

Instructor:	Dr. John K. Rempel	TA:	Julia Shaw
Office:	St. Jerome's College Rm. 2018	Office:	St. Jerome's College Rm. 2021
Phone:	884-8111 ext. 28212	Phone:	884-8111 ext. 28256
Email:	jrempel@uwaterloo.ca	Email:	julishaw@gmail.com
		Office Hours:	Mondays 12:00 – 1:00, Wednesdays 1:00 – 2:00

Class Meeting: Monday, Wednesday 10:30 – 11:50, STJ 1036

Text: Miller, R.S., Perlman, D., & Brehm, S.S. (2007). *Intimate Relationships* (4<sup>th</sup> Ed.). 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 the 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 amplify important issues or 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 balance of the material found in specified chapters of the text, as well as material covered in lectures. The first test will be on **October 1**, the second on **November 3**, and the third on **December 1**.

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 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. Unless circumstances make it impossible to do so, please inform me 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.

### Research Proposal:

The remaining 25% of your grade will be based on a research proposal due on **November 26** (or **December 3** 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 a 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 *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 interested in having you 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 ideas of what we still need to know and why.

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.

### Academic Offenses:

A word about cheating – don't. Here is a statement prepared by St. Jerome's University regarding academic offenses: "All students registered in courses at the University of Waterloo and its Federated University and Affiliated Colleges are expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their actions. Students who are unsure whether an action constitutes an offense, or who need help in learning how to avoid offenses (e.g., plagiarism, cheating), or about 'rules' for group work / collaboration should seek guidance from the course professor, TA, academic advisor, the appropriate St. Jerome,s departmental Chair, or ultimately the Appeals Officer (currently the Associate Dean) for St. Jerome,s University. For information on categories of offenses and types of penalties, students should refer to Policy #71, *Student Academic Discipline*, <<http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>>. Students who believe that they have been wrongfully or unjustly penalized have the right to grieve in accord with Policy #70, *Student Grievance*, <<http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>>".

### Course Outline:

<u>Date</u>	<u>Topic</u>	<u>Chapters</u>
Sept. 8	introduction	
10	research methods	2
15	the concept of relationship	1
17, 22	developmental beginnings	7
24	models of self	14
29	the self in relationship	4
Oct. 1	*** Test 1 ***	
6, 8	models of others: trust	10
13	*** Thanksgiving - no class ***	
15	models of others: power	11
20	attraction	3
22	mate selection	
27, 29	theories of love	8
Nov. 3	*** Test 2 ***	
5, 10	relationship formation and commitment	6
12, 17	communication	5
19, 24	conflict	12
26	dissolution	13
26	*** research proposal due (written feedback) ***	
Dec. 1	*** Test 3 ***	
3	*** research proposal due (no written feedback) ***	