



St. Jerome's University in the University of Waterloo
Department of Psychology
Psych 354 cross-listed with Psych 354R
INTERPERSONAL RELATIONSHIPS
Fall 2019
Tuesday, Thursday 1:00 – 2:20, SJ2 2002

Instructor and T.A. Information

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Course Description

A psychological analysis of social interaction and the dynamics of close relationships.

Course Goals and Learning Outcomes

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.

Required Text

- Miller, R.S. (2018). *Intimate Relationships* (8thEd.). New York, N.Y.: McGraw Hill.

Course Requirements and Assessment

| Assessment | Date of Evaluation | Weighting |
|-------------------------------------|--------------------|-----------|
| Test 1 | Jan 31 | 25% |
| Test 2 | Mar 7 | 25% |
| Test 3 | Apr 4 | 25% |
| Research Proposal | Apr 5 | 25% |
| Optional Research experience | | Up to 3% |
| Total | | 100% |

Assessment 1: Tests

I will let the text 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 31, the second on March 7, and the third on April 4.

Test results will be posted as soon as they are available. Please check your mark after each test, as 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.

The mark received for a test stands – it will not be dropped or re-weighted because you forgot, 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. However, it is fair for a test to be rescheduled for legitimate medical, compassionate, or religious grounds.

Students 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 uWaterloo Verification of Illness Form: <https://uwaterloo.ca/health-services/student-medical-clinic/services/verification-illness>
- 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 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.

Assessment 2: Research Proposal

The remaining 25% of your grade will be based on a research proposal that is due by 11:59 on December 5 as an email attachment. I will deduct 5% per day for late papers after 11:59 on December 7. If you hand in your paper on December 6 or 7 you will not incur a late penalty but you will only receive a grade with no additional comments on your paper.

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. 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 results you expect and a solid, logically developed rationale for why you are expecting them. 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. However, in order to develop hypotheses that are logical, meaningful, and precise, it would be to your advantage to carefully think through how you would test your idea and I very strongly encourage you to do so.

This should not be a long paper. Part of the exercise is to give you experience in producing a focused, tightly written report. There is no page limit but you should focus on saying everything you need to say as clearly and efficiently as possible and don't say anything more. Pay attention to careful organization and the smooth transition of information and ideas. In this assignment, good communication is critical.

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 real or perceived inequities.

Assessment 3: Research Experience Marks

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 3%** in this course through research experience. Course work will make up 100% of the final mark and a "bonus" of up to 3% 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 has increment values of 0.5 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies has increment values of .25 credits for each 15-minutes of participation. Researchers will record student's participation, and at the end of the term the REG Coordinator will provide the course instructor with a credit report of the total credits earned by each student.

How to participate?

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. You must get started early in the term.

[Participating/SONA information: How to log in to Sona and sign up for studies](#)

**** 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: [REG Participants' Homepage](#)

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. The course instructor will specify a suitable source of articles for this course (i.e., scientific journals, newspapers, magazines, other printed media). *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 day of lectures](#). 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.

Course Outline / Class Schedule

| Date | Topic | Readings Due |
|--------|--|--------------|
| Jan 8 | Introduction | |
| Jan 10 | Research Methods | Chapter 2 |
| Jan 15 | A Conceptual Theory of Relationships | Chapter 1 |
| Jan 17 | Developmental Beginnings | Chapter 7 |
| Jan 22 | Developmental Beginnings | |
| Jan 24 | Models of Self | |
| Jan 29 | The Self in Relationship | Chapter 4 |
| Jan 31 | *** Test 1 *** | |
| Feb 5 | Models of Others: Trust | Chapter 10 |
| Feb 7 | Models of Others: Power | Chapter 12 |
| Feb 12 | Attraction | Chapter 3 |
| Feb 14 | Mate Selection | |
| Feb 19 | *** study day – no class *** | |
| Feb 21 | *** study day – no class *** | |
| Feb 26 | Theories of Emotion | |
| Feb 28 | Theories of Love | Chapter 8 |
| Mar 5 | Love and Hate | |
| Mar 7 | ***Test 2**** | |
| Mar 12 | Relationship Formation | |
| Mar 14 | Commitment | Chapter 6 |
| Mar 19 | Communication | Chapter 5 |
| Mar 21 | Communication | |
| Mar 26 | Conflict | Chapter 11 |
| Mar 28 | Conflict | |
| Apr 2 | Dissolution | Chapter 13 |
| Apr 4 | *** Test 3 *** | |
| Apr 5 | *** research proposal due *** | |
| Apr 7 | *** late penalties for research proposal begin *** | |

Late Work

Research Proposal: You will have until April 5 at 11:59 pm to submit your paper if you want me to give you feedback. If you hand in your paper on April 6 or 7 you will not incur a late penalty but you will receive a grade only with no additional comments on your paper. I will deduct 5% per day for papers received after 11:59 on April 7.

Information on Plagiarism Detection

Plagiarism detection software (Turnitin) will be not used to screen assignments in this course.

Electronic Device Policy

Electronic devices are allowed in class as long as they are not disruptive. Please do not take photographs during class without receiving prior permission from the instructor to do so.

Attendance Policy

Attendance is not mandatory however is highly recommended in order to succeed in the class.

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 actually 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 information:

Academic Integrity: To maintain a culture of academic integrity, members of the University of Waterloo and its Affiliated and Federated Institutions of Waterloo (AFIW) are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity](#) webpage for more information.

Discipline: A student is 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 the [St. Jerome's University Policy on Student Discipline](#). For information on categories of offenses and types of penalties, students should refer to [University of Waterloo Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read the [St. Jerome's University Policy on Student Petitions and Grievances](#).

Appeals: A decision made or penalty imposed under the St. Jerome's University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome's University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the [St. Jerome's University Policy on Student Appeals](#).

Note for Students with Disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (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 AS office at the beginning of each academic term.