

**Faculty of Health  
Department of Psychology  
PSYC 3640 3.0 A: PSYCHOLOGY OF INTIMATE RELATIONSHIPS  
Tuesday 11:30 Online via Zoom  
Fall 2021**

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**Welcome to the Psychology of Intimate Relationships! The course has both synchronous and asynchronous components. Lectures will be pre-recorded (you will watch these prior to the weekly Zoom meetings). Participation, discussion and activities will take place over Zoom and there is an expectation for participation (part of your grade is based on your participation and engagement during the Zoom meetings). Zoom meetings will take place Tuesdays at 11:30 for approximately 1 hour.**

**Please carefully read the course outline and watch the welcome video to ensure you have all required information for the course.**

**Instructor and T.A. Information**

Instructor: Dr. Amy Muise

Office Hours: By request

Email: [muiseamy@yorku.ca](mailto:muiseamy@yorku.ca)

<b>T.A.</b>	<b>Stephanie Raposo</b>	<b>Alexandra Liepmann</b>
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<b>Office Hours</b>	By request	By request

**Course Prerequisite(s): Course prerequisites are strictly enforced**

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- HH/PSYC 2120 3.00 (Social Psychology)
- Completed at least 54 earned credits

**Course Credit Exclusions**

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

**Course website: [e-Class](#)**

All course materials will be available on the course e-Class site. The site will be your central access point for course materials including the course outline, the lecture slides and videos, descriptions of assignments, bonus material and course updates.

**Course Description**

In this course, students learn about research and theory on the psychology of romantic relationships. Topics include romantic attraction, relationship formation, relationship maintenance, sacrifice, support, sexuality in relationships, as well as relationship conflict and break-ups. The course content covers different types of intimate relationships (e.g.,

monogamous, consensually nonmonogamous, marriage, cohabitation, same-sex, intercultural), in different contexts (e.g., long-distance, online, across cultures) and will highlight implications of relationships for health and personal growth. The course content will cover key theories in the study of intimate relationships, including attachment theory, interdependence theory, the investment model, and self-expansion theory.

### **Program Learning Outcomes**

Upon completion of this course, students should be able to:

1. Demonstrate in-depth knowledge of the psychology of intimate relationships.
2. Articulate trends in intimate relationships of psychology.
3. Present and evaluate research on the psychology of intimate relationships in written form.
4. Describe and explain limits to generalizability of research findings in the psychology of intimate relationships.
5. Demonstrate ability to relate information on the psychology of intimate relationships to own and others' life experiences.

### **Specific Learning Objectives**

Students should leave the course with a broad understanding of the key research topics and theoretical perspectives in the psychology of intimate relationships. Specifically, students should have knowledge of the different approaches to conducting relationship research, understand the research methods used in relationship research, be able to discuss and evaluate key theories in relationship research, gain knowledge about how relationship theory and research applies to everyday life, compare and contrast different theoretical perspectives of relationships, and critically evaluate research findings on intimate relationships.

### **Required Text and Software**

Required reading for this course includes the following book. It is available for purchase from the York University Bookstore <http://bookstore.yorku.ca/>

**Textbook:** Bradbury, T. N., & Karney, B. (2019). *Intimate Relationships*, Third Edition. NY: WW Norton & Company. This book is also available online as an ebook for a lower cost.

***Note: You can order the regular or e-version of the book through the bookstore.***

**In-Class Engagement:** We will be using the Top Hat ([www.tophat.com](http://www.tophat.com)) classroom response system in class. You will be able to submit answers during our online Zoom meeting using Apple or Android smartphones and tablets, laptops or through text message.

You can visit <https://support.tophat.com/s/article/Student-Top-Hat-Overview-and-Getting-Started-Guide> for the Student Quick Start Guide which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running. An email invitation will also be sent to your university email account. If you don't receive this email, you can register by visiting our course website:

<https://app.tophat.com/e/932369> Join code: 932369

Top Hat will require a paid subscription of \$30 for one semester of unlimited access. A full breakdown of all options can be found at [www.tophat.com/pricing](http://www.tophat.com/pricing) **Please have ready to use during the first Zoom meeting.**

### **Course Requirements and Assessment:**

<b>Assessment</b>	<b>Date of Evaluation (if known)</b>	<b>Weighting</b>
Top Hat Participation	During all weekly Zoom meetings	10%
Relationship Blog Assignment	October 5th BEFORE CLASS	15%
Midterm Exam	Week of October 26th	20%
Research Paper	November 16th BEFORE CLASS	35%
Final Exam	Final Exam Period	20%
<b>Total</b>		<b>100%</b>

