



AFFILIATED WITH THE UNIVERSITY OF WATERLOO

RENISON UNIVERSITY COLLEGE

240 WESTMOUNT ROAD NORTH, WATERLOO, ON, CANADA, N2L 3G4

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## PSYCH 448R CLOSE RELATIONSHIPS

Fall 2019

Instructor: Dr. Denise Marigold

**When:** Wednesday 11:30am-2:20pm **Room:** REN 0402

**Email:** [dcmarigold@uwaterloo.ca](mailto:dcmarigold@uwaterloo.ca) **Phone:** 519-884-4404 ext. 28619

**Office Hours:** Before or after class, or by appointment **Office:** REN 1602

### COURSE DESCRIPTION AND LEARNING OBJECTIVES

This course will focus on the life cycle of adult close relationships, ranging from stages of initial attraction and the development of an attachment, to growth and maintenance of the relationship, to conflict and in some cases, dissolution. We will examine current theories and research in the social psychological study of close relationships to gain a better understanding of the basic processes involved in intimate relationships. The assignments in this seminar will help you develop more effective oral and written communication skills. More specifically, by the end of the course you should be able to:

1. Describe how relationships develop and change over time using the most influential theories and frameworks in relationships research.
2. Discuss the roles of individual and contextual factors in shaping relationship behaviour.
3. Critically evaluate and integrate research from various scientific sources.
4. Summarize and concisely present empirical research articles.
5. Operationalize variables of interest and design studies to effectively answer questions about relationship behaviour.
6. Evaluate the accuracy of media claims about relationships using scientific sources.
7. Gain insight into your own relationships experiences by applying research on relationship processes.

### REQUIRED READINGS:

The required readings for each week can be found on the Learn website.

### ASSIGNMENTS AND EVALUATION:

|                                 |     |
|---------------------------------|-----|
| 1) Attendance and Participation | 15% |
| 2) Thought Papers and Questions | 20% |
| 3) Seminar Leadership           | 20% |
| 4) Scenario Analysis Exam       | 20% |
| 5) Outline of Final Paper       | 5%  |
| 6) Final Paper                  | 20% |

### **1) Attendance and Participation (15%)**

**DUE: Throughout the course**

A seminar course is only successful if students attend and participate regularly. The criteria for evaluating class participation will be based on a student's understanding of the material, the ability to foster discussion, demonstration of an understanding for others, and willingness to engage in seminar activities. Discussion is essential to the development and articulation of ideas. Discussion, like writing, is often hard work, requiring preparation and commitment. It also takes practice. Writing thought papers on the readings and attending class with several critical questions for that week's theme may assist with participation. When you are uncertain about something, please say so during class. You will be helping the group as a whole clarify ideas. If you are having difficulties with participation or course material, do not hesitate to meet with me for strategies.

In the last hour of each class, students will be given a research question related to that week's topic and asked to design a study that would effectively answer that question. In small groups you will then discuss your ideas and decide on one study which you will present briefly to the rest of the class for discussion. Students will evaluate their own and their group members' contribution to the study design and this will form 5% of your participation mark. The remaining 10% will be based on your attendance and contributions to class-wide discussions.

### **2) Thought Papers and Questions (20%)**

**DUE: Midnight on each Monday before class (submitted to Learn Discussion Forum)**

Every other week each student will complete a half-page single-spaced thought paper in response to the required readings (a total of 4 thought papers throughout the term). Thought papers are an opportunity for you to describe your reactions to the readings, critique one or two points, or raise new questions. Although these are not meant to be formal papers, the quality of your writing will be considered in your grade so be sure to organize your thoughts and write clearly. The 4 papers will be evaluated together for a grade worth 16%.

On alternate weeks each student will submit 2-3 questions for discussion based on that week's readings (a total of 4 weeks throughout the term). These will make up the remaining 4% of the grade for this component of the course.

Students are expected to read each others' thought papers and questions prior to class and be prepared to comment on others' ideas to stimulate class discussion. Note that seminar leaders are not required to submit a thought paper. If your presentation falls on the same week your thought paper is due, you may skip that week.

