

## Syllabus for PSYCO 347: Interpersonal Relationships Section A1, Fall 2016

**Instructor:** Jennifer Passey, Ph.D.

*Office:* BSP 341

*Phone:* 780-492-3229

*Website:* <http://www.ualberta.ca/~jpassey/>

*Email:* [jpassey@ualberta.ca](mailto:jpassey@ualberta.ca) (Please put PSYCO 347 or Relationships in subject line, and use your ualberta email address for all emails – also see email etiquette policy below)

*Office Hours:* Tuesdays from 1:30-3pm, Wednesdays from 1:30-3pm, and Thursdays from noon-1:30pm (see office hours policy below).

*Course Website:* Go to eClass, accessible on the University main page

*Preferred Pronouns:* She/Her;

Dr. Passey is a Safe Spaces Resource Person; for more info see:

<http://www.ismss.ualberta.ca/SafeSpaces>

**Class Location:**

T B 45

**Class Times:**

TR 9:30am-10:50am

**Required Texts:**

Regan, P. (2011). *Close Relationships*. New York, NY: Routledge. *Note:* Throughout the term, **supplementary readings will be required**. Links to these readings will be available on the course website.

**Prerequisites:**

PSYCO 104 or SCI 100, PSYCO 105, and PSYCO 241 or SOC 241. Students who have not completed these prerequisites will not receive credit for completing PSYCO 347.

**Course Description and Objectives:**

This course will provide a general overview of research and theory in the domain of relationships, based on classic and contemporary findings from the social psychological literature. Most of the course content will focus on adult romantic relationships. For example, you will learn about the factors that influence the development of romantic relationships, individual differences that affect how people function in relationships, and typical patterns of conflict in relationships. You will also learn about the scientific methods used by researchers in social psychology to conduct valid research. It is my hope that you will be able to use this knowledge of research methods to be able to critically evaluate studies that you read about in scholarly journals, or hear about in the news.

**Please note:** In this course we will discuss several examples of social behavior that are unpleasant and/or controversial (e.g.s, intimate partner violence, aggression, stereotyping/prejudice, conflict and divorce, deception, rape, gender roles, evolutionary psychology, and politics). Additionally, discussions of the theories and empirical research may challenge your pre-existing beliefs about social behavior. Some students might find these topics or discussions uncomfortable or anxiety provoking. Nevertheless, all students will be responsible for all required topics, lectures, readings, assignments, and activities. I encourage concerned students to review the posted readings and slides in advance, so that they can anticipate the presentation of material they find discomfoting.

Hopefully, by the end of the term you will have the skills to:

- (1) Identify and describe the core theories involved in relationships research,
- (2) Interpret, critically evaluate, and discuss scientific research on relationships,
- (3) Create new research questions in this area of research,
- (4) Clearly and concisely communicate scientific results to others through a literature review using APA-style, and
- (5) Collaborate with others to apply the findings from the literature to experiences from your daily life.

### Lecture Schedule\*:

Two 1 hour and 20-minute lectures are scheduled for each week. The purpose of the lectures is not to repeat the material covered in the text. In my lectures I will be variously introducing, clarifying, and elaborating on material about relationships, much of it in the text but not all. I will also be using class activities, demonstrations, video clips, as well as examples from recently published research, real life applications, and projects conducted at universities across Canada to supplement the text material. **All of this material, in addition to the material in the text, readings, assignment readings, and lecture notes is eligible to be covered on the exams.**

If a student misses lecture for any reason, they are strongly encouraged to not only print and review the lecture notes, but also to a) meet with another student to go through the notes and catch up on any supplemental material not included in the notes, and b) to attend office hours with the instructor to go over any questions or to clarify anything regarding the missed lecture. **Lecture time is limited, so you will be responsible for a great deal of the information in the readings on your own.** Just because it hasn't been explicitly covered in lecture doesn't mean that it won't be on the exam. Many students will find it helpful to complete the readings from the text before attending lecture. The outline for the course, including the midterm dates and chapters of the text covered each week is as follows:

