

**Faculty of Health
Department of Psychology
PSYC 3640 3.0 Section M
PSYCHOLOGY OF INTIMATE RELATIONSHIPS
Winter 2020
Wednesdays 12:30-3:30
DB 0010**

Instructor and T.A. Information

Instructor: Dr. Amy Muise

Office: BSB 244

Office Phone: 416 736 2100 Ext 22320

Office Hours: Tuesdays 10-11 or by appointment. Book an appointment using this link:

<https://www.canumeet.com/amymuise/office-hours>

Email: muiseamy@yorku.ca

Website: <http://psyc.info.yorku.ca/health-profiles/index.php?dept=&mid=1456353>

T.A.	Stephanie Raposo
Email	raposos@yorku.ca
Office	BSB 014/040
Office Hours	By Appointment

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: [Moodle](#)

Lecture slides for each week, course information and student grades will be posted on Moodle .

Got Questions?

Questions about course content or assessments should be asked in class if possible so that **everyone in this class has access to the same information.** ONLY questions that cannot be answered by looking at the course outline or Moodle can be sent to the TA or Dr. Muise. **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 to the same information and that some people do not have any last minute advantages.

Questions about missed exams, grades, and administrative issues ONLY should be directed to Dr. Muise at muiseamy@yorku.ca

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, nonmonogamous, marriage, cohabitation, same-sex), 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 in at least 2 sub-disciplines.
2. Articulate trends in sub-disciplines of psychology.
3. Express psychological knowledge in written form in more than 1 sub-discipline.
4. Describe and explain limits to generalizability of research findings.
5. Demonstrate ability to relate information in psychology 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.

Course Materials

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: <https://wnorton.com/books/9780393640250>

Note: You can order the regular or e-version of the book through the bookstore or online with a U.S. address.

In-Class Engagement: We will be using the Top Hat (www.tophat.com) classroom response system in class. You will be able to submit answers to in-class questions 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 school email account (if you don't receive this email, you can register by visiting our course website <https://app.tophat.com/e/819706> Join code: 819706.

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 **Please have ready to use during the first lecture.**

Course Requirements and Assessment

There are five pieces of assessment for this course: participation using TopHat (5%), a Science of Relationships report (10%), a midterm exam (25%), a research proposal (30%), and a final exam (30%).

<u>Assessment</u>	<u>Date of Evaluation</u>	<u>Weightin</u>
Top Hat Participation	During all lectures	5
Science of Relationships Report	January 29th BEFORE CLASS	10%
Midterm Exam	February 12th (in class)	25%
Research Paper	March 11th BEFORE CLASS	30%
Final Exam	TBA—During final exam period	30%
Total		100%

1. **Participation using Tophat (5%).** Full credit comes from participating in 8 out of the 10 lectures in which we will use Tophat.
2. **Science of Relationships Report (10%).** Answer a question you have about relationships using academic research. Your assignment will follow the style of posts on www.scienceofrelationships.com: short, to the point, and grounded in academic research. Think of a question you have about relationships; find 2-3 academic research articles that answer this question; write a short post (about 300-500 words) answering this question using the research you found. The assignment is due at the before class on January 29th and will be submitted to Moodle. The assignment will be marked by the teaching assistants. ***Please carefully review the full assignment description and grading scheme on Moodle. LATE ASSIGNMENTS WILL NOT BE ACCEPTED.***
3. **Midterm Test (25%).** The midterm exam will consist of multiple choice questions on February 12th. The exam will cover information presented in the first half of the course (the assigned textbook readings and lectures) and will take place during class hours. ***If you miss the midterm (for a documented reason), the percentage is reallocated to the final (there are no make-up midterm exams).***
4. **Research Proposal (30%).** For the research proposal assignment (max 6 pages), think of a relationships-related question or problem that you find particularly interesting and important. You will describe a new research direction that begins to answer that question/solve that problem. You should provide a rationale for your research question (why is this important to explore?), a sensible and feasible study

design, hypothesized results, and theoretical and/or applied implications of these results. You will be graded based on the novelty of the research idea, the appropriateness of your research design, the potential impact of your predicted results, and the overall quality of your writing (i.e., organization, logical flow). The assignment is due before class on March 11th and will be submitted through Moodle. The assignment will be marked by the teaching assistants. ***Please carefully review the full assignment description and grading scheme on Moodle. LATE ASSIGNMENTS WILL NOT BE ACCEPTED.***

