

Psychology 443: Interpersonal Relationships
Winter 2021

Instructor: Dr. T. MacDonald
Email: tmacdon@queensu.ca
Office hours: By appointment, please email me to set up a Zoom meeting
Class meets: Monday 10:00 a.m. to 11:00 a.m. Zoom lecture: Attendance optional (recording will be posted)
Wednesday, 1:00 p.m. to 2:30 p.m. Tutorial Session (via Zoom)

Textbook:

Miller, R. S. (2018). Intimate Relationships (8th ed.). New York: McGraw-Hill.

If you choose to buy an older edition of this textbook, please note that you are responsible for all of the information in the 2018 version.

Description of Course

The study of interpersonal relationships is a fascinating field, certainly one that readily applies to our lives. In this course, I will provide you with a general overview of research and theory in the domain of relationships, based on classic and contemporary findings from the social psychological literature.

We will study how individuals think about and behave in interpersonal relationships. 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.

This course is research-oriented. 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.

Format

- On Mondays, the format of the course will be largely lecture-based. I will present information that is relevant to (but not redundant with) the textbook chapter that is being covered that week. I will be taping the lecture on Zoom and you are welcome to join and ask questions as I go. However, attendance is entirely optional—the lecture will be posted.

- In the Wednesday tutorial sessions there will be group discussions, group activities, and group assignments, one of which will also require a written component.

- Some activities will be in-class, and others will be homework activities.

Schedule

It is strongly recommended that you read the assigned chapter before each class--the lectures will be more meaningful if you are familiar with the material to be discussed.

<u>Week</u>	<u>Dates</u>	<u>Topic</u>	<u>Reading Assignment</u>
1	January 11 to 15	Building Blocks of Relationships	Chapter 1
2	January 18 to 22	Research Methods	Chapter 2
3	January 25 to 29	Interpersonal Attraction	Chapter 3
4	February 2 to 5	Social Cognition	Chapter 4
5	February 8 to 12	Interdependency	Chapter 6
	February 15 to 19	Reading Week: Enjoy your break!	
6	February 22 to 26	Communication	Chapter 5
7	March 1 to 5	Friendships	Chapter 7 (up to p. 227)
8	March 8 to 12	Loneliness	Chapter 7 (p. 227 on)
9	March 15 to 19	Love and Sexuality	Chapters 8 & 9
10	March 22 to 26	Conflict	Chapter 11
11	March 29 to April 2	Jealousy and Power/Violence	Chapters 10 & 12
12	April 5 to April 9	Dissolution/Repairing of Relationships	Chapters 13 & 14

Grading System

1.	Participation in tutorials	5%
2.	Class Assignments (3 assignments, see next page for description)	15%
3.	Research Proposal (due on April 2)	40%
4.	Midterm Examination (February 12)	15%
5.	Final Examination (during final examination period)	<u>25%</u>
		100%

Description of Grading System and Key dates

1. Participation in tutorials:

In the tutorials, students will be expected to participate in the group discussion, activities, and role-plays. Your participation in these activities will be worth 5% of your final grade.

2. Class Assignments:

Three of the class assignments will require a written summary. The first assignment is a summary of an article, and is worth 2.5% (due on January 22). The second assignment requires reading two articles and writing a two-page thought paper, and is worth 5% (due on February 26). The final assignment is a case study, requiring a short paper and a presentation to the class, and is worth 7.5%. This final assignment will be handed in as a group on Wednesday, April 7: In this case, each member of the group will receive the same grade.

3. Research Proposal:

The major assignment for this course will be to formulate a research question after your reading of a specific area in the relationship literature. This assignment should be approximately 10-12 typed, double-spaced pages. Your paper (and references) should adhere to APA style.

Your research proposal should include:

- a) an introduction to your topic and a literature review
- b) an original research question, based on your readings in the area
- c) your hypotheses for the research question, and the **rationale for your hypotheses**
- d) a brief description of the methodology that you would use to test your hypotheses
- e) a discussion of the value of your research question, and its potential implications

Your research proposal can be based on any area within the relationships literature. Please note that although you are free (and encouraged) to discuss your ideas with other members of your group, or other classmates for feedback, your research question must be your own (i.e., this is an individual assignment). Also, I encourage each of you to make an appointment with me after you have an initial idea about your research question. I will be happy to help you formulate your question, suggest sources for background research, and make sure that you are on the "right track". I realize that the process of generating an original research question can be daunting, but it is also an exciting process, and a challenging one. I hope that you will enjoy the task of forming your question--this is the most critical task for any researcher. Who knows--your research question may turn in to a great honours thesis or doctoral dissertation!

Midterm Examination (via OnQ on February 12 at 11:30 a.m. to 12:30 p.m.)

Part A. Ten multiple choice questions, @ 1 mark = 10 marks.

Part B. One essay question worth 5 marks = 5 marks

Final Examination (via Examy during the final exam period)

Part A. Ten multiple choice questions @ 1 mark = 10 marks

Part B. Five short answer questions @ 2 marks = 10 marks

Part C. One essay question worth 5 marks = 5 marks

Please not the following points regarding examinations:

Midterm: If you are unable to write the midterm examination, a medical certificate (or other relevant documentation) will be required. In such cases, the final examination will be worth 40% of your grade.

Final: The final exam is non-cumulative (i.e., the content will focus on the second half of course material).

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale, as follows:

Grade	Numerical Course Average
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

Statement on Academic Integrity:

Queen's students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1>), on the Arts and Science website (see <https://www.queensu.ca/artsci/students-at-queens/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Copyright of Course Materials:

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor's course materials or to provide an instructor's course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor's express consent. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

Accommodations

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure

they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see <https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senate-andtrustees/ACADACCOMMPOLICY2016.pdf>). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at <http://www.queensu.ca/studentwellness/accessibility-services/>

Academic Consideration

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances is available at <http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Consid-erations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: <http://www.queensu.ca/artsci/accommodations>. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following:

Instructor/Coordinator Name: Dr. T. MacDonald

Instructor/Coordinator email address: tmacdon@queens.ca

Discussion Guidelines

University is a place to share, question and challenge ideas. Each student brings a different lived experience from which to draw upon. To help one another learn the most we can from this experience please consider the following guidelines.

1. Make a personal commitment to learn about, understand, and support your peers.
2. Assume the best of others and expect the best of them.
3. Acknowledge diversity and make sure your writing is respectful and inclusive.
4. Recognize and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
6. It's ok to disagree with ideas, but do not make personal attacks.
7. Be open to being challenged or confronted on your ideas and to challenging others with the intent of facilitating growth. Do not demean or embarrass others.
8. Encourage others to develop and share their ideas.