

Faculty of Health
Department of Psychology
PSYC 4020 6.0 Section B: SEMINAR IN SOCIAL PSYCHOLOGY
INTERPERSONAL RELATIOSHIPS
Wednesday 2.30-5.30 Online via Zoom
Full Year Fall 2020- Winter 2021

This course will be delivered synchronously online via Zoom. Class will involve student presentations, discussions about the topic for the week, the articles, and class exercises. More details can be found in the welcome video.

This course is an upper level research-based course that *requires* discussion. The content is designed and selected to help us all better understand ourselves, others, and how we relate to others in our social world through different topics discussed each week. The format, structure and assessment schedule is designed to target key skills and assessments are carefully created to ensure that students are learning and improving their oral presentation skills, science/knowledge communication, formal academic writing, ability to ask thoughtful questions, and to learn from feedback. You can think of this course as content *and* skill based.

Instructor Information

Instructor: Dr Emily Cross
Office Hours: Email to organise
Email: ejc@yorku.ca

How to reach me: The preferred method contacting me is via email.

- Any correspondence directed to me must indicate the course number and section letter in the subject heading. Our course number and section letter are: PSYC 4020 Section A.
- Be sure to include your full name and student number in the body of the email.
- Check the course materials (e.g., the syllabus, course website), to see if the answer is already provided.
- Send your email well in advance of when a response is required. I aim to respond within 48 hours between the times of 8-6pm Monday-Friday.
- Follow-up within 3-7 days if a response has not been received, but not any sooner.

Course Prerequisite(s): Course prerequisites are strictly enforced

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- HH/PSYC 2021 3.00 (Statistical Methods I) or HH/PSYC 2020 6.00 (Statistical Methods I and II)
- HH/PSYC 2030 3.00 (Introduction to Research Methods) or substitutes
- HH/PSYC 2120 3.00 (Social Psychology)
- Students must be in an Honours program in Psychology and have completed at least 84 credits

Course Credit Exclusions

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

Course website: [Moodle](#)

All course materials will be available on the course moodle site. This is your central access point for course materials. This include the readings each week, associated student-presentations,

assessment criteria, grading documents, videos. **The weekly online component of the course will be held online each week via zoom with the same reoccurring link.**

Course Description

This seminar focuses on interpersonal relationships, with an emphasis on close relationships. Topics include attachment theory, support, communication, gender-role attitudes, aggression, polyamory etc. The course is designed to equip students with the skills to critically evaluate social psychology research, and learn how to convey academic knowledge in an appropriate way (via oral presentations, blog post, and formal academic writing). Students are encouraged to focus on topics that interest them for their assessments (and there is some flexibility with research proposals). Through active involvement with readings, discussions, and presentations, we will examine this exciting and growing area of research. I provide a basic structure for our meetings, but beyond that, the seminar will succeed on the strengths of our joint individual efforts. Each person is responsible for the quality of this seminar experience. **Accordingly, active participation by everyone is essential.** This means (a) doing *all* readings *each week* before class, (2) listening attentively to your peers' presentations and providing feedback, (3) engaging in online discussions about the content via zoom.

While this course is being delivered remotely, it is still being run with the same expectations for a smaller class size, fourth year seminar course. In order to fully participate in PSYC4020 you will need to have access to:

1. Stable, higher-speed internet connection (enough to handle 3 hours of zoom meetings)
2. Computer (and or smart device) with webcam & microphone

***This is essential. If you do not have the right equipment please contact Dr Cross as soon as possible and we will try to come to some resolution.

Program Learning Outcomes

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

1. Demonstrate in-depth knowledge in social psychology.
2. Critically evaluate, synthesize and resolve conflicting results in social psychology.
3. Articulate trends in social psychology.
4. Locate research articles and show critical thinking about research findings in psychology.
5. Express knowledge of social psychology in written form.
6. Engage in evidence-based dialogue with course director and peers.
7. Demonstrate an ability to work with others.