5. **Final Exam (30%).** The final exam will consist of multiple choice questions and will take place during the final exam period. This exam is cumulative and will focus on all lectures and assigned readings (although more of the questions will be from the second half of the course, since the midterm).

There are NO extensions for writing assignments (unless you have academic accommodations) so please prepare to have your assignments submitted on the due date.

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 2019-20](#)

Missed Tests/Midterm Exams/Late Assignment:

For any missed tests, midterm exam or late assignments, 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 tests, midterm exam or late assignments.

In addition, to the online form, students documented reason for a missed tests, midterm exam or late assignments such as illness, compassionate grounds, etc., **MUST** submit official documentation (e.g. [Attending Physician Statement](#))

Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2019-20 - Important Dates](#)

	FA LL	YEA R	WINTE R (W)
Last date to add a course without permission of instructor (also see Financial	Sept. 17	Sept. 17	Jan. 19
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 1	Oct. 22	Feb. 3

Drop deadline: Last date to drop a course without receiving a grade (also see Financial	Nov. 8	Feb. 3	March 13
Course Withdrawal Period (withdraw from a course and receive a grade of “W” on transcript – see note below)	Nov. 9 - Dec.	Feb. 4 - Apr.	March 14 - Apr. 5

**Note: 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.

Attendance Policy

Attendance is at the student’s discretion. I will take attendance to assist with managing the in-class participation application, but students will not be graded on attendance. A portion of the student’s grade, however, is earned through in-class participation.

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 information [SPARK Academic Integrity modules](#). These modules explain principles of academic honesty.

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 [York University Accessibility Hub](#)

is your online stop for accessibility on campus. The [Accessibility Hub](#) provides tools, assistance and resources. Policy Statement.

Policy: York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

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 3.0 Section A 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](#).

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 Schedule:

Lesson	Topic	Reading(s)
January 8 th	Introduction to relationship science: Why and how do we study relationships?	Chapters 1 & 3
January 15 th	Getting together: Initial attraction and selecting a partner <i>Discussion of Science of Relationships Report</i>	Chapter 7
January 22 nd	Staying together: Theories of attachment and commitment	Chapter 2
January 29 th	Maintaining intimacy: Responsiveness and support Science of Relationships Report DUE (submit to Moodle BEFORE class)	Chapter 8
February 5 th	Maintaining intimacy: Sacrifice, self-expansion, capitalization, gratitude <i>Discussion of Midterm Exam</i>	Chapter 8
February 12 th	MIDTERM EXAM	All lectures and readings to date
February 19 th	NO CLASS—Reading Week	
February 26 th	NO CLASS <i>Review guidelines for research paper and comments on Assignment #1 and work on Research Paper</i>	
March 4 th	Sexuality in relationships <i>Check-in About Research Paper</i>	Chapter 9
March 11 th .	Diversity in relationships (<i>special guest lectures</i>): Gender and sexual orientation (Stephanie Raposo) Culture & relationships (Alexandria West)	Chapters 4 & 5
March 18 th	Beliefs and expectations about relationships	Chapter 12
March 25 th	When things go wrong: conflict, betrayal and jealousy	Chapters 10 & 11

Lesson	Topic	Reading(s)
April 1st	Breaking up and being single <i>Discussion of Final Exam</i>	No readings
	FINAL EXAM (during exam period)	All readings and lectures