| Dates  | Lecture # | Topics                                | Readings; Assignments  |
|--|-----------|---------------------------------------|--|
| Sept. 1 <sup>st</sup>                            | 1         | Orientation to the course             |  |
| Sept. 6 <sup>th</sup> -8 <sup>th</sup>           | 2-3       | Introduction to Relationship Science. | Ch. 1, Aron et al. (1991), & Hazan & Shaver (1994)             |
| Sept. 13 <sup>th</sup>                           | 4         | Research Methods                      | Ch. 2, Berscheid (1999)  |
| Sept. 15 <sup>th</sup>                           | 5         | Social Cognition                      | Ch. 8, Schlenker & Britt (1999)                                |
| Sept. 20 <sup>th</sup>                           | 6         | <b>In-class Assignment #1</b>         | <b>Snyder et al. (1977), &amp; Downey et al. (1999)</b>        |
| Sept. 22 <sup>nd</sup>                           | 7         | <b>Relationship War #1</b>            | -; <b>Sign up for textbook chapter topics on eClass</b>        |
| Sept. 27 <sup>th</sup>                           | 8         | Attraction.                           | Ch. 3-4  |
| Sept. 29 <sup>th</sup> -<br>Oct. 4 <sup>th</sup> | 9-10      | Communication                         | Ch. 9, Laurenceau et al. (1998)                                |
| Oct. 6 <sup>th</sup>                             | 11        | <b>In-class Assignment #2</b>         | <b>Kenrick &amp; Trost (1997), &amp; Durante et al. (2012)</b> |
| Oct. 11 <sup>th</sup> –<br>13 <sup>th</sup>      | 12-13     | Interdependency                       | Ch. 5 & 6, Clark & Mills (1979), & Gabriel & Gardner (1999)    |
| Oct. 18 <sup>th</sup>                            | 14        | <b>Relationship War #2</b>            |  |
| Oct. 20 <sup>th</sup>                            | -         | <b>Test #1</b>                        | Covers lectures 1-14   |

|   |       |   |  |
|---|-------|---|--|
| Oct. 25 <sup>th</sup> -<br>27 <sup>th</sup> | 15-16 | Love  | Ch. 10 & 11, Sternberg (1986), Levine et al. (1995)                          |
| Nov. 1 <sup>st</sup>                        | 17    | <b>In-class Assignment #3</b>                     | <b>Johnson et al. (2010), &amp; Diamond et al. (2008)</b>                    |
| Nov. 3 <sup>rd</sup>                        | 18    | <b>Relationship War #3</b>                        | <b>Textbook chapter plan due November 4<sup>th</sup></b>                     |
| Nov. 8 <sup>th</sup> -<br>10 <sup>th</sup>  | -     | <b>Classes cancelled (Fall Term Reading Week)</b> | -  |
| Nov. 15 <sup>th</sup>                       | 19    | Stress and Strains                                | Ch. 12 & 13, Murray et al. (2002)  |
| Nov. 17 <sup>th</sup> -<br>22 <sup>nd</sup> | 20-21 | Conflict  | Ch. 14, Carstensen et al. (1995)   |
| Nov. 24 <sup>th</sup>                       | 22    | Dissolution and Loss                              | Ch. 15   |
| Nov. 29 <sup>th</sup>                       | 23    | <b>In-class Assignment #4</b>                     | <b>Balsam et al. (2008), &amp; Finkel et al. (2012), &amp; break-up song</b> |
| Dec. 1 <sup>st</sup>                        | 24    | <b>Relationship War #4</b>                        | -  |
| Dec. 6 <sup>th</sup>                        | -     | <b>Test #2</b>                                    | Covers lectures 15-24  |

\* The instructor reserves the right to make changes to this outline as the course progresses.

### Evaluation:

|                                 |  |             |
|---------------------------------|--|-------------|
| Test 1                          | Lectures 1-14                              | 25%         |
| Test 2                          | Lectures 15-24                             | 25%         |
| In-class assignments            | In-class group tasks (best 3 of 4)         | 15%         |
| Relationship wars               | In-class group tasks (best 3 of 4)         | 15%         |
| <u>Textbook chapter section</u> | <u>Final paper (in lieu of final exam)</u> | <u>20%</u>  |
| <b>GRAND TOTAL</b>              |  | <b>100%</b> |

\*Note: There is no possibility of a reexamination in this course.