Specific Learning Objectives

1. Discuss theory and research critically and analytically (i.e. discussion questions, online discussion, one-on-one meetings with Dr Cross).
2. Communicate scientific knowledge in a concise, informative, and interesting manner via oral presentations and discussions (i.e. pre-recorded presentations and online discussions) and in written format (i.e. blog post and formal research proposal).
3. Actively participate in your own learning and the learning of others (i.e. engagement with peers online via zoom discussions).

4. Apply research and theory in social psychology to understanding how to improve personal and relational wellbeing (via blog post/advice column, and discussions).
5. Demonstrate ability to develop testable research ideas, design a research project, and write a formal academic proposal demonstrating this process.
6. Be responsive to questions and criticisms regarding your own ideas (i.e. take feedback onboard as an opportunity to improve).

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Class Participation	Across Semester	20%
Discussion Questions/Hypotheses	Across Semester	10%
Discussion Leader	Dates to be Assigned	25%
Blog Post or Advice Column	Due the week the topic is presented (before class)	5%
Research Proposal Presentation	5pm November 13th, 2020 (Fall) & 5pm March 5th (Winter)	15%
Research Proposal Report	5pm December 7th, 2020 (Fall) & 5pm April 10th (Winter)	25%
Total		100%

Description of Assessments

Class Participation (20%)

Participation is essential. Attendance only is insufficient for full credit. I hope you will be insightful, integrative, and encouraging of your classmates. Participations involves reading the articles each week and coming to class ready to discuss, or having opinions about the articles, theories, studies etc. (also see below discussion questions), participating in class exercises, providing feedback to your peers about their presentations Evaluation for this part of the course will be based on both quantity and quality of involvement, with “quality” referring to making comments that link different readings together (maybe across topics) to make a novel point, providing an interesting or “on-point” example, raising a topic that inspires the class to think about the topic in a new way etc. As a rule of thumb attendance counts for 50% of this grade. The other 50% depends on your engagement. Feedback on 8 of your peer’s research proposals also counts for your participation grade.

Discussion Questions/Hypotheses (10%)

You are required to submit 3 discussion questions each week prior to class (for content-based classes). Good discussion questions often 1) involve problems and ideas that tie together several readings/perspectives, 2) meaningfully criticize some aspect of the readings, 3) discuss how the ideas under study pertain to real world phenomena, 4) suggest future research or novel insights, or 5) express uncertainty about the ideas. Questions should also contain sufficient context to allow a reader to follow your thinking (i.e., where did the idea come from). You can submit hypotheses (keep it brief, no more than a few sentences – one sentence is fine.), inspired by the week’s readings. We will then clarify and work out ways to test your hypotheses together at our meetings. You never know – one of these hypotheses may serve as the subject of your research proposal and

proposal presentation (described below). The discussion question/hypothesis will be compiled and used by the week's discussion leaders. For this reason, discussion questions must be submitted no later than 24 hours before class (i.e. **before Tuesday 2.30**). This is of critical importance as it ensure your peers have enough time to prepare how to best lead the discussion. Note that questions submitted after this time will not count towards your grade. Please post your questions as part of one thread for each week, rather than as separate threads. NOTE: You will not be expected to post discussion questions the week you lead seminar.

Discussant Leader (25%)

Each week 4-6 people will be assigned as discussion leaders. You will sign up for your preferred topic/week and Dr Cross will do her best to accommodate people's topic preferences. As a discussion leader you have two responsibilities (1) work in pairs to present a 10-15-minute presentation on a research articles assigned to you, and (2) facilitate the weeks discussion via online breakout rooms and whole-class discussion. Feedback for this assessment will be given on Moodle no latter than 72 hours after class.