### **3) Seminar Leadership (20%)**

**DUE: See schedule of readings**

In groups of 2 to 4, students will be responsible for leading one hour of the seminar during the term (starting in Week 3). Each member will present a summary of one of the articles listed in the course outline for their chosen week. The summary should include a short description of the background of the topic, explanation of the methods and results (presenting these in graphs or tables is helpful), and some conclusions. Seminar leaders should prepare some questions based on their article to generate class discussion. Each article presentation should take no longer than 10 minutes. In addition, each leader should provide a one page summary of their presented article to classmates.

Although each member of the group is responsible for presenting an article individually, group members should work together to come up with examples from television, film, music, books, news media,

internet, or other “lay” sources where this topic is represented to examine how scientific research results compare to popular notions of relationship processes. Class activities (e.g. questionnaires, demonstrations, role-plays) may be incorporated in the presentation in addition to the class discussion. Students may use Powerpoint if they wish. Together, group members should present a conclusion that summarizes the articles’ findings and includes concrete suggestions for future research.

Seminar leadership will be evaluated according to: demonstrated knowledge and understanding of the topic, critical examination of readings/resources, communication of the material (presentation and summary hand-out), and engagement level of the class (activity). More detailed evaluation criteria is posted on Learn.

#### **4) Scenario Analysis – Open-Book Exam (20%)**

**DATE: Nov. 27 (Week 12)**

Students will be given stories of one couple’s relationship trajectory (circumstances around the initiation, growth, and maintenance or dissolution of their relationship). You will use the theories discussed in the course to explain the couples’ perceptions and behaviours, and suggest reasons why the relationship progressed as it did. You must cite specific articles from the course (either the required reading or seminar leaders’ articles) to back up your analysis. You may bring all the articles to the exam with you. If you do the weekly readings, attend class, and participate in discussions, you should be well-prepared for this exam.

#### **5) Final Paper: Thriving Relationships or Research Proposal (25%)**

**DUE: December 8 before midnight**

For the final paper, you will write an article geared towards a popular Psychology magazine (e.g., Psychology Today). The question you are trying to answer for readers is “What makes close relationships thrive?” You may choose any topic in the relationships literature to focus on. You will need to concisely communicate the findings of at least three empirical articles on your topic (only one of the articles may be on the course reading list). You will integrate these findings, and any related theories or frameworks, to convey to your ‘lay’ audience practical advice for facilitating a thriving relationship. Use personal anecdotes, hypothetical scenarios, and media representations of your phenomena to make your article engaging for the reader, while still maintaining scientific integrity.

Alternatively, you can choose to write a research proposal. You will write the introduction and methods sections of an empirical journal article, and a limited discussion section (as you will not have actual results to discuss). You must reference at least three different articles.

5% of the 25% for this assignment will come from a one-page outline you will submit by November 17<sup>th</sup>. This outline should include your topic, a few sentences on your approach to the paper, and your three chosen articles. I will give you feedback in the dropbox and you can also set up a meeting with me to discuss.

Your final paper should be about 5 pages double-spaced. APA format is required.

#### **Assignment Deadlines**

Please try to inform me in advance if you are unable to complete an assignment by the scheduled date. Missed due dates are only acceptable in the case of health problems (with a note from a doctor or counsellor) or other exceptional circumstances. Late submissions, without advance permission, will be given a 10% reduction in the total possible grade for each 24 hours after the due date. No assignments will be accepted if submitted more than one week after the deadline.

## WEEK 1 – Sept. 4: Introduction

Jordan, C.H., & Zanna, M.P. (1999). How to read a journal article in Social Psychology. In R. F. Baumeister (Ed.), *The Self in Social Psychology* (pp. 461-470). Philadelphia: Psychology Press.

## WEEK 2 – Sept. 11: Relationship Initiation

### Required Reading:

Finkel, E.J., Eastwick, P.W., Karney, B.R., Reis, H.T., & Sprecher, S. (2012). Online dating: A critical analysis from the perspective of psychological science. *Psychological Science in the Public Interest*, 13, 3-66.

### Professor's Articles:

Luo, S., & Zhang, G. (2009). What leads to romantic attraction: Similarity, reciprocity, security, or beauty? Evidence from a speed-dating study. *Journal of Personality*, 77, 933-964.