### Tests (worth 50%; see learning objectives #1 and 2):

**Students are responsible for all lecture, text, assigned readings, assignment readings, and the course website material. In addition, any content covered in a demonstration/activity completed in class, or in any videos played in class is eligible to be covered on the tests.** Thus, attending class is essential to success in this course. Attending the review sessions held during class before each test would also be in the student's best interests. The instructor will not answer questions regarding what content the students should focus on for the tests. All material listed above is eligible for testing. It is up to the students to decide what they should spend more time reviewing.

Previous tests for this course will not be made available to the students. However, there are several resources available to the students for assistance in preparing for the tests. They are as follows:

1. Opportunities to ask questions before, during, and after class, or to post them on the course website.
2. Weekly office hours for the instructor.
3. "Test Your Knowledge Questions/True or False Questions" given during each lecture. The instructor will pose several of these questions to the students during lecture and provide the answers. Students will be given time to copy down these questions if they wish. These

questions cover material that the instructor considers to be key concepts, and tend to cover material that will be tested on the tests.

4. A list of key questions that the students should be able to answer regarding each lecture section (e.g., Research Methods) will be made available on the course website at the end of each lecture section. These questions (or the answers to them) may appear as components of the questions on the tests.
5. The in class assignments and war activities will also give the students an indication of some of the material that the instructor may test on the tests.

Each of the two tests will be worth 25% (for a total of 50%) of the final grade and will be 60 minutes long. Each test will be graded out of 60 marks and will consist of 30 multiple choice questions (for a total of 30 marks), a series of short answer questions (for a total of 20 marks), and a long answer question (worth 10 marks). Test 2 will not be cumulative, and thus all of the questions will focus exclusively on the material covered since Test 1. Examples of potential test questions are attached to this syllabus. The emphasis of the tests will be on conceptual and application questions. Students should know the material in three ways: (a) understand the technical language; (b) be able to word it in ordinary language; and (c) be able to recognize it in the real world. Students should be able familiar with the names of the key researchers in the area, and be able to link these researchers to the theories and studies with which they are associated.

Your student photo I.D. is required at tests to verify your identity. Students will not be allowed to begin a test after it has been in progress for 30 minutes. Students must remain in the classroom until at least 30 minutes has elapsed. Electronic equipment cannot be brought into testing classrooms and hats should not be worn.

### **In-Class Assignments (worth 15%; see learning objectives #2 and 3):**

In 4 in-class sessions during the term, teams of 3-5 students will complete written group assignments based on lecture material and readings from the literature. For each assignment, students will complete assigned readings, watch videos, and/or complete small tasks before class, and then during class will respond to a series of questions. The instructor will use random assignment to determine team members at the beginning of each in-class assignment session. The course outline lists the dates for the **4 in-class group assignments throughout the term**. Students who miss an in-class assignment (for whatever reason), or who are fired by their group for failing to contribute, will receive a zero for that assignment. These group assignments will each be marked out of 10 points each within 1 week of each session, and these grades will appear on the course website. The **3 best scores for each student will count towards this 15%** of their grade.

### **Relationship Wars (worth 15%; see learning objective #5):**

In 4 in-class sessions during the term, teams of 5-6 students will complete group activities, using the concepts provided by the lecture and readings. The instructor will determine a “battleground” (or task) for each war appropriate for the topics covered. The instructor will use random assignment to determine team members at the beginning of each war. The teams will wage battles in different task domains to provide practice in the wide range of situations in which the students might use or encounter the relationship concepts or phenomena. The instructor will not warn students in advance of the topic for each battle, so it is essential that students attend each and every class and complete all of the assigned readings in order to be prepared to fight.

At the end of each battle, the class will vote for the winning team (who will receive a perfect score). The instructor's ranking of the teams will determine the team scores for that war (out of 5), and all team members will receive the same score. The course outline lists the dates for the **4 wars throughout the term**. Students who do not attend a war (for whatever reason), or who are fired from their group for failing to contribute, will receive a zero for that war. The **3 best scores for each student will count towards this 15%** of their grade.

