

Faculty of Health
Department of Psychology
PSYC 3640 3.0 Section A: PSYCHOLOGY OF INTIMATE RELATIONSHIPS
Tuesdays 11:30 AM - 2:30 PM
Fall 2022

Welcome to the Psychology of Intimate Relationships! This course will be delivered **in-person** (location will be announced on eClass). Please carefully read the course outline to ensure you have all required information for the course.

Instructor and T.A. Information

Instructor: Stephanie Raposo

Office Hours: Tuesdays 3PM – 4PM in BSB 040, or by appointment.

Email: raposos@yorku.ca

T.A.	Alexandra Liepmann	Courtney Chan
Email	aliep@yorku.ca	chanco@yorku.ca
Office Hours	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: [eClass](#)

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

- **Have questions?** Questions about course content or assessments should be asked in class if possible so that everyone has access to the same information. ONLY questions that cannot be answered by looking at the course outline or eClass can be sent to the TAs or course instructor. Questions about assessments will not be answered 24 hours prior to the due date. This is to ensure that everyone has an equal opportunity to access the same information and that some people do not have any last-minute advantages.
- Questions about missed exams, grades, and administrative issues should be directed to Stephanie Raposo at raposos@yorku.ca

Course Description

In this course, students learn about research and theory on the psychology of intimate 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. Express knowledge of 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

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

- 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 (<http://www.tophat.com/>) classroom response system in class. You will be able to submit answers during our in-person lectures 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 help you get started. 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/e/966420/> with the following **join code: 966420**

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 <http://www.tophat.com/pricing> **Please have ready to use during the first lecture.**

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Top Hat Participation	During 8 out of 10 lectures	10%
Relationship Blog Assignment	October 4th BEFORE CLASS	15%
Midterm Exam	October 25 at 11:30 AM	20%
Research Proposal Assignment	November 15 BEFORE CLASS	35%
Final Exam	December 6 at 11:30 AM	20%
Total		100%

Description of Assignments

1. **Top Hat Participation (10%)**: Full credit comes from participating in 8 out of the 10 lectures in which we will use Top Hat. That is, you can earn full grades by responding to 80% of the questions over the semester. ***Please note that attending in-person lectures and participating through Top Hat 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 blog (no more than 500 words) answering this question using the research you found. The assignment is due before class on October 4th and will be submitted to eClass. The assignment will be marked by the teaching assistants. ***Please carefully review the full assignment description and grading scheme on eClass. You can submit the assignment up to one week past the deadline without penalty, but if the assignment is not uploaded by October 11th 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 in-person on October 25th at 11:30am. The exam will cover information presented in the first half of the course (the assigned textbook readings, lectures, and videos). ***If you miss the midterm (for a documented reason) AND you complete the online form for missed exams (see the "Missed Tests/Midterm Exams/Late Assignment" section below), the percentage will be reallocated to the final exam. There are no make-up midterm exams.***

4. **Research Proposal Assignment (35%)**: The research proposal assignment will be a 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 November 15th before class. The assignment will be marked by the teaching assistants. *Please carefully review the full assignment description and grading scheme on eClass. **You can submit the assignment up to one week past the deadline without penalty, but if the assignment is not uploaded by November 22nd 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 in-person on December 6th at 11:30am. The exam will cover information presented since the midterm (the assigned textbook readings, lectures, and videos).

Class Format and Attendance Policy

We do not take attendance during lectures, but a portion of your grade is earned through in-class participation. 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 2022-23](#)

Missed Tests/Midterm Exams/Late Assignment

See the “Description of Assignments” section 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). 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.

For any **missed exams (i.e., the midterm or final exam)**, students **MUST** complete the following online form which will be received and reviewed in the Psychology undergraduate office: [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 exam. 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.

Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2022-23 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. 20	Sept. 20	Jan. 22
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 4	Oct. 25	Feb. 6
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 11	Feb. 10	Mar. 17
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 12 - Dec. 7	Feb. 11 - April 11	March 18 - April 11

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

My policy on electronic devices is that they should be used only for purposes related to the course. If your use of electronic devices is inappropriate or distracting to me or the other students, you will be asked to leave class.

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](#)

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.

Electronic Devices During a Test/Examination

Electronic mobile devices of any kind are not allowed during a test or examination. Students are required to turn off and secure any electronic mobile device in their bag which is to be placed under the chair while a test/exam is in progress. Any student observed with an electronic device during a test/exam may be reported to the Undergraduate Office for a potential breach of Academic Honesty.

