

Interpersonal Relationships

Psychology 375 (A01), Spring 2022

Mondays and Thursdays, 10:00pm to 11:20pm

Location: Zoom (or DTB A104 if the Plague allows)

Instructor: Dr. Danu Anthony Stinson, Department of Psychology

Student Consulting Hours: 11:00 am to 12:00pm on Wednesdays *or by appointment*

E-mail:

Course Structure

This course outline contains general information about the course objectives, evaluation, and schedule. It is your responsibility to regularly check Brightspace for any updates.

- Until at least January 24 (and possibly longer, who knows these days!), PSYC 375 (A01) will be held online via Zoom during the allotted class time (Monday & Thursday, 10:00-11:20). You can get your free UVic Zoom account here:
<https://www.uvic.ca/systems/services/avmultimedia/zoomvideoconferencing/index.php>
- To maintain an optimal learning environment, I encourage you to watch the following instructional videos on using Zoom prior to our first meeting on Sept 10th:
<https://support.zoom.us/hc/en-us/articles/206618765-Zoom-Video-Tutorials>
- I will post the persistent Zoom link on our Brightspace page – use the same link every class! Try to join at least one minute prior to 10:00 so that I can admit students from the waiting room into the class all at once.
- During class time, I will lead a live lecture on a particular topic (see the schedule on page 9). I will record my lectures and make them available to students who miss class due to illness or other pressing needs. Contact me to gain access to the recordings.
- On three occasions throughout the term, we will have longer Video Discussion Sessions. To prepare for those sessions, I will ask students to watch a documentary or lecture and answer a set of Guided Listening Questions before class. Then we will have fun talking about the documentaries in small breakout groups and in the larger class community during our time together.
- Attending and actively engaging in class is strongly encouraged. In addition to benefitting your grade in the class (research shows students who attend class get higher grades. Who knew??), your active participation will make the experience better for all of us. I mean, I really need some people in class to laugh at my

if any of our class meetings conflict with your religious or cultural events, please let me know so that we can make arrangements for you.

Contacting Dr. Stinson

Please do not contact me using the messaging system on Brightspace and please do not seek my attention before lecture when I am trying to get things set up. Please do contact me in one of three ways:

- Stick around to talk to me super briefly after lecture (best for very simple questions!)
- Attend my weekly student consulting hours
- Email me at dstinson@uvic.ca; include “**PSYC 375**” in the subject line to ensure a timely response and make sure you put your name and student number at the end of all email communications.

Please note that I only respond to work emails between 9am and 5pm, Monday to Friday. I do not respond to work emails on holidays or on weekends. If you email outside of regular work hours, please be patient, I will reply as soon as I can and we will resolve your issue or concerns.

Important Website

<https://bright.uvic.ca/>

Please regularly visit the class website on Brightspace (

- Before you post on Group Chat, take a moment to re-read your comment – because they lack nonverbal cues, they might land differently than you intended (adding an emoji icon can be helpful sometimes!).

Prerequisites

The pre-requisite for this course is a passing grade in PSYC 201 and 231. This class always has a very very long wait list of qualified students, so these pre-requisites cannot be waived. Students who somehow manage to complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) at some later time if such courses are required for the degree program. Students are responsible for checking their registration status by the add/drop deadlines.

Course Add/Drop Deadlines

The last day for dropping a course with a 100% fee reduction is **January 23** and the last day to register for clalmhe

de3i4 rz*FJ0 Tc 0 /FJ0 -12. 23

Miller (2022), *Intimate Relationships*, Ninth Edition.

This is a pretty good text and lots of students end up keeping it for future reference. It's also problematic in some ways (e.g., can be heteronormative) but I try to balance that with a good deal of queer content in my lectures. Students are responsible for reading the textbook chapters listed in the schedule (see page 9 of the syllabus). Some students may choose to use the 8th edition of this text. This is probably OK as not much has changed between editions. But students who choose to use the 8th edition do so at their own risk and should know that the quizzes, in particular, are based on the 9th edition.

Journal Articles:

Students are also responsible for reading the three journal articles and one online article listed here. They are posted on Brightspace.