**Textbook Chapter Section (worth 20%; see learning objectives #2 and 4):**

The textbook chapter section is the final exam for this course. For this final paper students will learn and write about a specific issue in the relationships literature. Imagine the following:

Dr. Ellen Berscheid is going to add a chapter to her relationships textbook titled *Current Issues in Relationship Science*. She is soliciting contributions from students for sections to be included in that chapter, but since space is limited, she can't accept them all. Your job is to convince her that your section ought to be included, first in a letter that you write to her, and second, with the quality of your contribution.

You may choose to do this assignment on your own or with one other student in the class. In a nutshell, you must produce a letter to Dr. Berscheid and a section for a chapter in the textbook, complete with pictures, text boxes, and definitions, as necessary. In January, students will use the appropriate tool on eClass to choose the topic for the textbook chapter section from a list provided by the instructor. Students will submit a typed **1-page plan** (worth 10% of the textbook chapter grade) of their textbook chapter topic through the appropriate assignment submissions tool on the course website by **11:55pm on November 4<sup>th</sup>**. The textbook chapter and letter to Dr. Berscheid will be submitted through the course website by **11:55pm on December 15<sup>th</sup>**. Further details regarding the plan, letter, and textbook chapter will be provided by the instructor on the course website.

**Policy on Late Textbook Chapters:**

Final papers submitted late, for any reason, will be **penalized 20 points** (out of 100) per each calendar day (or part thereof) late (e.g., if you submit the final paper between 11:55pm on the due date and 11:54pm on the next calendar day, you would lose 20 points). Students will submit any late final papers to the instructor via email.

**Grades:**

Final grades will be reported using letter grades. **This is not a curved course**. Final grades will be determined after combining scores for all components of the course into a percentage total for each student. These percentages will then be converted into letter grades based on the following conversion system:

| Distribution of Grades in Undergraduate Courses |     |         |         |         |         |         |         |         |         |         |         |     |
|---|-----|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----|
| Letter grade                                    | A+  | A       | A-      | B+      | B       | B-      | C+      | C       | C-      | D+      | D       | F   |
| % grade range                                   | ≥95 | 90-94.9 | 85-89.9 | 80-84.9 | 75-79.9 | 71-74.9 | 67-70.9 | 63-66.9 | 60-62.9 | 55-59.9 | 50-54.9 | <50 |
| Grade points                                    | 4.0 | 4.0     | 3.7     | 3.3     | 3.0     | 2.7     | 2.3     | 2.0     | 1.7     | 1.3     | 1.0     | 0   |

|            |           |      |              |      |              |      |
|------------|-----------|------|--------------|------|--------------|------|
| Descriptor | Excellent | Good | Satisfactory | Poor | Minimal Pass | Fail |
|------------|-----------|------|--------------|------|--------------|------|

Cutoffs may be adjusted so that the proportion of students receiving each letter grade corresponds to the University-suggested ranges, depending on class performance and clustering of scores, and will reflect your performance in relation to the rest of the class. Test, assignment, group work, and textbook chapter grades will be posted under “My Grades” on the course website, and the class average, standard deviation, and percentiles will be posted for each test on the discussion board. Neither of the tests will be passed back to the students. Should students wish to see their test they may view it with the TA during the test viewings (to be scheduled at a later date) or during the instructor’s office hours. Grades are unofficial until approved by the Department and/or Faculty offering the course.

### Web Content:

Additional information for the course will be available on the web through the course website at <https://eclass.srv.ualberta.ca/portal/>. The web content will consist of lecture notes and an electronic discussion area for course questions. I will post the lecture slides by 11:00 pm the night before each lecture at the latest. Students should keep in mind that the posted lecture notes will be incomplete on purpose to encourage class attendance. **That is, some of the definitions, descriptions, and examples discussed during class will not appear in the posted notes. In addition, I will not post descriptions of the class activities, demonstrations, and video clips (or how they are relevant to the course material).** Therefore, although students are encouraged to print and read the lecture notes before attending class if they wish, these activities will not be a sufficient alternative for attending class.