### **Description of Assignments**

1. **Participation using Tophat (10%).** Full credit comes from participating in the equivalent of 8 out of the 10 Zoom meetings in which we will use Tophat. That is, you can earn full grades by responding to 80% of the questions over the semester.
2. **Relationship Blog Assignment (15%).** Answer a question you have about intimate relationships using academic research. Think of a question you have about intimate relationships; find 2-3 academic research articles that answer this question; write a short post (no more than 500 words) answering this question using the research you found. The assignment is due before class on October 5<sup>th</sup> and will be submitted to e-Class. The assignment will be marked by the teaching assistants. *Please carefully review the full assignment description and grading scheme on e-Class.* LATE ASSIGNMENTS WILL NOT BE ACCEPTED, unless arrangements are made ahead of time with the Instructor.
3. **Midterm Test (20%).** The midterm exam will consist of multiple choice questions and will be administered online during the week of October 26<sup>th</sup>. You will have a 72-hour window in which to complete the exam, but once you start you will have a set time to complete the exam. The exam will cover information presented in the first half of the course (the assigned textbook readings, lectures and videos). The exam questions are sequential (you cannot go back) and in randomized order.
4. **Research Proposal (35%).** The research proposal assignment will be maximum of 5 pages (excluding the title page and reference list). The objective of this assignment is for you to propose a new study or studies that extend an existing line of research. In this assignment, I want you to start to think like a relationships researcher as much as you can. You will write a grant-style research proposal meaning that you are aiming to make the case for why what you propose is the best next step in a particular line of research. You will be given a set of topics from which to choose. *Please carefully review the full assignment description and grading scheme on e-Class.*

LATE ASSIGNMENTS WILL NOT BE ACCEPTED, unless arrangements are made ahead of time with the instructor.

5. **Final Exam (20%).** The final exam will consist of multiple choice questions and will take place during the week of December 7<sup>th</sup>. You will have a 72-hour window in which to complete the exam, but once you start you have a set amount of time to complete the exam. The exam will cover information presented since the midterm (the assigned textbook readings, lectures and videos). The exam questions are sequential (you cannot go back) and in randomized order. More information will be provided about the format of the final exam.

### **Class Format and Attendance Policy**

We do not take attendance during the weekly Zoom meetings, but you are graded on your participation during these meetings.

### **Grading as per Senate Policy**

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests\* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 89, B+ = 75 to 79, etc.)

For a full description of York grading system see the York University Undergraduate Calendar – [Grading Scheme for 2021-22](#)

### **Missed Tests/Midterm Exams/Late Assignment:**

For any missed quiz or late assignment, students MUST complete the following online form which will be received and reviewed in the Psychology undergraduate office. At this time, due to COVID-19 an Attending Physician’s Statement (APS) is not required, however, a reason for missing an evaluated component in the course must be provided.

[HH PSYC: Missed Tests/Exams Form](#). Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the missed quiz or late assignment.

### **Add/Drop Deadlines**

For a list of all important dates please refer to: [Fall/Winter 2021-22 Important Dates](#)

	<b>Fall (Term F)</b>	<b>Year (Term Y)</b>	<b>Winter (Term W)</b>
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 21	Sept. 21	Jan. 23

Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 5	Oct. 26	Feb. 7
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 12	Feb. 11	18-Mar
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 13 - Dec. 7	Feb. 12 - April 10	March 19 - April 10

### **Add and Drop Deadline Information**

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are different, be sure to read the information carefully so that you understand the differences between the sessional dates below and the [Refund Tables](#).

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system.

After that date, you must contact the professor/department offering the course to arrange permission.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

You may [withdraw from a course](#) using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as 'W'. The withdrawal will not affect your grade point average or count towards the credits required for your degree.

### **Electronic Device Policy**

This course will be delivered in an online format and therefore electronic devices (e.g., tablets, laptops) are permitted during class time for course-related purposes. It is expected that you would complete tests/exams in a manner that does not require consulting an unauthorised source during an examination unless the tests/exams are open-book.

### **Academic Integrity for Students**

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review Academic Integrity by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#)

Students should be aware that although being involved in group chats outside of eClass can be a good way for students to connect about the course, certain behaviour on these group chats can compromise your academic integrity. Sending messages in group chats during an exam or about the exam content is strictly prohibited and is equivalent to cheating on an in-class exam. Sharing information during or about the exam will be treated as violation of academic integrity.

### **Test Banks**

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as “Cheating in an attempt to gain an improper advantage in an academic evaluation” (article 2.1.1 from the Senate Policy) and/or “encouraging, enabling or causing others” (article 2.1.10 from the Senate Policy) to cheat.

