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| Instructor: | Dr. John K. Rempel | TA: | Kristina Schrage |
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| Office Hours: | T 10:30-11:30, W 1:30-2:30 | Office Hours: | by appointment |

Class Meeting: Monday, Wednesday 10:00 – 11:20, STJ 2017

Text: Miller, R.S. (2012). *Intimate Relationships* (6thEd.). New York, N.Y.: McGraw Hill.

Course Objectives and Content:

This course is designed to provide an overview of research and theory on interpersonal relations. The course will be organized around a conceptual presentation of the interpersonal topics, processes, and principles that affect the nature and progress of social interactions, with a main focus on the development and maintenance of close relationships. There is also a rough developmental progression to the material in this course. We will begin by exploring the developmental basis of individual's chronic orientations toward their social world, move on to a discussion of the formation of relationships, and end with a focus on the factors that affect the maintenance or dissolution of such relationships.

Class Format and Tests:

I will let the text to provide a general overview of the material for a given topic and I will use class time to add new material, amplify important issues, and focus on specific topics in more depth. Three quarters of your grade will be based on three multiple-choice tests that each cover one third of the course material. Each test is worth 25% of your final grade. The tests will cover a roughly equal balance of the material found in specified chapters of the text, as well as material covered in lectures. The first test will be on **January 30**, the second on **March 5**, and the third on **April 2**.

The mark received for a test stands – it will not be dropped, re-weighted, etc. because you weren't feeling well, had a lot on your mind, etc., nor will "extra" assignments be given to students who are dissatisfied with their grades. My goal is to be fair to everyone – please don't ask for special treatment. Students are entitled to test rescheduling or paper extensions for *legitimate* medical, compassionate, or religious grounds – appropriate documentation will be required. Unless circumstances make it impossible to do so, please inform me and the TA as soon as possible (preferably prior) to the scheduled test to arrange a timely alternate date, and to provide acceptable documentation to support a medical, compassionate, or religious claim (Page 1:8-9 in the University of Waterloo Calendar). Make-up exams may differ in format from the original. Be assured that we will post test marks as soon as they are available. We do not generally release marks over the phone or by e-mail, and university policy prohibits final grades from being posted prior to the end of the examination period. Here is the UW Policy regarding Illness and Missed Tests:

UW Examination Regulations (www.registrar.uwaterloo.ca/exams/ExamRegs.pdf) state that: 1) A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the "University of Waterloo Verification of Illness" form or it will not be accepted. This form can be obtained from Health Services or at www.healthservices.uwaterloo.ca/Health_Services/verification.html. 2) If a student has a test/examination deferred due to acceptable medical evidence, he/she normally will write the test/examination at a mutually convenient time, to be determined by the course instructor. 3) The University acknowledges that, due to the pluralistic nature of the University community, some students may on religious grounds require alternative times to write tests and examinations. 4) Elective arrangements (such as travel plans) are not considered acceptable grounds for granting an alternative examination time.

Research Proposal:

The remaining 25% of your grade will be based on a research proposal due on **March 28** (or **April 4** if you do not wish to receive any written feedback on your paper). Basically, for this assignment I would like you to write the introduction section of an original research article, addressing a new, previously unanswered question involving some aspect of personal relationships. My best advice for the format of this assignment is to use the introduction section of articles in academic journals such as *Journal of Personality and Social Psychology*, *Personal Relationships*, the *Journal of Social and Personal Relationships*, etc. as a template for what you are to do.

The first step in completing this assignment is to select an issue or area of interest and discover what is known about this topic. Obviously, textbook or class material can be a good place to start. Once you have read enough to become familiar with an area of research, you will need to narrow your topic to the point that you are dealing with a **specific** research question. This question may be an extension or variation on a study that you have read or it may be a new research idea for which no previous studies exist.