- **Presentation of Research Article: Approx. 15%** In pairs you will make a brief presentation to the class describing the theory, hypotheses, method and key findings of the article. Depending on the length of the article, this presentation should take around 10-15 minutes. After presenting the key findings of the article, we will then discuss the presentation and discuss that article in small groups. Note this is not simple regurgitating information but requires you to hook the audience by outlining the real-world importance, telling a story, outlining the key take-home messages of the article and critiquing the article. Make this presentation engaging to your peers. Even interactive. See the assessment information document for further details.
- **Facilitating Discussion: Approx. 10%** The discussion leader's second job is to facilitate discussion in class. This will be done via breakout rooms on zoom. With the help of your classmates' discussion questions posted on Moodle as a starting point, leaders should identify the core themes/issues/questions/comments/misunderstandings and organize them into a topics for group discussion. The goal of this task is for you to improve your communication skills and gain experience leading a small discussion. A successful discussion leader may critically evaluates the strengths and weakness of the readings, meaningfully criticize some aspect of the readings, discuss how the ideas under study pertain to real world phenomena, suggest future research or novel insights, and most importantly engages their classmates in the discussion. Keep in mind the discussion leader should provide structure and direction for fellow students during discussion; it is not your responsibility to explain the readings to others (as they will have done this themselves). The discussion leaders' job should flow seamlessly as people are keen to discuss and engage. See the assessment information document for further details.

Blog Post or Advice Column (5%)

One good way researchers disseminate knowledge is by communicating science to the masses in plain language that everyone understands. This assessment is designed to get you communicating knowledge to the masses (including family and friends). Here you have two options: (1) Blog Post or (2) Advice Column (both 500-700 words). *Here is your chance to be creative.* See the assessment information document for further details. *Due before class the week the topic is discussed in class.*

Research Proposal (40% Total).

One key aim of this course is to help you develop your academic writing and presentation skills. This research proposal is divided into 2 parts: (a) an oral presentation of your proposal, and (b) a written research proposal. I want this research report to be something you enjoy doing – so choose

a topic that is focused around social relationships that interests you! Part of this processes also requires each student to schedule a 30-minute one-on-one meeting with Dr Cross to discuss the research ideas before they present (this involves submitting a one-page planning document for Dr Cross and Students to discuss). This meeting ensures your ideas are well thought out and provides you feedback at the early stages, hence improving your work. Book at meeting at

https://calendly.com/ejc_4020/research-proposal-meeting

- **Research Proposal Presentation (15%).** You will pre-record a PowerPoint presentation via powerpoint (including visual and audio) and submit this to moodle. Your peers and I will then provide feedback – which you will apply to your written research proposal. Take advantage of this opportunity to get feedback from your peers and to gain new insights and ideas. Your presentation will follow topics: a specific statement of the research question, theory, hypotheses, key variables (e.g., independent variables and dependent variables), the design of the research, participants, procedures, and proposed statistical analysis. Please submit presentations to Moodle by 5:00 pm on November 13th (Fall) & March 5th (Winter). Peer feedback window is two weeks.
- **Research Proposal Report (25%).** Each student will submit a 10-page (excluding title page, abstract, references) proposal to Moodle as a word document (not pdf). The written proposal will involve the following sections: Title page, Abstract, Introduction (e.g., review of research, relevant theory, research question(s), hypotheses), Methods (e.g., participants, design, materials, procedures, planned statistical analyses), and References. There are no results or discussion section for this paper. The paper must be type written in APA Style (6th Edition). Please submit the final papers to Moodle by 5:00 pm on December 7 (Fall) & April 14 (Winter).

***See “Course Assessments” document for more detailed description of the assessments.

Class Format and Attendance Policy

This is a seminar-based class and functions based on the premise that we are all engaged and present to discuss. Attendance for this seminar course is *mandatory and counts towards participation*. However, attendance alone will not afford you full participation marks. *If students have a valid related reason for not being able to attend this class they should email Dr Cross directly before class (see email etiquette below)*. Dr Cross will pass along your apologies to your colleagues.

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 2020-21](#)

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 2020-21 Important Dates](#)

	Fall (F)	Year (Y)	Winter (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept 22.	Sept 22.	Jan. 25
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 6	Oct. 27	Feb. 8
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 6	Feb. 5	March 12
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 7-Dec. 8	Feb. 6 – April 12	March 13- April 12

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.