The discussion board is a forum for posting questions and discussing topics related to the PSYCO 347 course material. I will delete any messages pertaining to inappropriate topics like mark changes, course complaints, or subjects unrelated to PSYCO 347 content, and if those messages are deemed harassing, abusive, or insulting, disciplinary action will be taken. Because students’ questions tend to be similar, **students will please post questions on the course website message board rather than emailing the instructor or TA directly.** The course instructor will check the board regularly and will respond to the questions there. This way everyone in the class has access to the same information. Of course, students who have questions or concerns related to their grades or their ability to meet the requirements of the course should email these private messages to the instructor, or better yet discuss them with the instructor during office hours.

Unless otherwise advised of a scheduled absence by the course instructor, I will acknowledge (at the very least) all queries posted on the message board within 1 working day. **If students email questions that they should have posted on the message board instead, I will ignore the email.** The posted questions should be as specific as possible so that I can post appropriate response quickly. Students who post vague, nonspecific, or otherwise unclear questions or comments (e.g., “I don’t understand what intimate terrorism is”) will be encouraged to attend office hours. **Students are encouraged to check the message board regularly!** and to read through their syllabus and lecture notes before posting their questions to determine whether they can find the answer on their own. The questions posted by other students and the responses will likely be very helpful, and posting questions that that already been asked/answered will only waste the time of the instructor, T.A., fellow students, and the person posting the question. Please note: Posting a question multiple times or sending multiple email inquiries to the instructor or the T.A. will not

result in the message being responded to more quickly; this will only result in irritation for the instructor/T.A.

***Note on email etiquette:* In writing any email to either the instructor or the TA the student will be required to include the following information if they desire a response:**

1. The student's first and last name.
2. Their student ID number
3. The course number.

**Failure to include this information may result in the email going unanswered.** The instructor teaches more than one course and is not going to memorize the CCIDs for all of her students. Not including this information makes it very difficult to get back to students in a timely fashion (aside from the fact that not including your name in an email is very rude and disrespectful to the recipient).

Furthermore, any emails (anonymous or otherwise) sent either to the instructor or the TA that are aggressive, hostile, or harassing in nature will be reported to the Associate Chair of the Undergraduate Program in Psychology, Pete Hurd, and will be investigated for violations of the Student Code of Conduct. Any students found to be in violation of the code will be disciplined accordingly. If you have comments or concerns about the class, you are encouraged to see the instructor in person, make such comments on the course evaluations at the end of the term, or to see the Associate Chair.

#### **Additional Considerations:**

***Office Hours:*** The instructor welcomes and encourages students to attend office hours. **Appointments will only be made with students who cannot attend office hours.** If your class schedule prevents you from attending the scheduled office hours, you should a) log on to Bear Tracks and go to your schedule, b) hit ALT and Prt Scr, and paste the page into a Word document, and then c) attach that document to the email requesting a meeting. Students should feel free to ask questions during class and/or immediately before or after it. If students are having trouble understanding the lecture material, please see the instructor well in advance of the exams.

***Absence From Class or Exams, and Missed Work:*** Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections 23.3(1) and 23.5.6 of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the "attendance and participation" component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

***Note:*** In this course, students are allowed to miss a certain number of relationships wars and in-class assignments, and still earn 100% (i.e., an A+) in the course (see those specific sections of this syllabus for details). In addition, students are given the option of handing in the final paper late and taking the appropriate penalty (see final paper section of this syllabus for the late penalty). **These procedures are in place to take care of various circumstances that students might find themselves in** (including, but not limited to, adding the class late, illness, forgetfulness, computer issues); **that is, students have been accommodated for these circumstances in advance.** Now unfortunately, if you miss more than the allowed number of wars or in-class assignments then it will start to affect your grade, and I am afraid that I cannot accommodate you more than this. There has to be a minimum amount of work that everyone is responsible for completing in order to achieve the same grade/credit for this course. To offer further accommodation would be unfair to the other students in the class.

Students are expected to write all tests as scheduled; see the course outline above for the dates. **There will be no make-up tests. If a test is missed due to a serious medical condition, the weight of the test will be transferred to the other test.** For this to happen, the instructor must be contacted **within 48 hours** of the scheduled test. Failure to do so will result in a grade of zero being applied to the missed test. **For an excused absence where the cause is religious belief,** a student must contact the instructor(s) within two weeks of the start of Fall or Winter classes to request accommodation for the term. Instructors may request adequate documentation to substantiate the student request. **Deferral of term work or tests is a privilege and not a right;** there is no guarantee that a deferral will be granted. Misrepresentation of Facts to gain a deferral is a serious breach of the *Code of Student Behaviour*.