1. Stinson, D.A., Holmes, J.G., & He, T.H. (2016). Rejection in close relationships. In K.D. Williams & S.A. Nida (Eds.) *Ostracism, Social Exclusion, and Rejection*. New York, NY: Psychology Press.
2. Machia, L.V., Proulx, M.L., & Ioerger, M., & Lehmler, J.J. (2020). A longitudinal study of friends with benefits relationships. *Personal Relationships*, 21, 47-60.
3. Finkel, E. J., Cheung, E. O., Emery, L. F., Carswell, K. L., & Larson, G. M. (2015). The suffocation model: Why marriage in America is becoming an all-or-nothing institution. *Current Directions in Psychological Science*, 24, 238-244.

Online Article:

1. Relationship psychologist R. Chris Fraley has created a very accessible overview of attachment theory and research on his website, which is one of the assigned readings for Jan 24th: <http://labs.psychology.illinois.edu/~rcfraley/attachment.htm>

Videos

1. *The Dark Matter of Love* – (Documentary)
 - Available on Brightspace
2. *Making Marriage Work* – (Lecture by John Gottman, PhD)
 - https://www.youtube.com/watch?v=AKTyPgwfPgg&list=LL_La2yzjDuq2J6Jlv8RJOGQ&index=94
3. *For Better or For Worse* – (Documentary)
 - Available on Brightspace

Participation (6%):

During three of our regular meeting times throughout the term (Jan 27, Feb 28, & Mar 31), we will use our class time for group discussion and activities relating to the videos that are assigned watching for our class. Prior to each class, students will be expected to watch the assigned video and complete a Guided Listening worksheet, which they will bring to class. Then in class, students will meet in small groups of 4-5 students to discuss their worksheets as well as other questions I will pose. Each group will assign one member to the role of “record keeper” for each day. The record keeper will complete a worksheet on behalf of their group. And at the end of these classes, the record keeper will also submit the worksheet on Brightspace on behalf of the group, and each member of the group will receive 2% towards their participation grade for

completing one of these worksheets. If you must miss one of these classes due to illness or other unavoidable circumstances, please contact me to discuss your alternatives.

Quizzes (Best 6 of 8 = 12%):

Students will complete 8 quizzes during the term that assess knowledge of the textbook readings (NOT the assigned journal articles or online article). Each quiz will consist of 15 multiple choice questions and will be available on Brightspace for four days prior to the due date. On the due date, at the specified time, the quiz will close and you will no longer have an opportunity to complete the quiz. Once you begin the quiz, you will have 20 minutes to complete it. Your best 6 marks will count towards your final grade. If you experience technical issues when completing the quiz please contact the Computer Help Desk (helpdesk@uvic.ca; 250-721-7687).

Application Paper (25%):

More information about this assignment is included on page 10 of the syllabus. One of the learning goals of this class is to teach you skills for applying psychological research to specific social situations; this assignment focuses on these skills in particular. The assignment will require you to watch one of two movies that I believe demonstrate key theories and themes from our course (movies TBA), and write a paper analyzing the relationship(s) depicted in the movies from a relationship science and social psychological perspective. This paper is to be no longer or much shorter than three pages (double-spaced, standard Times New Roman 12pt font, ¾ inch margins). The assignment is due Thursday, Mar 24: Please submit the assignment by noon in the drop box on Brightspace. Papers will not be accepted by email. Any papers submitted by email will be ignored. More detail about the assignment is appended to the end of this syllabus. The movies will be posted on Brightspace and discussed in class about one month before the paper is due.

- **Late Assignments:** At 12:00pm (high 6 (r)-4 (:)o150.48 405 348.96 -1 (13 (i)-1dd{:)-6 (S)10 (ht)-2 (s)54 : e(s)-1

PSYC 375 (A01) Proposed Schedule of Classes

Psych 375(A01) Application Paper

One of the goals of this class is to teach you skills for applying psychological research to specific social situations; this assignment focuses on these skills in particular. The assignment will require you to watch one of two movies that I believe demonstrate key theories and themes from our course (movies TBA), and write a paper analyzing the relationship(s) depicted in the movies from a relationship science and social psychological perspective.

