

**Faculty of Health
Department of Psychology
PSYC 3640 3.0 Section B: PSYCHOLOGY OF INTIMATE RELATIONSHIPS
Tuesdays 11:30 AM Online via Zoom
Fall 2023**

Welcome to the Psychology of Intimate Relationships! Please carefully read the course outline to ensure you have all required information for the course.

This is an ONLINE COURSE with 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: Amy Muise

Office Hours: You can make an appointment to meet with me during my office hours [here](#)

Email: muiseamy@yorku.ca

T.A.	Akshita Uppot	Alyssa Di Bartolomeo
Email	uppotaa@yorku.ca	alyssaad@yorku.ca
Office Hours	Online, by appointment	Online, by appointment

Course Prerequisite(s): Course prerequisites are strictly enforced

- HH/PSYC 1010 6.00 (Introduction to Psychology)
- 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

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 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.

- We would be happy to discuss the course material and clarify content in office hours. E-mail should **not** be seen as an alternative to attending office hours.
- Questions about missed exams, course content, and administrative issues should be directed to Prof Muise at muiseamy@yorku.ca
- Questions about grades should first be directed to the person who graded your assignment following our 24-hour grade dispute policy

24-hour grade dispute policy: *If you ever need clarification on your grade and feedback that you have received, or if you believe that an assignment has been unfairly marked, you are welcome to speak with the person who graded the assignment. You must wait at least 24 hours following the return of an assignment/assessment before bringing a grade concern to the TAs—please use this time to reflect upon your performance and grade (and re-read any TA feedback, if applicable). Please write a short paragraph detailing your grade concern, including: (a) which specific part(s) of the written assignment or test you have a grade concern with and (b) why you have a concern with it. By submitting a request, you are consenting to a full regrade of the assignment, and please note that your grade may go up, down, or stay the same. In the event that a grade concern cannot be settled with the person who graded that assignment, you may bring these concerns to the instructor, including: (a) and (b) above, as well as (c) communications between the TA and yourself that explain where the continued disagreement lies.*

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. Articulate and apply important theories, research, processes, and methods in relationship science.
2. Critically evaluate research findings in relationship science based on methodological rigor.
3. Describe and explain limits to generalizability of research findings in relationship science based on diversity in relationship experiences and structures.
4. Present and evaluate relationship science research, formulate a novel research idea that can contribute to the field, articulate how you would go about testing that idea, and demonstrate this process in written form.
5. Connect foundational principles of relationship science to modern-day, real-world applications.

Required Course Material

Required 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.

<http://bookstore.yorku.ca/>

In-Class Engagement: We will be using the [Top Hat](#) 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 access 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](#) with the following **join code: 154200**. Top Hat will require a [paid subscription](#) of **\$33** for one semester of unlimited access. ***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 class meetings	10%
Research Proposal Outline	October 3rd BEFORE CLASS (11:30 AM)	15%
Midterm Exam	During week of October 24	20%
Final Research Proposal	November 14 BEFORE CLASS (11:30 AM)	35%
Final Exam	During week of December 5th	20%
Total		100%

Description of Assessments

Participation (10%)

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 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.***

Research and Writing (50%)

Overview of research proposal. To help you think scientifically about intimate relationships, dive deeper into a topic of interest, gain practice in evaluating empirical journal articles in relationship science, and propose a new idea that could benefit the field, you will complete a research proposal assignment. You will choose a topic of interest in relationship science, review relevant literature on this topic, identify a gap in existing literature, form a new research idea to advance knowledge on this topic, outline a research method for how you would go about testing this idea, and discuss the potential impact of your proposed study. 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. Given that writing is a process that requires time, practice, and many iterations to best develop your ideas, this assignment is broken down into two components:

1. **Research Proposal Outline (15%)**. To get started on writing early and gain valuable TA feedback, you will complete a 2-page (double spaced) research proposal outline. In the outline, you will provide an initial overview of all sections of the research proposal (as overviewed above), and this will serve as a guiding framework for your final research proposal. The outline is due on **October 3rd by 11:30am BEFORE OUR CLASS MEETING** (submit on e-class) and will be marked by the TAs.

2. **Final Research Proposal (35%)**. You will incorporate the feedback that you received from the TAs on your outline and expand on (and potentially revise) these ideas into a larger final research proposal. 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. The assignment is due on **November 14th by 11:30am BEFORE OUR CLASS MEETING (submit on e-class)**. The assignment will be marked by the teaching assistants.