NOTE: Scheduled for this class is precisely and students dropping the course does disrupt the schedule (given student presentation dates etc). If you are thinking of dropping out I ask that you do so **early** and **quickly** so that the student who will replace your spot. I am happy to answer any queries that you may have before making your decision to drop the class. Please email me.

Electronic Device Policy

This course will be delivered in an online format. You are **required** to have a working camera, laptop, and are able to submit assignments electronically.

Information on Plagiarism Detection

Dr Cross will use Turnitin if she suspects plagiarism across any of the assessments. Dr Cross also randomly uploads 20% of assignments to Turnitin.

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](#)

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:

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 4020 6.0 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](#).

Email Etiquette

Dr Cross will only respond to emails that have PSYC4020 in the subject line. This is because my email is set up to automate emails into a folder for this class. This means that your email *will not be received if "PSYC4020" is not included in the subject line.* Dr Cross responds to emails between the hours of 8-6pm Monday-Friday, please expect a response within 48 hours during these times.

Please remember general norms for how to write emails appropriately within academic settings. Your email correspondence can leave a lasting impression at times, so it is important to keep in mind these tips for emailing etiquette. *I expect students to have read ALL course related material and information before emailing me.* See below for an example email.

Subject Line: PSYC4020

Good Afternoon Dr Cross,

I am emailing to request an extension for my [insert assessment type, original due date]. I am requesting an extension until [insert proposed new date] because [insert reason for requiring an extension].

Regards,

Sally Fletcher

Student no: 1234567

Course Schedule

See below for a weekly breakdown of the course. Note the topic covered are listed below. There will be no online class for the last 3 weeks (of fall semester) and 4 weeks (of winter semester) instead students will give feedback on one another's research proposal presentations.

1. The Costs and Benefits of Relationships
2. Attachment (In)security
3. How to best Support?
4. How to best Communicate?
5. Emotional Regulation
6. Biases in Relationships
7. Sex in Relationships
8. Breaking up
9. Relationships in COVID
10. Important Themes in Psychology
11. Culture & Race in Relationships
12. Focusing on LGBTQ+ Relationships
13. Sexist & Gender-Based Attitudes in Relationships
14. Aggression in Relationships
15. Polygamy & Consensual Non-monogamy
16. Singlehood

FALL SEMESTER

Week	Date	Topic	Discussion Leaders
1	9/Sept	Introduction	
2	16/Sept	The Costs and Benefits of Relationships	To be assigned
3	23/Sept	Attachment (In)security	To be assigned
4	30/Sept	How to best Support?	To be assigned
5	7/Oct	How to best Communicate?	To be assigned
	14/Oct	Reading Week	
6	21/Oct	Emotional Regulation	To be assigned
7	28/ Oct	Biases in Relationships	To be assigned
8	4/ Nov	Sex in Relationships	To be assigned
9	11/ Nov	Breaking up	To be assigned
10	18/ Nov	No Class	
11	25/ Nov	No Class	
12	2/Dec	No Class.	

NOTE: We will organise time slots in the first class. During Reading Week and the following week where there is no class Students are invited to book a 30-minute one-on-one zoom meeting with Dr Cross to discuss research ideas. Before this meeting students will submit a “Research Proposal Planning Document” on Moodle so Dr Cross can discuss ideas during the meeting).

WINTER SEMESTER

Week	Date	Topic	Presenters
13	13/Jan	Relationships in COVID	To be assigned
14	20/Jan	Important Themes in Psychology	To be assigned
15	27/Jan	Culture & Race in Relationships	To be assigned
16	3/Feb	Focusing on LGBTQ+ Relationships	To be assigned
17	10/Feb	Sexist & Gender-Based Attitudes in Relationships	To be assigned
	17/Feb	Reading Week	To be assigned
18	24/ Feb	Aggression in Relationships	To be assigned
19	3/Mar	Polygamy & Consensual Non-monogamy	To be assigned
20	10/Mar	Singlehood	To be assigned
21	17/Mar	No Class	
22	24/Mar	No Class	
23	31/Mar	No Class.	
24	7/April	Final Class: Personal and Professional Reflections	(1 hour class)

NOTE: We will organise topics for presentations (i.e. discussion leaders each week) in the first class. Students are expected to book a 30-minute one-on-one zoom meeting with Dr Cross to discuss their research proposals before they present the proposal . Before this meeting students will submit a “Research Proposal Planning Document” on Moodle so Dr Cross can discuss ideas during the meeting hours).