Eastwick, P.W., & Hunt, L.L. (2014). Relational mate value: Consensus and uniqueness in romantic evaluations. *Journal of Personality and Social Psychology*, 106, 728-751.

Cameron, J.J., Stinson, D.A., Gaetz, R., & Balchen, S. (2010). Acceptance is in the eye of the beholder: Self-esteem and motivated perceptions of acceptance from the opposite sex. *Journal of Personality and Social Psychology*, 99, 513-529.

## WEEK 3 – Sept. 18: Attachment Style

### Required Reading:

Mikulincer, M., & Shaver, P.R. (2005). Attachment theory and emotions in close relationships: Exploring the attachment-related dynamics of emotional reactions to relational events. *Personal Relationships*, 12, 149-168.

### Seminar Leaders' Articles:

La Guardia, J.G., Ryan, R.M., Couchman, C.E., & Deci, E.L. (2000). Within-person variation in security of attachment: A self-determination theory perspective on attachment, need fulfillment, and well-being. *Journal of Personality and Social Psychology*, 79, 367-384.

Marshall, T.C., Benjanyan, K., Di Castro, G., & Lee, R.A. (2013). Attachment styles as predictors of Facebook-related jealousy and surveillance in romantic relationships. *Personal Relationships*, 20, 1-22.

Collins, N.L., Ford, M.B., Guichard, A.C., & Allard, L.M. (2006). Working models of attachment and attribution processes in intimate relationships. *Personality and Social Psychology Bulletin*, 32, 201-219.

## WEEK 4 – Sept. 25: Commitment

### Required Reading:

Lydon, J.E., Burton, J., & Menzies-Toman, D. (2005). Commitment calibration with the relationship cognition toolbox. In M.W. Baldwin (Ed.), *Interpersonal cognition* (pp. 126-152). New York: Guilford Press.

### Seminar Leaders' Articles:

Wieselquist, J., Rusbult, C. E., Foster, C. A., & Agnew, C. R. (1999). Commitment, pro-relationship behavior, and trust in close relationships. *Journal of Personality and Social Psychology, 77*, 942-966.

Lehmiller, J.J., & Agnew, C.R. (2007). Perceived marginalization and the prediction of romantic relationship stability. *Journal of Marriage and Family, 69*, 1036-1049.

Schoebi, D., Karney, B.R., & Bradbury, T.N. (2012). Stability and change in the first 10 years of marriage: Does commitment confer benefits beyond the effects of satisfaction? *Journal of Personality and Social Psychology, 102*, 729-742.

## WEEK 5 – Oct. 2: Marriage

### Required Reading:

Huston, T.L. (2009). What's love got to do with it? Why some marriages succeed and others fail. *Personal Relationships, 16*, 301-327.

Finkel, E.J., Hui, C.M., Carswell, K.L., & Larson, G.M. (2014). The suffocation of marriage: Climbing Mount Maslow without enough oxygen. *Psychological Inquiry, 25*, 1-41.

### Seminar Leaders' Articles:

Schoenfeld, E.A., Bredow, C.A., & Huston, T.L. (2012). Do men and women show love differently in marriage? *Personality and Social Psychology Bulletin, 38*, 1396-1409.

Doss, B.D., Rhoades, G.K., Stanley, S.M., & Markman, H.J. (2009). The effect of the transition to parenthood on relationship quality: An 8-year prospective study. *Journal of Personality and Social Psychology, 96*, 601-619.

Grote, N. K., & Clark, M. S. (2001). Perceiving unfairness in the family: Cause or consequence of marital distress? *Journal of Personality and Social Psychology, 80*, 281-293.

## WEEK 6 – Oct. 9: Sex

### Required Reading:

Diamond, L.M. (2013). Sexuality in relationships. In J.A. Simpson & L. Campbell (Eds.), *The Oxford handbook of close relationships* (pp. 589-614). New York: Oxford University Press.

### **Seminar Leaders' Articles:**

McNulty, J.K., Wenner, C.A., & Fisher, T.D. (2016). Longitudinal associations among relationship satisfaction, sexual satisfaction, and frequency of sex in early marriage. *Archives of Sexual Behavior, 45*, 85-97.

Fallis, E.E., Rehman, U.S., & Purdon, C. (2014). Perceptions of partner sexual satisfaction in heterosexual committed relationships. *Archives of Sexual Behavior, 43*, 541-550.

