2: Group Leadership 12	Thought Question 11
Tues	Mar 19	Media Application Presentations 5 (2 students)	
Wed	Mar 20	Relationship Maintenance 3: Instructor Q&A	*Burning Question
Fri	Mar 22	Media Application Presentations 6 (2 students)	
Tues	Mar 26	Presentation catch-up day + Instructor Led	
Wed	Mar 27	Relationship Ideologies: Instructor Led	
Fri	Mar 29	Holiday (No Class)	
Tues	Apr 2	Video: Americans in Bed Part 1	
Wed	Apr 3	Video: Americans in Bed Part 2	
Fri	Apr 5	Class wrap-up: Instructor Led	Semester Reflection*

*Described in the weekly readings section

REQUIRED READINGS and WEEKLY ASSIGNMENTS

Jan 9: Intro and Admin

None.

Jan 10: 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 12: 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>

When we published this paper (^) it went viral and I did a shit-ton of media (that is the scientific term). This 20-minute podcast interview offers some insight into how the media engages with relationship science – can you spot the things I found frustrating?

<https://www.thestar.com/podcasts/thismatters/2021/07/28/the-science-behind-why-you-should-date-your-friends-no-really.html>

Jan 16: Relationship Initiation 2

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.

Tovar, V. (2015). Dear Virgie: My Partner Has More Sexual Capital Than Me. *Wear Your Voice Mag.* (copy available in the readings folder on Brightspace)

Jan 19: 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>

*And read this letter seeking advice from Captain Awkward <-- **IMPORTANT:** Do not write your thought question on this blog post. Group Leaders, in addition to leading a general discussion about this topic, also 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/>

Jan 24: Attachment Theory 2

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

And listen to this podcast, which perfectly illustrates the complexities of insecure attachment:

Esther Calling (August 14, 2023) "I Want Her to Like Me Less":

<https://www.estherperel.com/podcasts/esther-calling-i-want-her-to-like-me-less>

Jan 30: Attachment Theory 3

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 6: 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>*

Cast, A. D., & Schweingruber, D. S. (2022). Conformity to heterosexual engagement proposal scripts: Do same-sex couples benefit?. *Socius, 8*, 23780231221139119.

Feb 9: Commitment 2

Narrative exercise

(1) Review the slides concerning Rusbult's Investment Model that I have posted with the readings on Brightspace. 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 may be present 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.

Feb 14: Commitment 3

Miller, R. J. (1997). Inattentive and contented: Relationship commitment and attention to alternatives. *Journal of Personality and Social Psychology*, 73, 758–766. ← You can just read the abstract and skim this if you want, to glean the main point.

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, in addition to leading a general discussion on this topic, 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/>

Feb 16: Sex and Intimacy 1

Conley, T.D., Klein, V. (2022). Women Get Worse Sex: A Confound in the Explanation of Gender Differences in Sexuality. *Perspectives on Psychological Science*, 17, 960-978. doi: 10.1177/17456916211041598.

^^ Note that this paper is problematic (heterosexist; transphobic) in that it largely assumed women are having sex with men and it also assumes all women have particular sexual anatomy. We will discuss these shortcomings in class but it still speaks to a common cultural discourse that is worthy of critique.

And listed to this podcast: Esther Perel: Where Should We Begin? (Oct 23, 2023) “Sexlessness:”
<https://www.estherperel.com/podcasts/sexlessness>

Feb 27: Sex and Intimacy 2

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

Mar 1: Relationship Dissolution 1

Stavrova, O., Pronk, T., & Denissen, J. (2023). Estranged and Unhappy? Examining the Dynamics of Personal and Relationship Well-Being Surrounding Infidelity. *Psychological Science*, 34, 143-169.

Mar 6: Relationship Dissolution 2

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

And listen to this podcast: Esther Perel: Where Should We Begin? (Nov 13, 2023). “She’s Out, He’s Still In”. <https://www.estherperel.com/podcasts/shes-out-hes-still-in>

Mar 12: 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.

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

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.

Mar 15: Relationship Maintenance 2

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.

Pinsker, J. (2022). Lessons from 40 Men in Egalitarian Relationships. *New York Times*

Mar 20: Relationship Maintenance 3

Burning Questions: Submit your burning questions about relationship maintenance to the dropbox and I will answer some of them in class.

Mar 27: Relationship Ideologies

These are all shorter pieces, so don't get too worried that there are so many this week! Choose to focus on the 1-2 that interest you most.

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*.

April 5: 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 noon the day before class and read your peers’ thoughts before class begins.

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/>

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

UNIVERSITY OF VICTORIA

Department of Psychology Important Course Policy Information Spring Session 2024

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 round 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/>.

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

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 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). The Department reserves the right to use AI detectors.

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 Fall 2023.

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](http://uvss.ca) 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

Spring session – second term (January – April)

Monday, January 1 st	University Closed (Winter Break)
Monday, January 8 th	Second term classes begin for all faculties
Sunday, January 21 st	Last day for 100% reduction of second term fees for standard courses 50% of tuition fees will be assessed for courses dropped after this date.
Wednesday, January 24 th	Last day for adding courses that begin in the second term
Wednesday, January 31 st	Last day for paying second term fees without penalty
Sunday, February 11 th	Last day for 50% reduction of tuition fees for standard courses
Monday, February 19 th	University Closed (Family Day)
February 19 th – 23 rd	Reading Break for all faculties
Thursday, February 29 th	Last day for withdrawing from second term courses without penalty of failure
Friday, March 29 th	University Closed (Good Friday)
Monday, April 1 st	University Closed (Easter Monday)
Monday, April 8 th	Last day of classes for all faculties
Thursday, April 11 th	Second term examinations begin for all faculties
Friday, April 26 th	Second term examinations end for all faculties

Add and drop dates for standard 2023-2024 Winter Session courses

Term	Start Date	End Date	100% Fee Reduction	Add Deadline	50% Fee Reduction	Academic Drop no Fee Reduction
Second term	Jan 8	Apr 8	Jan 21	Jan 24	Feb 11	Feb 29