**Missing a significant portion of the course work will result in a “1” being applied to your final letter grade on your transcript** (e.g., a student may receive a C1, indicating that they received a C and missed significant course work). This notation will be applied to the grades of any students who meet any of the following criteria:

1. Have an unexcused absence from either of the tests, and/or
2. Fails to complete at least 1 of the in-class 4 assignments, and/or
3. Fails to submit the Final paper, and/or
4. Fails to complete at least 1 of the Relationships Wars.

**Re-Marking:** If you believe that there is a grading error for one of your tests or assignment questions, you must complete a Remarking Request Form (available on the course website) where you will have an opportunity to outline the perceived error and refer to any evidence (e.g., reference to a statement from the readings, or a particular lecture slide). Students will submit completed forms via email to the instructor (NOT the TA) whose decision will be final. Any requests for reviewing or remarking any assignment questions must be received before the end of the last day of classes (i.e., by 5pm on December 7<sup>th</sup>). Any requests for reviewing or remarking any specific test questions must be received before the due date of the final paper (i.e., by 5pm on December 15<sup>th</sup>).

**Students Eligible for Accessibility-Related Accommodations:** Eligible students have both rights and responsibilities with regard to accessibility-related accommodations. Consequently, scheduling exam accommodations in accordance with SAS deadlines and procedures is essential. Please note adherence to procedures and deadlines is required for U of A to provide accommodations. Contact SAS ([www.ssds.ualberta.ca](http://www.ssds.ualberta.ca)) for further information.

**Classroom Etiquette:** Students are expected to behave appropriately during lecture, reflecting respect for the instructor and their classmates. Frequent talking or other disruptions will not be tolerated. Students should feel free to ask questions during class, but those who wish to discuss the lecture material (or other topics) with their classmates should make arrangements to do so outside of class time. Students who talk loudly or excessively during class will either a) be called on to ask questions regarding the lecture or text material, or b) be asked to leave the lecture. Students are expected to turn off all electronic devices (including but not limited to: cell phones and music devices) during class time so as not to disrupt or annoy the class. Students should not resume the use of these devices until they have left the lecture theatre. Use of laptop computers will be permitted for the purpose of note taking. **Note:** Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

**Academic Integrity:** "The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at [www.governance.ualberta.ca](http://www.governance.ualberta.ca)) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University." All forms of dishonesty are unacceptable at the University. Any offence will be reported to the Associate Dean of Science who will determine the disciplinary action to be taken. Cheating, plagiarism and misrepresentation of facts are serious offences. Anyone who engages in these practices will receive **at minimum** a grade of zero for the exam or paper in question and no opportunity will be given to replace the grade or redistribute the weights. As well, in the Faculty of Science /Faculty of Arts the sanction for **cheating** on any examination will include **a disciplinary failing grade** (NO EXCEPTIONS) and senior students should expect a period of suspension or expulsion from the University of Alberta. All students should consult the information provided by the [Office of Judicial Affairs](#) regarding avoiding cheating and plagiarism in particular and academic dishonesty in general (see the [Academic Integrity Undergraduate Handbook](#) and [Information for Students](#)). If in doubt about what is permitted in this class, ask the instructor.

**Learning and Working Environment:** The Department of Psychology is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behavior that undermines that environment. The Department urges anyone who feels that this policy is being violated to:

1. Discuss the matter with the person whose behaviour is causing concern; or
2. If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the instructor, or in cases of dispute with the instructor, with the Chair of the Department.



For additional advice or assistance regarding this policy students may contact the student ombudservice: (<http://www.ombudservice.ualberta.ca/>). Information about the University of Alberta Discrimination and Harassment Policy and Procedures is described in UAPPOL at <https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=110>.

*Plagiarism and Cheating:* All students should consult the ‘Truth-In-Education’ handbook or Website (<http://www.uofaweb.ualberta.ca/TIE/>) regarding the definitions of plagiarism and its consequences when detected. An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. Before unpleasantness occurs consult <http://www.uofaweb.ualberta.ca/TIE/>; also discuss this matter with any tutor(s) and with your instructor.