### **Academic Accommodation for Students with Disabilities**

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The university encourages students with disabilities to register with ***Student Accessibility Services (SAS)*** to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary. **Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course.**

<https://accessibility.students.yorku.ca/>

### **Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities:**

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses. Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. For further information please refer to: [York University Academic Accommodation for Students with Disabilities Policy](#).

## Course Materials Copyright Information

These course materials are designed for use as part of the PSYC 3640 course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#).

## Course Schedule:

Week	Topic	Reading(s)	Lecture Videos
September 14 <sup>th</sup>	Introduction to relationship science: Why and how we study relationships?	Chapters 1 & 3	Welcome Why and How We Study Relationships
September 21 <sup>st</sup>	Getting together: Initial attraction and selecting a partner	Chapter 7	Getting Together Online Dating (Special Guest Lecture by Steph Raposo) Tedx Talk by Samantha Joel  BONUS: Attraction, Explained (episode of Sex, Explained on Netflix) <i>Discussion of First Assignment During Zoom Meeting</i>
September 28 <sup>th</sup>	Staying together: Theories of attachment, commitment and personality	Chapter 2	Attachment Theories of Commitment Personality & Relationships (Guest lecture by Eric Tu)
October 5 <sup>th</sup>	Maintaining intimacy: Responsiveness and support <b>Science of Relationships Report DUE (submit to e-Class BEFORE class)</b>	Chapter 8	Responsiveness and Support <i>Discussion of Midterm Exam During Zoom Meeting</i>
October 12 <sup>th</sup>	<b>NO CLASS—Fall Reading Week</b>		
October 19 <sup>th</sup>	Maintaining intimacy: Sacrifice, self-expansion, capitalization, gratitude	Chapter 8	Four Research-Supported Ways to Maintain a Relationship Gratitude Talk by Sara Algoe

October 26 <sup>th</sup>	<b>MIDTERM EXAM</b> (you will have a 72 hour window of time to complete the exam online during this week)	All lectures and readings to date	
Novemebr 2 <sup>nd</sup>	Sexuality in relationships	Chapter 9	What We Know About Sexuality in Relationships Consensually Non-Monogamous Relationships BONUS: Merlot with my Beau Podcast on Sexuality (Dr. Muise is interviewed) <i>Discussion of Final Research Paper During Zoom Meeting</i>
November 9 <sup>th</sup>	Diversity in relationships	Chapters 4 & 5	Gender & sexual orientation (Guest lecture by Stephanie Raposo) Culture & relationships (Guest lecture by Dr. Alexandria West) BONUS: Disclosure (Documentary on Netflix about Transgender Representation in the Media)
November 16 <sup>th</sup> .	Beliefs and expectations about relationships <b>Research Paper DUE (submit to e-Class before class)</b>	Chapter 12	Beliefs, Expecations, and Attributions
November 23 <sup>rd</sup>	When things go wrong: conflict, betrayal and jealousy	Chapters 10 & 11	Conflict Jealousy & Infidelity BONUS : Merlot with My Beau Podcast on Jealousy, Infidelity, & Conflict
November 30 <sup>th</sup>	Breaking up and being single	No readings	Divorce Singlehood BONUS: Merlot with the Beau Podcast Suffocation Model of Marriage <i>Discussion of Final Exam During Zoom Meeting</i>

December 7 <sup>th</sup>	<b>FINAL EXAM</b> (You will have a 72 hour window of time to complete the final exam online during this week)	All lectures and readings since the midterm	
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## Student Support

### Calumet and Stong Colleges' Student Success Programming

[Calumet](#) and [Stong](#) Colleges aim to support the success of Faculty of Health students through a variety of **free programs** throughout their university career:

- **Orientation** helps new students transition into university, discover campus resources, and establish social and academic networks.
- **Peer Mentoring** connects well-trained upper-year students with first year and transfer students to help them transition into university.
- **Course Representative Program** aims to build the leadership skills of its Course Reps while contributing to the academic success and resourcefulness of students in various Faculty of Health classes.
- **Peer Assisted Study Sessions (P.A.S.S.)** involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are known to be historically challenging.
- **Peer Tutoring** offers one-on-one academic support by trained Peer Tutors.
- Calumet and Stong Colleges also support students' [Health & Wellness](#), [leadership and professional skills development](#), [student/community engagement and wellbeing](#), [career exploration](#), [Indigenous Circle](#), [awards and recognition](#), and [provide opportunities to students to work](#) and/or volunteer.
- Please connect with your Course Director about any specific academic resources for this class.
- For additional resources/information about our student success programs, please visit our [website](#), email [scchelp@yorku.ca](mailto:scchelp@yorku.ca), and/or follow us on [Instagram](#) and [Facebook](#).