FALL SEMESTER

Week 1: Introduction, Course Outline, Organising

This class will involve introductions, outlining the course, choosing course work and presentation time slots. Before class you will need to have (1) watched the Introduction Video, (2) familiarised yourself with Moodle, (3) Read the whole Syllabus.

Week 2: The Costs and Benefits of Relationships

Kiecolt-Glaser, J. K., & Wilson, S. J. (2017). Lovesick: How couples' relationships influence health. *Annual review of clinical psychology, 13*, 421-443.

Amato, P.R. (2000). The consequences of divorce for adults and children. *Journal of Marriage and Family, 62*, 1269-1288. **Presenters:**

Additional Reading: Umberson, D., & Karas Montez, J. (2010). Social relationships and health: A flashpoint for health policy. *Journal of health and social behavior, 51*(1_suppl), S54-S66.

Week 3: Attachment Security

Mikulincer, M., & Shaver, P. R. (2013). The role of attachment security in adolescent and adult close relationships. In J. A. Simpson, L. Campbell, J. A. Simpson, & L. Campbell (Eds.), *The Oxford handbook of close relationships* (pp. 66 -89). New York, NY, US: Oxford University Press.

Presenters:

Overall, N. C., Girme, Y. U., Lemay Jr, E. P., & Hammond, M. D. (2014). Attachment anxiety and reactions to relationship threat: The benefits and costs of inducing guilt in romantic partners. *Journal of personality and social psychology, 106*(2), 235. **Presenters:**

Additional Reading: Overall, N. C., & Simpson, J. A. (2015). Attachment and dyadic regulation processes. *Current Opinion in Psychology, 1*, 61-66.

Additional Reading: Overall, N. C., Simpson, J. A., & Struthers, H. (2013). Buffering attachment-related avoidance: Softening emotional and behavioral defenses during conflict discussions. *Journal of personality and social psychology, 104*(5), 854.

Week 4: Support Provision in Close Relationships

Girme, Y.U., Overall, N.C., & Simpson, J.A. (2013). When visibility matters: Short versus long term benefits of visible and invisible support. *Personality and Social Psychology Bulletin, 39*, 1441-1451. **Presenters:**

Howland, M. (2016). Reading minds and being invisible: The role of empathic accuracy in invisible support provision. *Social Psychological and Personality Science, 7*(2), 149-156. **Presenters:**

Additional Reading: Zee, K. S., & Bolger, N. (2019). Visible and invisible social support: How, why, and when. *Current Directions in Psychological Science, 28*(3), 314-320.

Week 5: Communication and Conflict Management in Intimate Relationships

Rusbult, C. E., Zembrodt, I. M., & Gunn, L. K. (1982). Exit, voice, loyalty, and neglect: Responses to dissatisfaction in romantic involvements. *Journal of Personality and Social Psychology*, 43(6), 1230-1242. **Presenters:**

Overall, N. C., Fletcher, G. J. O., Simpson, J. A., & Sibley, C. G. (2009). Regulating partners in intimate relationships: The costs and benefits of different communication strategies. *Journal of Personality and Social Psychology*, 96, 620-639. **Presenters:**

Additional Reading: Rusbult, C. E., Verette, J., Whitney, G. A., Slovik, L. F., & Lipkus, I. (1991). Accommodation processes in close relationships: Theory and preliminary empirical evidence. *Journal of Personality and Social Psychology*, 60, 53-78.