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](#).

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](#) supports the academic success and resourcefulness of students in core program courses through in-class announcements.
- [Peer-Assisted Study Sessions \(PASS\)](#) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are historically challenging.
- [Peer Tutoring](#) offers one-on-one academic support by well-trained Peer Tutors.
- Please connect with your Course Director about any specific academic resources for this class.
- 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 or volunteer](#).
- For additional resources/information about Calumet and Stong Colleges' Student Success Programs, please consult our websites ([Calumet College](#); [Stong College](#)), email scchelp@yorku.ca, and/or follow us on Instagram ([Calumet College](#); [Stong College](#)), Facebook ([Calumet College](#); [Stong College](#)) and [LinkedIn](#).
- Are you receiving our weekly email (Subject: "Calumet and Stong Colleges - Upcoming events")? If not, please check your Inbox and Junk folders, and if it's not there then please contact ccscadm@yorku.ca, and request to be added to the listserv. Also, make sure to add your 'preferred email' to your [Passport York personal profile](#) to make sure you receive important news and information.

Course Schedule

Week	Topic	Reading(s)	Lecture Videos
September 13 th	Introduction to relationship science: Why and how we study relationships?	Chapters 1 & 3	<ul style="list-style-type: none"> Welcome Why and How We Study Relationships
September 20 th	Getting together: Initial attraction and selecting a partner <i>Discussion of Relationship Blog Assignment</i>	Chapter 7	<ul style="list-style-type: none"> Getting Together Online Dating Tedx Talk by Samantha Joel BONUS: Attraction, Explained (episode of Sex, Explained on Netflix)
September 27 th	Staying together: Theories of attachment, commitment, and personality	Chapter 2	<ul style="list-style-type: none"> Attachment Theories of Commitment Personality & Relationships (Guest lecture by Eric Tu)
October 4 th	RELATIONSHIP BLOG ASSIGNMENT DUE (submit to eClass BEFORE class) Maintaining intimacy: Responsiveness and support <i>Discussion of Midterm Exam</i>	Chapter 8	<ul style="list-style-type: none"> Responsiveness and Support
October 11 th	NO CLASS – FALL READING WEEK		
October 18 th	Maintaining intimacy: Sacrifice, self-expansion, capitalization, gratitude <i>Discussion of Midterm Exam</i>	Chapter 8	<ul style="list-style-type: none"> Four Research-Supported Ways to Maintain a Relationship Gratitude Talk by Sara Algoe
October 25 th	MIDTERM EXAM (Tuesday at 11:30am)	All lectures and readings to date	
November 1 st	Sexuality in relationships	Chapter 9	<ul style="list-style-type: none"> What We Know About Sexuality in Relationships

	<p><i>Discussion of Research Proposal Assignment</i></p> <p><i>Review comments from Assignment #1</i></p>		<ul style="list-style-type: none"> • Consensually Non-Monogamous Relationships • BONUS: Merlot with my Beau Podcast on Sexuality (Dr. Muise is interviewed)
November 8 th	Beliefs and expectations about relationships	Chapter 12	<ul style="list-style-type: none"> • Beliefs, Expectations, and Attributions
November 15 th .	<p>RESEARCH PROPOSAL ASSIGNMENT DUE (submit to eClass before class)</p> <p>Diversity in relationships</p>	Chapters 4 & 5	<ul style="list-style-type: none"> • Gender & sexual orientation (Guest lecture by Katarina Kovacevic) • Culture & relationships (Guest lecture by Dr. Alexandria West) • BONUS: Disclosure (Documentary on Netflix about Transgender Representation in the Media)
November 22 nd	When things go wrong: conflict, betrayal and jealousy	Chapters 10 & 11	<ul style="list-style-type: none"> • Conflict • Jealousy & Infidelity • Guest lecture by Alexandra Liepmann • BONUS: Merlot with My Beau Podcast on Jealousy, Infidelity, & Conflict
November 29 th	<p>Breaking up and being single</p> <p><i>Discussion of Final Exam</i></p>	No readings	<ul style="list-style-type: none"> • Divorce • Singlehood • BONUS: Merlot with my Beau Podcast Suffocation Model of Marriage
December 6 th	FINAL EXAM (Tuesday at 11:30am)	All lectures and readings since the midterm exam	