

HURON UNIVERSITY COLLEGE at  
WESTERN UNIVERSITY  
LONDON CANADA  
Department of Psychology  
Fall 2018

Psychology 3726F Section 550  
Personal Relationships

## 1.0 CALENDAR DESCRIPTION

This course provides an overview of theory and research on personal relationships from a social psychological perspective. The course will examine topics on the formation, function, maintenance, and dissolution of relationships, with an emphasis on romantic relationships and friendships. The interplay between relationship dynamics and self processes will also be considered.

Antirequisite(s): [Psychology 3724F/G](#), 3790G if taken in 2012/2013.

Prerequisite(s): At least 60% in [Psychology 2780E](#) or permission of the Department at Huron.

Extra Information: 4 lecture hours, 0.5 course. (Huron)

Students are responsible for ensuring that they have successfully completed all course requirements. If you do not have the prerequisites for this course or written special permission from the Dean to enroll in this course, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

## 2.0 COURSE INFORMATION

|                        |  |
|------------------------|--|
| Instructor:            | Dr. Irene Cheung   |
| Email address:         | <a href="mailto:icheung5@uwo.ca">icheung5@uwo.ca</a>                         |
| Office & Phone Number: | V117; 519-438-7224 ext. 225  |
| Office Hours:          | Wednesdays 2:30-3:30 pm & Thursdays 12:30-1:30 pm                            |
| Course Website:        | Access via <a href="https://owl.uwo.ca/portal">https://owl.uwo.ca/portal</a> |

Time & Location of Lectures: Thursdays (2:30-5:30 pm) in HUC-W2

It is recommended that you check OWL and your Western email at least once a day to ensure that you do not miss any important class announcements, messages, or emails from the instructor.

### 3.0 COURSE OBJECTIVES

By the end of this course, students should be able to:

- develop an understanding of key theories, methods, and current findings in close relationships research;
- evaluate literature in the area of close relationships;
- and communicate knowledge and evaluation of relationship research both in writing and orally.

### 4.0 DESCRIPTION OF CLASS METHODS

This is a seminar course with multiple components. Students should be prepared to:

1. Read 1-3 empirical articles each week.
2. Write a critical reflection and generate questions for discussion prior to each class meeting.
3. Participate in class discussions on the assigned readings.
4. Start the discussion for one assigned reading.
5. Contribute to a group project related to myths about close relationships.
6. Write a research proposal on a topic in close relationships.

### 5.0 READINGS AND OTHER SOURCES

The reading list for the course will be posted on OWL. The readings can be retrieved from PsycInfo through Western Libraries.

American Psychological Association (2009). *Publication Manual of the American psychological association (6th edition)*. Washington, D.C. **\*\*Strongly recommended\*\***

### 6.1 SCHEDULE OF DATES FOR COURSE WORK

| Course Component                | Date                              | % of Final Mark |
|---------------------------------|-----------------------------------|-----------------|
| Class participation             | Each class meeting                | 20              |
| Weekly critical reflections     | Due Wednesdays at 9:00 AM         | 20              |
| Discussion questions            | Due Wednesdays at noon            | 5               |
| Discussion lead                 | Once during the term              | 5               |
| Research proposal (first draft) | Thu Nov 1, 2018 @ 11:00 PM        | 10              |
| Research Proposal (final draft) | Thu Dec 6, 2018 @ 11:00 PM        | 20              |
| Group project                   | Wed Nov 28 @ CURL Fall Exhibition | 20              |

## 6.2 METHOD OF EVALUATION

- 1. Critical reflections (20%).** Each week, students will be required to submit a critical reflection on the *set* of assigned readings (note that these reflections are not summaries of the readings). The reflections should demonstrate that the student has read the papers in-depth, and has thought about how the set of papers complement each other. Reflections can address questions such as:
  - What are the main arguments presented in the papers?
  - Do the papers make similar or different arguments?
  - How do the arguments advance knowledge on the topic?
  - What are some theoretical or methodological issues?
  - How do the readings relate to the readings from previous classes, other courses, or everyday experiences?
  - How do the findings from the papers challenge your understanding of the topic?Students should bring a copy of their reflections to class and be prepared to share their reflections. Critical reflections are due on Wednesday mornings at 9:00 AM *prior to class meetings* and must be submitted online via OWL. Late submissions will not be accepted.
- 2. Discussion questions (5%).** Each week, students will be required to submit one discussion question for each assigned reading *prior to class meetings*. These questions should be high quality with the intention of generating thoughtful responses from other students. Students should bring their questions to class and be prepared to pose the questions to their peers. Discussion questions should be submitted online via OWL to the Forum section of the course website. Discussion questions are due on Wednesdays at 12:00 pm, noon. Late submissions will not be accepted.
- 3. Class participation (20%).** Class participation is an important component of the course. In general, participation is graded both on the quality and quantity of student contributions. For each class students will be graded as follows for their participation: 0 = *did not attend class*, 1 = *attended class, but did not contribute to the discussion*, 2 = *made minimal contribution to the discussion*, 3 = *made contributions to the discussion*, and 4 = *made high quality contributions to the discussion*. High quality contributions include: raising thoughtful questions, analyzing relevant issues, building on others' ideas, expanding others' perspective, challenging assumptions in an appropriate manner, synthesizing across readings and discussions, and encouraging participation from others. At the end of the course, students will evaluate class participation for each of their peers. These peer evaluations will be taken into consideration for students' final participation grade in the course.
- 4. Discussion lead (5%).** Once during the term students will work in pairs to lead off the discussion for one assigned reading with the goal of sparking an interesting dialogue about the reading. Students should be prepared to take the lead for the first 5-10 minutes. Students can do this in a variety of ways, such as asking an interesting question, sharing their reflections, using an everyday example, or providing an example from the media.
- 5. Group project (20%).** In small groups, students will be required to select a myth about close relationships and debunk that myth using empirical research. Students will be required to present their research findings at the CURL Fall Exhibition on Wednesday, November 28<sup>th</sup>, 2018. Students' grades will be partially based on peer evaluations from their group members. More information about the group project will be discussed in class and posted on OWL.