For both components of the research proposal, please carefully review the full assignment description and grading scheme on eClass.

Life happens policy: You can submit either component of the assignment up to one week past the deadline without penalty, but if the assignment is not uploaded with one week, you will receive a zero on the assignment. This policy includes accommodations (unless your accommodations state that more than one week of flexibility is required for deadlines). No other exceptions.

Exams (40%)

Midterm Test (20%): The midterm exam will consist of multiple-choice questions and will be administered **ONLINE**. The exam will cover information presented in the first half of the course (the assigned textbook readings, lectures, and videos).

Final Exam (20%): The final exam will consist of multiple-choice questions and will be administered **ONLINE**. The exam will cover information presented since the midterm (the assigned textbook readings, lectures, and videos).

Format of the exams: The exam questions are sequential (you cannot go back) and in randomized order. You will be given a 5-day window to complete each exam, but once you start you must finish in the same session (you will have a strict time limit). Please note that because there is a 5 day window to complete the exam, there are no makeup exams, any exams not submitted by end of the window, will receive a grade of zero. No exceptions.

Course Schedule

*Note: BONUS content is for additional learning, this material is not on the exams.

Week	Topic	Reading(s)	Lecture Videos
September 12 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 19 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 26 th	Staying together: Theories of attachment, commitment, and personality	Chapter 2	<ul style="list-style-type: none"> Attachment Theories of Commitment
October 3 rd	RELATIONSHIP PROPOSAL OUTLINE (submit to eClass by 11:30 AM) Maintaining intimacy: Responsiveness and support <i>Discussion of Midterm Exam</i>	Chapter 8	<ul style="list-style-type: none"> Responsiveness and Support
October 10 th	NO CLASS – FALL READING WEEK		
October 17 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 24 th	MIDTERM EXAM (available online Tuesday at 9am, remains open until Saturday at midnight)	All lectures and readings to date	

Week	Topic	Reading(s)	Lecture Videos
October 31 st	Sexuality in relationships <i>Discussion of Research Proposal Assignment</i> <i>Review comments from Assignment #1</i>	Chapter 9	<ul style="list-style-type: none"> • What We Know About Sexuality in Relationships • Consensually Non-Monogamous Relationships • TedX Talk on Sexual Desire by Esther Perel • TikTok Explaining our new paper on spontaneous versus planned sex (Katarina Kovacevic) • BONUS: Merlot with my Beau Podcast on Sexuality (Dr. Muise is interviewed)
November 7 th	Beliefs and expectations about relationships	Chapter 12	<ul style="list-style-type: none"> • Beliefs, Expectations, and Attributions
November 14 th	RESEARCH PROPOSAL ASSIGNMENT DUE (submit to eClass by 11:30 AM) Diversity in relationships	Chapters 4 & 5	<ul style="list-style-type: none"> • Gender & Sexual Orientation (Guest lecture by Katarina Kovacevic) • Culture & Relationships (Guest lecture by Dr. Kristina Schrage) • BONUS: Disclosure (Documentary on Netflix about Transgender Representation in the Media)

Week	Topic	Reading(s)	Lecture Videos
November 21 st	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) • TedX Talk on Infidelity by Esther Perel • BONUS: Merlot with My Beau Podcast on Jealousy, Infidelity, & Conflict
November 28 th	Breaking up and being single <i>Discussion of Final Exam</i>	No readings	<ul style="list-style-type: none"> • Break-up • Divorce • Singlehood • BONUS: Merlot with my Beau Podcast Suffocation Model of Marriage
December 5 th	FINAL EXAM (Tuesday at 9am, remains open until Saturday at midnight)	All lectures and readings since the midterm exam	

Important Course Policy Information

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 2023-24](#)

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.

Please note that flexibility is provided for the exams and as such, there are no make-up exams. If there are extenuating circumstances that go beyond the accommodations already provided, please email the instructor before the exam window closes.

Add/Drop Deadlines

For a list of all important dates please refer to [Undergraduate Fall/Winter 2023-2024 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)	September 20	September 20	January 22
Last date to add a course with permission of instructor (also see Financial Deadlines)	September 28	September 28	January 31
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	November 8	February 8	March 11
Course Withdrawal Period (withdraw from a course and receive a grade of “W” on transcript – see note below)	November 9 – December 5	February 9- April 8	March 12- April 8

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.

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.

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](#).