Additional Reading: Overall, N. C., Sibley, C. G., & Travaglia, L. K. (2010). Loyal but ignored: The benefits and costs of constructive communication behavior. *Personal Relationships*, 17, 127-148. **Presenter:**

Week 6: Biases in Intimate Relationships

Fletcher, G. J. (2015). Accuracy and bias of judgments in romantic relationships. *Current Directions in Psychological Science*, 24(4), 292-297.

Overall, N. C., Fletcher, G. J. O., & Kenny, D. A. (2012). When bias and insecurity promote accuracy: Mean-level bias and tracking accuracy in couples' conflict discussions. *Personality and Social Psychology Bulletin*, 38, 642-655. **Presenter:**

Additional Reading: Gagné, F. M., & Lydon, J. E. (2004). Bias and accuracy in close relationships: An integrative review. *Personality and Social Psychology Review*, 8, 322-338.

Additional Reading: Murray, S. L., Holmes, J. G., & Griffin, D. W. (1996). The self-fulfilling nature of positive illusions in romantic relationships: Love is not blind, but prescient. *Journal of Personality and Social Psychology*, 71, 1155-1180

Week 7: Emotion Regulation

James J. Gross (2015) Emotion Regulation: Current Status and Future Prospects, *Psychological Inquiry*, 26:1, 1-26.

Chang, V. T., Overall, N. C., Madden, H., & Low, R. S. (2018). Expressive suppression tendencies, projection bias in memory of negative emotions, and well-being. *Emotion*, 18(7), 925.

Additional Reading: Jamieson, J. P., Mendes, W. B., & Nock, M. K. (2013). Improving acute stress responses: The power of reappraisal. *Current Directions in Psychological Science*, 22(1), 51-56.

Additional Reading: Low, R. S., Overall, N. C., Hammond, M. D., & Girme, Y. U. (2017). Emotional suppression during personal goal pursuit impedes goal strivings and achievement. *Emotion*, 17(2), 208.

Week 8: Sex in Relationships

Muise, A., Impett, E. A., & Desmarais, S. (2013). Getting it on versus getting it over with: Sexual motivation, desire, and satisfaction in intimate bonds. *Personality and Social Psychology Bulletin*, 39(10), 1320-1332.

Muise, A., Stanton, S. C., Kim, J. J., & Impett, E. A. (2016). Not in the mood? Men under-(not over-) perceive their partner's sexual desire in established intimate relationships. *Journal of Personality and Social Psychology*, 110(5), 725.

Additional Reading: Muise, A., Impett, E. A., Kogan, A., & Desmarais, S. (2013). Keeping the spark alive: Being motivated to meet a partner's sexual needs sustains sexual desire in long-term romantic relationships. *Social Psychological and Personality Science*, 4(3), 267-273.

Additional Reading: Debrot, A., Meuwly, N., Muise, A., Impett, E. A., & Schoebi, D. (2017). More than just sex: Affection mediates the association between sexual activity and well-being. *Personality and Social Psychology Bulletin*, 43(3), 287-299.

Week 9: Breaking up

Slotter, E. B., Gardner, W. L., & Finkel, E. J. (2010). Who am I without you? The influence of romantic breakup on the self-concept. *Personality and Social Psychology Bulletin*, 36(2), 147-160.

Le, B., Dove, N. L., Agnew, C. R., Korn, M. S., & Mutso, A. A. (2010). Predicting nonmarital romantic relationship dissolution: A meta-analytic synthesis. *Personal Relationships*, 17(3), 377-390.

Additional Reading. Freedman, G., Powell, D. N., Le, B., & Williams, K. D. (2019). Ghosting and destiny: Implicit theories of relationships predict beliefs about ghosting. *Journal of Social and Personal Relationships*, 36(3), 905-924.

Additional Reading. Rhoades, G. K., Kamp Dush, C. M., Atkins, D. C., Stanley, S. M., & Markman, H. J. (2011). Breaking up is hard to do: the impact of unmarried relationship dissolution on mental health and life satisfaction. *Journal of family psychology*, 25(3), 366.