6. **Research proposal (7.5% draft of proposal, 22.5% final proposal).** Students will be required to write an APA-style research proposal on a topic in the area of close relationships. The topic must be approved by the instructor prior to writing the proposal draft. Students will be required to submit a draft of the proposal (written in point form) for feedback, which outlines the research question, hypotheses, general method, and expected results.

The final proposal is due on the last day of classes which should incorporate the instructor's feedback (see section 6.1 for specific dates). The final proposal should be written in APA format include the following:

- A title page
- Abstract
- Literature review of the topic
- Research question
- Hypotheses
- Proposed methodology to test the research question
- Expected results
- Discussion
- References
- Tables and figures, if necessary

The final version of the proposal may not exceed 2,500 words. This word count excludes the abstract and references. State the total number of words in your proposal on your title page. There will be a penalty for proposals that exceed the word limit.

More details for each method of evaluation will be provided in class.

### 6.3 SUBMISSION OF WORK AND LATE PENALTIES

**Submission of work.** Please note that ALL written work must be submitted electronically through the course website, which allows TurnItIn to conduct a plagiarism check (you do not need to go to the TurnItIn website). Please allow ample time for your submission—this means that you should avoid submitting your work last minute. The TurnItIn report can sometimes take a while to generate so submit your paper as early as possible. If you are having issues with your electronic submission, you must contact the instructor BEFORE the deadline. Do NOT submit your paper as an email attachment to the instructor and expect to use that as a record of when you submitted your paper as this submission will not contain a TurnItIn report. *Again, you must submit your written work via the course website, and a TurnItIn report must be included with your submission.*

**Late penalties:** Work submitted after the due date and time will be penalized 2% per day (including weekends). After 21 days, the written work will receive a grade of zero. Late penalties will be calculated based on the date and time the work was submitted on OWL. Any extension for legitimate reasons (see Appendix) must be requested BEFORE the due date. **Please note that late reflection papers and discussion questions will NOT be accepted after the due date and receive a grade of zero. Once the Assignment drop box and Forum closes, no more submissions will be accepted.**

## 7.0 TENTATIVE SCHEDULE OF TOPICS

The reading list for each topic will be posted on OWL. Any changes to the readings or topic dates will be announced in class.

| <b>Date</b> | <b>Topics</b>   |
|-------------|---|
| Sep 6       | Introduction to the Course  |
| Sep 13      | Attraction & Liking   |
| Sep 20      | Attachment & Trust  |
| Sep 27      | Evolutionary Perspectives   |
| Oct 4       | Intimacy  |
| Oct 11      | <i>Fall reading week, no class.</i>   |
| Oct 18      | Sex   |
| Oct 25      | Conflict and Jealousy   |
| Nov 1       | Infidelity and Aggression   |
| Nov 8       | Relationship Dissolution  |
| Nov 15      | The Self and Relationships  |
| Nov 22      | Social Networks and Relationships   |
| Nov 29      | No class – research proposal preparation.<br><i>(Group project presentation at CURL Exhibition on Nov 28)</i> |
| Dec 6       | Course wrap-up  |

## 8.0 POLICY ON GRADING

Students at Huron University College should consider a grade in the range from 75-79 to be evidence of satisfactory performance in a 3000-level Psychology course. Grades in the A (80-90%) range will only be awarded for performance that is demonstrably superior to the third or fourth-year standard associated with the Major or Minor modules. A grade of A+ (90-100%) will only be awarded rarely and only for work that is exceptional.



**The Appendix to Course Outlines is posted on the OWL course site.**