

**Faculty of Health**  
**Department of Psychology**  
**PSYC 3640 3.0 N: PSYCHOLOGY OF INTIMATE RELATIONSHIPS**  
**Tuesday 11:30 Online via Zoom**  
**Winter 2022**

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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 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 on TopHat: **<https://app.tophat.com/students/782237> / Join code: 782237**

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>
<b>Top Hat Participation</b>	During all weekly Zoom meetings	10%
<b>Relationship Blog Assignment</b>	February 1st BEFORE CLASS	15%
<b>Midterm Exam</b>	February 15 <sup>th</sup> at 11:30am	20%
<b>Research Paper</b>	March 15th BEFORE CLASS	35%
<b>Final Exam</b>	April 5th at 11:30am	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. ***Please note that attending the synchronous meetings and participating through TopHat is the only way to earn these grades. Please contact me at the start of the semester if this presents any issues.***
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 February 1st 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. You can submit the assignment up to one week past the deadline without penalty, but if the assignment is not uploaded by February 8<sup>th</sup> at 11:30am you will earn a grade of zero. Accommodations included. No exceptions.***
3. **Midterm Test (20%).** The midterm exam will consist of multiple choice questions and will be administered online on February 15<sup>th</sup> at 11:30am. You will have until Saturday February 19<sup>th</sup> at 11:59pm 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. ***Please note that because there is a 5 day window to complete the exam, there are no makeup exams, any exams not submitted by Saturday February 19<sup>th</sup> by 11:59pm will receive a grade of zero. No exceptions.***
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. The assignment is due on March 15<sup>th</sup> before class. ***Please carefully review the full assignment description and grading scheme on e-Class. You can submit the assignment up to one week past the deadline without penalty, but if the assignment is not uploaded by March 22<sup>nd</sup> at 11:30am you will earn a grade of zero. Accommodations included. No exceptions.***

5. **Final Exam (20%).** The final exam will consist of multiple choice questions and will be administered online on April 5<sup>th</sup> at 11:30am. You will have until Saturday, April 9<sup>th</sup> at 11:59pm 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. ***Please note, because there is a 5-day buffer period to complete the exam, there are no makeup exams, any exams not submitted by Saturday April 9<sup>th</sup> by 11:59pm will receive a grade of zero. No exceptions.***

### **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. There are no alternate ways to earn the participation grades.

### **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:**

See above for information about assignment and exam deadlines. For both assignments there will be a 1-week automatic extension (think of this as a buffer period for submission). For the exams, there is a 5-day buffer period in which to submit the exam. Life gets busy, people get sick, caregiving responsibilities happen, or technology fails. The teaching team understands and will accept submissions during the buffer period at no penalty with no questions asked. Late submissions should be submitted via eClass in the same way as on time submissions. ***Please note that no submissions will be accepted beyond this buffer for any reason (you will receive a grade of 0 if not submitted by the end of the buffer period).*** This late policy is premised on the principles of universal design. Those that need flexibility with deadlines (including those with specified accommodations) can self-accommodate and need not make any special arrangements.

### **Course Schedule:**

Week	Topic	Reading(s)	Lecture Videos
January 11 <sup>th</sup>	Introduction to relationship science: Why and how we study relationships?	Chapters 1 & 3	Welcome Why and How We Study Relationships
January 18 <sup>th</sup>	Getting together: Initial attraction and selecting a partner	Chapter 7	Getting Together

			Online Dating (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>
January 25 <sup>th</sup>	Staying together: Theories of attachment, commitment and personality	Chapter 2	Attachment Theories of Commitment Personality & Relationships (Guest lecture by Eric Tu)
February 1 <sup>st</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>
February 8 <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
February 15 <sup>th</sup>	<b>MIDTERM EXAM</b> (Tuesday at 11:30am, remains open until Saturday at midnight)	All lectures and readings to date	
February 22 <sup>nd</sup>	<b>READING WEEK (No class)</b>		
March 1 <sup>st</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>
March 8 <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)

March 15 <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
March 22 <sup>nd</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
March 29 <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>
April 5 <sup>th</sup>	<b>FINAL EXAM</b> (Tuesday at 11:30am, remains open until Saturday at midnight)	All lectures and readings since the midterm	

## 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](#).

### Add/Drop Deadlines

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

	Fall (Term F)	Year (Term Y)	Winter (Term W)
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](#).