

Psychology 354 — Interpersonal Relations

Fall 2013
Thursdays 6:30-9:20 pm
AL 208

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Office Hours: Mondays 1:00 pm to 2:00 pm (Daniel Nadolny)
Tuesdays 4:30 pm to 5:30 pm (Linden Timoney)
Wednesdays 10:30 am to 11:30 am (Jeff Hughes)

Psych 354 is cross-listed with Psych 354R (formerly 221R). Only 1 of these 2 courses can count for credit towards your degree.

Text: Miller & Perlman's *Intimate Relationships*, 6th edition (2011).

Note: This is the same edition used in previous versions of the course (you can likely find used copies). I've also placed a copy on reserve in the Dana Porter library, which can be used for 3 hour chunks.

Course Overview: The purpose of this course is to introduce you to research on adult romantic relationships. Our analysis will be social psychological, and will thus emphasize the empirical study of relationships (we will focus on the methods and findings of experiments). The textbook is broad, while the lectures will tend to cover more specific issues, especially recent approaches. In this course, you will learn the methods and findings of relationship research in Social Psychology, as well as the skills necessary to be a critical consumer of this research. You will learn how research can be applied to understanding relationships in the real world, and will also be given an opportunity to develop the ability to extend existing research.

Course Requirements:

- 1) **Tests:** There will be three in-class tests, and NO final exam. Each test will be worth 25% of your final course grade and will cover all material from the text, videos, and lectures from the period leading up to the test. Tests are **not** cumulative. They will primarily be multiple-choice, but will also have a short answer component.
- 2) **Scenario Assignment:** You will be given a set of short written descriptions of scenes from relationships, and your task will be to analyze these relationships using material learned in class. Additional assignment details will be available on LEARN.
- 3) **Primary Source assignment (or Alternative):** You will be asked to select one citation from the assigned textbook readings and read the paper cited. The paper must be an empirical study (i.e., one that collects and analyzes data) and not a review paper (i.e., one that reviews other people's research). You should summarize the textbook's description of the research, and provide your own more detailed description of the work. Then, critically analyze the fit between the textbook's description of the research, the message the authors of the paper wished to convey, and your own independent reading of the paper. Additional assignment details will be available on LEARN.

Alternative: If you wish, you can choose to do an alternative to the primary source assignment. In the alternative, you must first discuss a particular finding or concept from the course, with relevant citations. You must then think of a way to extend these findings (consider a plausible moderator or mediator), and develop an experimental design to test your ideas. Next, explain your rationale for why you think your moderator or mediator is plausible. If your study produced the results you expected, what would the implications be for the study of close relationships, or for helping us create fulfilling relationships?

All graded components of the course will be kept in storage in the Psychology Department for a maximum of 16 months after the final grades have been submitted to the Registrar's Office. After that time, these documents will be destroyed in compliance with UW's confidential shredding procedures.

Research Experience:

Since experiential learning is highly valued in the Department of Psychology, students may earn a "bonus" 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%. Alternative “article summary” assignments are available to those who prefer not to participate in research. **Please see the “Research Experience Marks” section at the end of the course outline for more information on how to earn these bonus marks.**

Notes/Policies:

- 1) **LEARN:** Regularly visit the class page on LEARN for announcements, assignments, grades, slides, etc.
- 2) **Attendance:** To succeed, attend 100% of the lectures. Tests will be approximately 60% lecture material, and I will present a great deal of material not covered in your textbook.
- 3) **Missing Exams:** Students may take a make-up exam if they obtain *written, verifiable evidence* of medical problems. The make-up test may be different from the one taken by the rest of the class.
- 4) **Late Assignments:** Late assignments will receive a deduction of 5% from the total possible grade applied at midnight, unless an extension is granted.

Weighting for Course Grades:

Course Component	Weighting
Test # 1	25%
Test # 2	25%
Test # 3	25%
Scenario Assignment	10%
Primary Source Assignment	15%
REG/Alternative Bonus	+ 4%

Course Schedule – Fall 2013

Date	Topic	Textbook
Sept 12	L1: Introduction	Ch 1
Sept 19	L2: Attraction & First Impressions	Ch 3
Sept 26	L3: Relational Cognition	Ch 4
Oct 3	L4: Attachment Theory & Review Session	p. 14-19, 264 -265
Oct 10	Test 1, Video 1 to Follow Test	Includes: Ch 1, 3, 4 p. 14-19 and 264-265
Oct 17	L5: Love & Intimacy , Social Exchange Theories	Ch 8, p. 175-183
Oct 24	L6: Interdependence & Commitment <i>Scenario Assignment Due by Midnight</i>	p. 183-211
Oct 31	L7: Communication, Sexuality	Ch 5, 9
Nov 7	Test 2 Grad School Info Session (to follow the test)	Includes: Ch 5, 6, 8, 9 and Video 1
Nov 14	L9: Jealousy & Betrayal, Power & Deception <i>Primary Source Assignment Due by Midnight</i>	Ch 10, p. 362-377
Nov 21	L10: Conflict & Divorce, Relationship Maintenance,	Ch 13, p. 337-353, Ch 14
Nov 28	L11: Relationships and Goal Pursuit, Video 2	Fitzsimons & Finkel (2010)
Exam Period	Test 3	Includes: Ch 10, 13, 14, p. 362-377 p. 337-353, Fitzsimons & Finkel (2010) and Video 2