Weeks 10-12: Research Proposal Presentations

- Research Proposals are Due on **November 13th, 5pm.**
- Here you will be assigned 8 presentations to give feedback on (those 8 students whose Surname falls *after* yours in the alphabet).
- You are expected to give detailed feedback focusing on elements that were done well and elements that need improving, this can include evaluating theory, methodology, implications, making suggestions for improvements for clarity.
- Being able to provide engaged feedback to your peers is a key part of this class and a skill that applies outside of the classroom to the workplace. So please take this as an opportunity to help your peers better their work – and in return they will do the same for you.

WINTER SEMESTER

Week 13: Relationships in COVID

Pietromonaco, P. R., & Overall, N. C. (2020). Applying relationship science to evaluate how the COVID-19 pandemic may impact couples' relationships. *American Psychologist*. **Presenters:**

Balzarini, R. N., Muise, A., Zoppolat, G., Di Bartolomeo, A., Rodrigues, D. L., Alonso-Ferres, M., ... & Chi, P. (2020). Love in the Time of Covid: Perceived Partner Responsiveness Buffers People from Lower Relationship Quality Associated with Covid-Related Stressors. **Presenters:**

Additional Reading. Boserup, B., McKenney, M., & Elkbuli, A. (2020). Alarming trends in US domestic violence during the COVID-19 pandemic. *The American Journal of Emergency Medicine*.

Week 14: Important Themes for Psychology

Cole, E. R. (2009). Intersectionality and research in psychology. *American psychologist*, 64(3), 170. **Presenters:**

Roberts, S. O., Bareket-Shavit, C., Dollins, F. A., Goldie, P. D., & Mortenson, E. (2020). Racial inequality in psychological research: Trends of the past and recommendations for the future. *Perspectives on Psychological Science*. **Presenters:**

Additional Reading. Salter, P. S., Adams, G., & Perez, M. J. (2018). Racism in the structure of everyday worlds: A cultural-psychological perspective. *Current Directions in Psychological Science*, 27(3), 150-155.

Week 15: Culture & Race in Relationships

Killian, K. D. (2003). Homogamy outlaws: Interracial couples' strategic responses to racism and to partner differences. *Journal of Couple & Relationship Therapy*, 2(2-3), 3-21. **Presenters:**

Seshadri, G., & Knudson-Martin, C. (2013). How couples manage interracial and intercultural differences: Implications for clinical practice. *Journal of marital and family therapy*, 39(1), 43-58. **Presenters:**

Additional Reading. Killoren, S. E., Monk, J. K., Gonzales-Backen, M. A., Kline, G. C., & Jones, S. K. (2020). Perceived Experiences of Discrimination and Latino/a Young Adults' Personal and Relational Well-being. *Journal of youth and adolescence*, 49(5), 1017-1029.

Additional Reading. Lavner, J. A., Barton, A. W., Bryant, C. M., & Beach, S. R. H. (2018). Racial discrimination and relationship functioning among African American couples. *Journal of Family Psychology*, 32(5), 686-691. <https://doi.org/10.1037/fam0000415>

Week 16: Focusing on LGBTQ+ Relationships

Rosenthal, L., & Starks, T. J. (2015). Relationship stigma and relationship outcomes in interracial and same-sex relationships: Examination of sources and buffers. *Journal of Family Psychology*, 29(6), 818. **Presenters:**

Feinstein, B. A., Petruzzella, A., Davila, J., Lavner, J. A., & Hershenberg, R. (2019). Sharing positive experiences related to one's sexual orientation: Examining the capitalization process in a sample of gay men. *Psychology of Sexual Orientation and Gender Diversity*. **Presenters:**

Additional Readings. Lavner, J. A. (2017). Relationship satisfaction in lesbian couples: Review, methodological critique, and research agenda. *Journal of Lesbian Studies*, 21(1), 7-29.

Additional Readings. Petruzzella, A., Feinstein, B. A., & Lavner, J. A. (2019). Sexual orientation-related stigma and relationship functioning among female same-sex couples. *Journal of lesbian studies*, 23(4), 439-450.