After narrowing your idea to a single, focused question, your paper will need to develop specific hypotheses for what you expect and a solid, logically developed rationale for why you are expecting these results. Your theoretical explanations and justifications are more important than the question itself. I am not expecting you to actually develop a detailed methodology for your proposal (unless you are specifically proposing a new methodological variation or procedure). I am mainly interested in your theoretical ideas for a new study.

This should **not** be a long paper. Part of the exercise is to give you experience in producing a focused, tightly written report 5 to 7 pages in length. Pay attention to careful organization and the smooth transition of information and ideas. Good communication is critically important in this assignment.

It is common for research articles in Psychology to have multiple authors. Therefore, for this project you are permitted to work in groups of up to 3 people. You will all receive the same grade for the paper, so choose your groups and distribute the workload carefully to minimize perceived inequities.

Research Experience:

Since experiential learning is highly valued in the Department of Psychology, students may earn a "bonus" grade of up to 4% in this course through research experience. Course work will make up 100% of the final mark and a "bonus" of up to 4% may be earned and will be added to the final grade if/as needed to bring your final grade up to 100%. Study scheduling, participation and grade assignment is managed using the [SONA](#) online system. All students enrolled in this course have been set up with a SONA account.

Special Needs:

The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term. If you require an adapted learning or testing environment, please provide us with OPD documentation *at the beginning of the term*.

Academic Offenses:

A word about cheating – don't. It is lazy, disrespectful, and immoral. I expect university students to be mature, responsible, accountable people who act with integrity. Students who cheat or plagiarize are 1) incompetent – they haven't learned the material, and 2) untrustworthy – they are willing to mislead others and take advantage of their fellow students in order to get ahead. I do not want incompetent, immoral people getting a university degree, much less a job in a position of responsibility. Therefore, if you are caught cheating I will, with little sympathy, lobby for the most severe consequences possible. Here's the official statement:

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo and its Federated University and Affiliated Colleges are expected to promote honesty, trust, fairness, respect and responsibility.

Discipline: All students registered in courses at St. Jerome's University are expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under St. Jerome's University Academic Discipline Policy and UW Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm.

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. In such a case, contact the St. Jerome's University Grievance Officer. Read St. Jerome's University Handbook, Section 4, item 8, www.sju.ca/faculty/SJU_handbook/grievance_policy.html.

Appeals: A student may appeal the finding and/or penalty in a decision made under St. Jerome's University Academic Discipline Policy or Grievance Policy if a ground for an appeal can be established. In such a case, contact the St. Jerome's University Appeals Officer. Read St. Jerome's University Handbook, Section 6.4, www.sju.ca/faculty/SJU_handbook/examinations_grades_standings_and_appeals.html.

Academic Integrity website (Arts): http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Academic Integrity Office (UW): <http://uwaterloo.ca/academicintegrity/>

Tentative Course Outline:

| <u>Date</u> | <u>Topic</u> | <u>Chapters</u> |
|-------------|---|-----------------|
| Jan. 4 | Introduction | |
| 9 | Research Methods | 2 |
| 11 | A Conceptual Theory of Relationships | 1 |
| 16, 18 | Developmental Beginnings | 7 |
| 23 | Models of Self | |
| 25 | The Self in Relationship | 4 |
| 30 | *** Test 1 *** | |
| Feb. 1 | Models of Others: Trust | 10 |
| 6 | Models of Others: Power | 12 |
| 8 | Attraction | 3 |
| 13 | Mate Selection | |
| 15 | Theories of Emotion | |
| 20, 22 | *** reading week *** | |
| 27 | Theories of Love | 8 |
| 29 | Love and Hate | |
| Mar. 5 | *** Test 2 *** | |
| 7 | Relationship Formation | |
| 12 | Commitment | 6 |
| 14, 19 | Communication | 5 |
| 21, 26 | Conflict | 11 |
| 28 | Dissolution | 13 |
| 28 | *** research proposal due (written feedback) *** | |
| Apr. 2 | *** Test 3 *** | |
| 4 | *** research proposal due (no written feedback) *** | |