*Student Success Centre:* Students who require additional help in developing strategies for better time management, study skills or examination skills should contact the Student Success Centre (2-300 Students’ Union Building).

*Writing Assistance:* Any student experiencing difficulties, or requiring extra assistance for written assignments of any kind, is encouraged to make use of the resources available through the University of Alberta’s Centre for Writers in Assiniboia Hall (for a complete list of available services and tutors please see <http://www.c4w.arts.ualberta.ca/Default.aspx>).

*Disclaimer:* Any typographical errors in this Course Outline are subject to change and will be announced in class. The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

*Policy about course outlines can be found in Section 23.4(2) of the University Calendar.*

COPYRIGHT: © Dr. Jennifer Passey, Department of Psychology, Faculty of Arts, University of Alberta, 2016.

## Required Course Readings Not from Regan's "Close Relationships"

---

All of these readings are available to students on the course website.

### Lectures 2-3:

Aron, A. Aron, E.N., Tudor, M. & Nelson, G. (1991). Close relationships as including the other in the self. *Journal of Personality and Social Psychology*, 60, 241-253.

Hazan, C. & Shaver, P. R. (1994). Attachment as an organizational framework for research on close relationships. *Psychological Inquiry*, 5, 1-22.

### Lecture 4:

Berscheid, E. (1999). The greening of relationship science. *American Psychologist*, 54, 260-266.

### Lecture 5:

Schlenker, B. R. & Britt, T. W. (1999). Beneficial impression management: Strategically controlling information to help friends. *Journal of Personality and Social Psychology*, 76, 559-573.

### Lecture 6: In-class assignment day

Snyder, M., Berscheid, E. & Decker Tanke, E. (1977). Social perception and interpersonal behavior: On the self-fulfilling nature of social stereotypes. *Journal of Personality and Social Psychology*, 35, 656-666.

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.

### Lecture 9:

Laurenceau, J. P., Pietromonaco, P. R., & Feldman Barrett, L. (1998). Intimacy as an interpersonal process: The importance of self-disclosure, partner disclosure, and perceived partner responsiveness in interpersonal exchanges. *Journal of Personality and Social Psychology*, 74, 1238-1251.

### Lecture 11: In-class assignment day

Kenrick, D. T. & Trost, M. R. (1997). Evolutionary approaches to relationships. From Reis and Rusbult's *Key Readings in Social Psychology: Close Relationships*, pp. 115-134. Psychology Press, New York, NY.

Durante, K. M., Griskevicius, V., Simpson, J. A., Cantu, S. M., & Li, N. P. (2012). Ovulation leads women to perceive sexy cads as good dads. *Journal of Personality and Social Psychology*, 103, 292-305.

### Lecture 13:

Clark, M. S. & Mills, J. (1979). Interpersonal attraction in exchange and communal relationships. *Journal of Personality and Social Psychology*, 37, 12-24.

Gabriel, S. & Gardner, W. L. (1999). Are there "his" and "hers" types of interdependence? The implications of gender differences in collective versus relational interdependence for affect, behavior, and cognition. *Journal of Personality and Social Psychology*, 77, 642-655.

Lecture 15-16:

Sternberg, R. J. (1986). A triangular theory of love. *Psychological Review*, 93, 119-135.

Levine, R., Sato, S., Hashimoto, T. & Verma, J. (1995). Love and marriage in eleven countries. *Journal of Cross-Cultural Psychology*, 26, 554-571.

Lecture 17: In-class assignment day

Johnson, S. C., Dweck, C. S., Chen, F. S., Stern, H. L., Ok, S. J., & Berth, M. (2010). At the intersection of social and cognitive development: Internal working models of attachment in infancy. *Cognitive Science*, 34, 807-825.

Diamond, L. M., Hicks, A. M., & Otter-Henderson, K. D. (2008). Every time you go away: Changes in affect, behavior, and physiology associated with travel-related separations from romantic partners. *Journal of Personality and Social Psychology*, 95, 385-403.