Week 17: Sexist and Gender-Based Attitudes and Relationships

Glick, P., & Fiske, S. T. (2001). An ambivalent alliance: Hostile and benevolent sexism as complementary justifications for gender inequality. *American psychologist*, 56(2), 109.-118.
Presenters:

Hammond, M. D., & Overall, N. C. (2017). Dynamics within intimate relationships and the causes, consequences, and functions of sexist attitudes. *Current Directions in Psychological Science*, 26(2), 120-125. **Presenters:**

Additional Reading. Cross, E. J., & Overall, N. C. (2018). Women's attraction to benevolent sexism: Needing relationship security predicts greater attraction to men who endorse benevolent sexism. *European Journal of Social Psychology*, 48(3), 336-347.

Additional Reading. Hammond, M. D., & Overall, N. C. (2013). Men's hostile sexism and biased perceptions of intimate partners: Fostering dissatisfaction and negative behavior in close relationships. *Personality and Social Psychology Bulletin*, 39(12), 1585-1599.

Week 18: Aggression in Relationships

Finkel, E. J., & Hall, A. N. (2018). The I3 model: A metatheoretical framework for understanding aggression. *Current opinion in psychology*, 19, 125-130. **Presenters:**

Hammett, J. F., Karney, B. R., & Bradbury, T. N. (2018). Longitudinal effects of increases and decreases in intimate partner aggression. *Journal of Family Psychology*, 32(3), 343.
Presenters:

Additional Reading. Shaver, P. R., & Mikulincer, M. E. (2011). *Human aggression and violence: Causes, manifestations, and consequences*. American psychological association. (Find this book at York Libraries, several chapters on aggression).

Additional Reading. Yount, K. M., Krause, K. H., & Miedema, S. S. (2017). Preventing gender-based violence victimization in adolescent girls in lower-income countries: Systematic review of reviews. *Social Science & Medicine*, 192, 1-13.

Week 19: Polyamory & Consensual Non-Monogamy

Conley, T. D., Ziegler, A., Moors, A. C., Matsick, J. L., & Valentine, B. (2013). A critical examination of popular assumptions about the benefits and outcomes of monogamous relationships. *Personality and Social Psychology Review*, 17(2), 124-141. **Presenters:**

Conley, T. D., & Moors, A. C. (2014). Finkel, E. J., Cheung, E. O., Emery, L. F., Carswell, K. L., & Larson, G. M. (2015). The suffocation model: Why marriage in America is becoming an all-or-nothing institution. *Current Directions in Psychological Science*, 24(3), 238-244. **Presenters:**

Additional Readings. Moors, A. C., Conley, T. D., Edelstein, R. S., & Chopik, W. J. (2015). Attached to monogamy? Avoidance predicts willingness to engage (but not actual engagement) in consensual non-monogamy. *Journal of Social and Personal Relationships*, 32(2), 222-240.

Additional Readings. More oxygen please!: How polyamorous relationship strategies might oxygenate marriage. *Psychological Inquiry*, 25(1), 56-63.

Week 20: Singlehood

Morris, W. L., DePaulo, B. M., Hertel, J., & Taylor, L. C. (2008). Singlism—Another problem that has no name: Prejudice, stereotypes and discrimination against singles. **Presenters:**

Girme, Y. U., Overall, N. C, Faingataa, S., & Sibley, C. G. (2015). Happily Single: The Link between Relationship Status and Wellbeing Depends on Avoidance and Approach Social Goals. *Social Personality and Psychological Science*, 7, 122- 130. **Presenters:**

Additional Reading. Spielmann, S. S., MacDonald, G., Joel, S., & Impett, E. A. (2016). Longing for ex-partners out of fear of being single. *Journal of personality*, 84(6), 799-808.

Additional Reading. Park, Y., Impett, E. A., & MacDonald, G. (2020). Singles' Sexual Satisfaction is Associated With More Satisfaction With Singlehood and Less Interest in Marriage. *Personality and Social Psychology Bulletin*, 0146167220942361