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*, 267-273.

**Oct. 16: No class, Fall Break**

### **WEEK 7 – Oct. 23: Relationship Maintenance**

#### **Required Reading:**

Reis, H.T., & Clark, M.S. (2013). Responsiveness. In J.A. Simpson & L. Campbell (Eds.), *The Oxford handbook of close relationships* (pp. 400-423). New York: Oxford University Press.

#### **Seminar Leaders' Articles:**

Stafford, L., & Merolla, A.J. (2007). Idealization, reunions, and stability in long-distance dating relationships. *Journal of Social and Personal Relationships, 24*, 37-54.

Gable, S.L., Reis, H.T., Impett, E.A., & Asher, E.R. (2004). What do you do when things go right? The intrapersonal and interpersonal benefits of sharing positive events. *Journal of Personality and Social Psychology, 87*, 228-245.

Impett, E.A., Gordon, A.M., Kogan, A., Oveis, C., Gable, S.L., & Keltner, D. (2010). Moving toward more perfect unions: Daily and long-term consequences of approach and avoidance goals in romantic relationships. *Journal of Personality and Social Psychology, 99*, 948-963.

Neff, L.A., & Karney, B.R. (2009). Stress and reactivity to daily relationship experiences: How stress hinders adaptive processes in marriage. *Journal of Personality and Social Psychology, 97*, 435-450.

### **WEEK 8 – Oct. 30: Insecurity and Self-Fulfilling Prophecies**

#### **Required Reading:**

Cavallo, J.V., Murray, S.L., & Holmes, J.G. (2013). Regulating interpersonal risk. In J.A. Simpson & L. Campbell (Eds.), *The Oxford handbook of close relationships* (pp. 116-134). New York: Oxford University Press.

### **Seminar Leaders' Articles:**

Marigold, D. C., Holmes, J.G., and Ross, M. (2007). More than words: Reframing compliments from romantic partners fosters security in low self-esteem individuals. *Journal of Personality and Social Psychology*, 92, 232-248.

Downey, G., Freitas, A.L., Michaelis, B., & Khouri, H. (1998). The self-fulfilling prophecy in close relationships: Rejection sensitivity and rejection by romantic partners. *Journal of Personality and Social Psychology*, 75, 545-560.

Lemay, E.P. Jr., & Clark, M.S. (2008). "Walking on eggshells": How expressing relationship insecurities perpetuates them. *Journal of Personality and Social Psychology*, 95, 420-441.

## **WEEK 9 – Nov. 6: Conflict and Aggression**

### **Required Reading:**

Overall, N.C., & McNulty, J.K. (2017). What type of communication during conflict is beneficial for intimate relationships? *Current Opinion in Psychology*, 13, 1-5

Finkel, E.J., & Eckhardt, C.I. (2013). Intimate partner violence. In J.A. Simpson & L. Campbell (Eds.), *The Oxford handbook of close relationships* (pp. 452-474). New York: Oxford University Press.

### **Seminar Leaders' Articles:**

Baucom, B. R., Dickenson, J. A., Atkins, D. C., Baucom, D. H., Fischer, M. S., Weusthoff, S., Hahlweg, K., & Zimmermann, T. (2015). The interpersonal process model of demand/withdraw behavior. *Journal of Family Psychology*, 29, 80-90.

Finkel, E.J., Slotter, E.B., Luchies, L.B., Walton, G.M., & Gross, J.J. (2013). A brief intervention to promote conflict reappraisal preserves marital quality over time. *Psychological Science*, 24, 1595-1601.

Frye, N.E., & Karney, B.R. (2006). The context of aggressive behavior in marriage: A longitudinal study of newlyweds. *Journal of Family Psychology*, 20, 12-20.

## **WEEK 10 – Nov. 13: Interventions and Dissolution**

### **Required Reading:**

Johnson, M.D. (2012). Healthy marriage initiatives: On the need for empiricism in policy implementation. *American Psychologist*, 67, 296-308.

Kellas, J.K., Bean, D., Cunningham, C., & Cheng, K.Y. (2008). The ex-files: Trajectories, turning points, and adjustment in the development of post-dissolutional relationships. *Journal of Social and Personal Relationships*, 25, 23-50.