Lecture 19:

Murray, S. L., Rose, P., Bellavia, G. M., Holmes, J. G., & Kusche, A. G. (2002). When rejection stings: How self-esteem constrains relationship-enhancement processes. *Journal of Personality and Social Psychology*, 83, 556-573.

Lecture 20:

Carstensen, L., Levenson, R. W. & Gottman, J. M. (1995). Emotional behavior in long-term marriage. *Psychology and Aging*, 10, 140-149.

Lecture 22: In-class assignment day

Balsam, K. F., Beauchaine, T. P., Rothblum, E. D., & Solomon, S. E. (2008). Three-year follow-up of same-sex couples who had civil unions in Vermont, same-sex couples not in civil unions, and heterosexual married couples. *Developmental Psychology*, 44, 102– 116.

Finkel, E. J., DeWall, C. N., Slotter, E. B., McNulty, J. K., Pond, R. S., Jr., & Atkins, D. C. (2012). Using I<sup>3</sup> theory to clarify when dispositional aggressiveness predicts intimate partner violence perpetration. *Journal of Personality and Social Psychology*, 102, 533-549.

Students will also choose and identify (by title and artist) a break-up song that you believe exemplifies the concepts/phenomena discussed in this course. Come to class prepared to discuss a song in which you can identify two different relationships constructs/concepts/phenomena that the song describes or demonstrates.

## Sample Test Questions:

### Sample Multiple Choice Questions:

1. The idea that humans are hard-wired to seek out other humans refers to:
  - a) The need for comfort
  - b) The need for affiliation
  - c) The need for intimacy
  - d) The need for justice
2. The idea that the balance between our social interactions and times of solitude is a homeostatic process suggests that a(n) \_\_\_\_\_ in social contact should prompt an individual to seek \_\_\_\_\_.
  - a) increase; social contact
  - b) increase; solitude
  - c) decrease; solitude
  - d) stability; social contact
3. Kayla tells her partner that she doesn't like it when he comes home late from a night drinking with his friends. Which of the following would be a response involving validation?
  - a) "Well, I hate it when you and your friends insist on holding a party here at the house."
  - b) "I can't believe you complain about that when you do it too."
  - c) "I guess I can see why that would bother you. But I feel like this is something I need in the middle of a long week at work."
  - d) "It is a stupid thing to do. I'll stop."

### Sample Short Answer Questions:

1. Contrast effects refers to a perceptual phenomenon that explains why our perceptions of an average-looking person can be adversely affected if we had prior exposure to an extremely attractive person.
  - a. True
  - b. False
2. Describe in detail the laboratory study by Stanley Schacter (1959) that tested the notion that we are most likely to seek out affiliation during times of uncertainty.
3. Levinger identified three sets of interlinked social forces that have contributed to the changing landscape of close relationships. Discuss and briefly critique each one.

4. Match the researcher listed on the left to the study, theory, or phenomenon on the right. Indicate your answers by drawing a line from the researcher to the study, theory, or phenomenon.

- |                     |   |
|---------------------|---|
| a) Arthur Aron      | i. Triangular theory of love                      |
| b) Margaret Clark   | ii. Exchange and communal relationships           |
| c) David Buss       | iii. Inclusion of self in other                   |
| d) Robert Sternberg | iv. Evolutionary explanation for mate preferences |

Sample Long Answer Questions:

1. Describe the methodology employed by the researchers of the Minnesota Dance Study. How did the researchers ensure inter-rater reliability of the participants' level of physical attractiveness, and why was this necessary? What were the most important findings?

2. Rasheed introduced himself to Rebecca because she was really hot, and he was mildly disappointed when she turned out to be a little suspicious, self-centered, and vain. On the other hand, she was really hot, so he asked her out anyway. Because she was impressed with his designer clothes and bold style, Rebecca was intrigued by Rasheed, but after a few minutes she thought him a little pushy and arrogant. Still, he had tickets to an expensive concert, so she accepted his invitation to go out on a date. Using the information and research we have discussed in class explain, in your opinion, what the date— and the future— hold for Rebecca and Rasheed? Make sure to back up your opinion by drawing on phenomena and research evidence from class, and explaining how these concepts relate to Rasheed and Rebecca's situation.