Messages from the Department of Psychology and the Faculty of Arts

The Official Version of the Course Outline

If there is a discrepancy between the hard copy outline (*i.e., if students were provided with a hard copy at the first class*) and the outline posted on LEARN, the outline on LEARN will be deemed the official version. Outlines on LEARN may change as instructors develop a course, but they become final as of the first class meeting for the term.

Accommodations for Students with Disabilities

Access-Ability Services, 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 Access-Ability Services at the beginning of each academic term.

Concerns About the Course or Instructor (Informal Stage)

We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Studies ([Myra Fernandes](#) from July 1, 2012 through June 30, 2014) is available for consultation and to mediate a resolution between the student and instructor. Contact information is as follows:

Myra Fernandes

Email: mafernan@uwaterloo.ca

Ph 519-888-4567 ext 32142

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. See Policy 70 and 71 below for further details.

Academic Integrity, Academic Offenses, Grievance, and Appeals

To protect course integrity, as well as to provide appropriate guidance to students, course outlines in the Faculty of Arts must include the following note on avoidance of academic offenses:

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

[Further details: <http://www.uwaterloo.ca/academicintegrity/>]

Discipline: A student is expected to know what constitutes academic integrity

<http://www.uwaterloo.ca/academicintegrity/>], to avoid committing academic offenses, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about 'rules' for group work/collaboration should seek guidance from the course instructor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 - Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline <http://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. Read Policy 70 - Student Petitions and Grievances, Section 4 <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>].

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals <http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>].

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

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

Students who are requesting accommodation for course requirements (assignments, midterm tests, final exams, etc.) due to illness should do the following:

- seek medical treatment as soon as possible and obtain a completed UW Verification of Illness Form: http://www.healthservices.uwaterloo.ca/Health_Services/verification.html
- submit that form to the instructor within 48 hours.
- (preferably) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.

In the case of a missed final exam, the instructor and student will negotiate an extension for the final exam which will typically be written as soon as possible, but no later than the next offering of the course.

In the case of a missed assignment deadline or midterm test, the instructor will either:

1. waive the course component and re-weight remaining term work as he/she deems fit according to circumstances and the goals of the course, or
2. provide an extension.

In the case of bereavement, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.

Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.

Research Experience Marks Information and Guidelines

Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this, article review is another. A number of undergraduate courses have been expanded to include opportunities for Psychology students to earn grades while gaining 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%.

The two options for earning research experience grades (participation in research and article review) are described below. Students may complete any combination of these options to earn research experience grades.

Option 1: Participation in Psychology Research

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in lab and/or online (web-based) studies conducted by students and faculty in the Department of Psychology. Participation enables students to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience. Please be assured that all Psychology studies have undergone prior ethics review and clearance through the Office of Research Ethics.

Educational focus of participation in research

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results
- References for at least two related research articles
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study
- Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which s/he participated.

Participation in LAB studies is worth 0.5 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies is worth .25 credits for each 15-minutes of participation. Researchers will record student's participation and will advise the course instructor of the total credits earned by each student at the end of the term.

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. It is VERY IMPORTANT that you get an early start on your studies. For detailed instructions on [when and how access your SONA account](#) and for a list of [important dates and deadlines](#) please, as soon as possible, click on:

<http://www.arts.uwaterloo.ca/~regadmin/regparticipant/sonainfo/#SonaSignUp>

**** Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website. ****

More information about the REG program is available at:

<http://www.arts.uwaterloo.ca/~regadmin/regparticipant/>

Option 2: Article Review as an alternative to participation in research

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may opt to gain research experience by writing short reviews (1½ to 2 pages) of research articles relevant to the course. These article summaries can be written on peer-reviewed journal articles concerning close relationships. Some recommended journals to use are *Psychological Science* (short articles, but only some are related to relationships), *Personality and Social Psychology Bulletin* (again, only some articles are related to relationships), *Journal of Social and Personal Relationships* and *Personal Relationships*. *You must contact your TA to get approval for the article you have chosen before writing the review.* Each review article counts as one percentage point. To receive credit, you must follow specific guidelines. The article review must:

- **Be submitted before the last lecture. Late submissions will NOT be accepted under ANY circumstances.**
- Be typed
- Fully identify the title, author(s), source and date of the article. A copy of the article must be attached.
- Identify the psychological concepts in the article and indicate the pages in the textbook that are applicable. Critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc. Provide examples whenever possible.
- Clearly evaluate the application or treatment of those concepts in the article.

Keep a copy of your review in the unlikely event we misplace the original.