**Seminar Leaders' Articles:**

Sevier, M., Atkins, D.C., Dos, B.D., & Christensen, A. (2015). Up and down or down and up? The process of change in constructive couple behavior during traditional and integrative behavioral couple therapy. *Journal of Marital and Family Therapy*, 41, 113-127.

Eastwick, P.W., Finkel, E.J., Krishnamurti, T., & Loewenstein, G. (2008). Mispredicting distress following romantic breakup: Revealing the time course of the affective forecasting error. *Journal of Experimental Social Psychology*, 44, 800-807.

Sbarra, D. A, Smith, H. L., & Mehl, M. R. (2012). When leaving your ex, love yourself: Observational ratings of self-compassion predict the course of emotional recovery following marital separation. *Psychological Science*, 23, 261-269.

**WEEK 11 – Nov. 20: No class, prepare for final**

**WEEK 12 – Nov. 27: Scenario Analysis (Open-Book Exam)**



## ADDITIONAL NOTES AND POLICIES

### **Renison University College Land Acknowledgement**

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

### **Accommodation for Illness or Unforeseen Circumstances**

The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See

[http://www.registrar.uwaterloo.ca/students/accom\\_illness.html](http://www.registrar.uwaterloo.ca/students/accom_illness.html)

### **Academic Integrity**

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

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her 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 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://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>.

**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://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70>. In addition, consult <http://arts.uwaterloo.ca/student-grievances-faculty-arts-processes> for the Faculty of Arts’ grievance processes.

**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://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72>.

**Academic Integrity website (Arts):** [http://arts.uwaterloo.ca/arts/ugrad/academic\\_responsibility.html](http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html)

**Academic Integrity Office (uWaterloo):** <http://uwaterloo.ca/academic-integrity/>

### **Accommodation for Students with Disabilities**

The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (NH 1401), 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 AAS office at the beginning of each academic term.

### **Electronic Device Policy**

The use of mobile computing devices (e.g., cell phones, laptops) in the classroom is limited to note-taking and accessing course materials. Personal surfing of the internet, downloading of non-course related material, use of messaging software, or gaming is not to take place.

Audio and video recordings of classroom lectures or activities must be approved by the professor prior to the beginning of the scheduled session. Recordings may only be used for individual study of materials presented during class and may not be published or distributed without the consent of the

professor. Videos that contain images of other students may not be published or distributed without the consent of all students depicted in the video.

### **Information on Plagiarism Detection**

Plagiarism detection software (Turnitin) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. In the first week of the term, details will be provided about the arrangements for the use of Turnitin in this course.

Note: students must be given a reasonable option if they do not want to have their assignment screened by Turnitin. See <http://uwaterloo.ca/academic-integrity/integrity-waterloo-faculty/turnitin-waterloo> for more information.

### **Intellectual Property**

Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

### **Mental Health Support**

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

#### **On Campus**

- Counselling Services: [counselling.services@uwaterloo.ca](mailto:counselling.services@uwaterloo.ca) / 519-888-4567 xt 32655
- **MATES**: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

#### **Off campus, 24/7**

- **Good2Talk**: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- **Here 24/7**: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- **OK2BME**: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

### **A respectful living and learning environment for all.**

Everyone living, learning, and working at Renison University College is expected to contribute to creating a respectful environment free from harassment and discrimination.

If you experience or witness harassment or discrimination, seek help. You may contact Credence & Co., Renison’s external anti-harassment and anti-discrimination officers, by email

(info@credenceandco.com) or by phone (519-883-8906). Credence & Co. is an independent K-W based firm which works with organizations toward thriving workplace cultures, including professional coaching, consulting, facilitation, policy development, conflict mediation and ombudsperson functions.

Harassment is unwanted attention in the form of disrespectful comments, unwanted text messages or images, degrading jokes, rude gestures, unwanted touching, or other behaviours meant to intimidate.

According to the Ontario Human Rights Code, discrimination means unequal or different treatment causing harm, whether intentional or not, because of race, disability, citizenship, ethnic origin, colour, age, creed, marital status, sex, sexual orientation, gender identity, and gender expression, or other personal characteristic.