- *How do I analyze the social situation?* To succeed, try to think like a social psychologist, marshalling evidence to support your claims and deducing hypotheses about what might be happening from theories in the course. The focus should be on untangling the complexities of the relationship(s) in the movie using concepts from the lecture or text, not your own ideas (great as they may be). Ask yourself about the details of the social situation being depicted in the movie, and how those details relate to what you've learned in this course. You may wish to consider the following questions in your analysis: Based on social psychological theory, what events might have caused the relationship events depicted in the movie? What events might follow the events depicted in the movie? What could have been done to avert/change the outcomes depicted in the movie? What might be the psychological repercussions of the events depicted in the movie for the event participants? Do not limit yourself to these questions, I offer them as food for thought.
- *How much detail should I use to describe the theories?* It isn't necessary to explain class material in detail. However, you should be persuasive about why a theory applies in this instance and what its implications are in these circumstances. Show us that you understand the theories and findings by the way you use them in the assignment, not by describing them extensively.
- *Can I start working on it now? What material is relevant?* You can start working on your assignment as soon as I post the movies on Brightspace and we discuss them in class. All assigned readings and lecture content are relevant.

If you need any help with your paper, do not hesitate to come see Dr. Stinson or your TA.

Additional Requirements

- Your paper should be three pages (double-spaced, standard Times New Roman 12pt font, ¾ inch margins). This page limit does not include title page or references. Papers that go past the page limit will be penalized. Papers that are noticeably short of this page limit (i.e., 2 ¾ pages or shorter) will be penalized. Don't bother trying to make your paper seem longer than it is by augmenting the margins or font: We are aware of those tricks!
- Your paper must cite material from the text and lectures, but must also reference two journal articles relevant to your analysis. The journal articles you cite must come from the following approved journals only:
 - *Social Psychological and Personality Science*
 - *Personal Relationships*
 - *Journal of Social and Personal Relationships*
- To save space, you do NOT need to use formal APA style when citing the text and lecture in your paper. Instead, please use the following simplified style for this class and this assignment only!

- Citing Lectures: “This behavior suggests that Kermit the Frog has avoidant attachment (Lecture, Nov 17).”
- Citing the Text: “This behavior suggests that Kermit the Frog has avoidant attachment (p.14).”
- You DO need to use proper APA style when citing your two additional journal articles. You can find an excellent online tutorial concerning APA style here: <https://owl.english.purdue.edu/owl/resource/560/01/> . I will also post an APA style guide on Brightspace.
 - Additional journal articles: “This behavior suggests that Kermit the Frog has avoidant attachment (Ink, Pink, & Stink, 2019).”
- Be sure to include a complete, APA style reference for the text and the additional journal articles you cite at the end of your paper (i.e., a reference list). Follow APA style when preparing your reference list.

Some additional information based on common student questions:

- This is not a formal essay. You do not need a formal introductory statement or closing paragraph. In fact, I suggest you don't waste words on such repetitive features. You don't even need a formal thesis statement. You can jump right into your analysis. Remember --

Participation in Psychology Research:

When should I sign up?

Right away, the sooner the better!!! You should try to spread your participation out over the term, if you wait until the last possible day then there may not be studies available to you. The last day to participate for credit is the last day of term, December 4.

Where can I get more information, instructions, help with login problems etc?

Research Participation Coordinator: p100res@uvic.ca
SONA system website: <http://uvic.sona-systems.com>

Alternative to participating in research

Students are not required to participate in research, and not all students wish to do so. As an alternative to participation in research, students may submit short summaries (1 page double spaced, 12 pt. times New Roman font, ¾ inch margins) of journal articles from approved journals (see list below). Each article review counts as one percentage point and will be marked on a pass/fail basis. To receive credit, you must follow specific guidelines. The review must:

- **Be submitted on Brightspace by 5pm on March 31. Late submissions will not be accepted under any circumstances. E-mail submission will not be accepted**
- Be typed using 12 point font, Times New Roman, double spaced, ¾ inch margins, no longer or much shorter than one page.
- Be on articles from the following journals: *Personal Relationships*, *Journal of Social and Personal Relationships*.
- Fully identify the title, author(s), source and date of the article. A PDF copy of the article must be submitted in the drop box along with your review. No links to online articles! Students who do not submit a PDF copy of their article along with their summary will



BE WELL

A note to remind you to take care of yourself. Do your best to support your health this semester by eating regularly, moving your body in ways that make you feel energized and refreshed, getting enough sleep, and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Social Life, Friends, & Community at UVic:

Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.

<https://www.uvic.ca/mentalhealth/undergraduate/connecting/index.php>

Counselling Services:

Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. www.uvic.ca/services/counselling/

Health Services:

University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.

www.uvic.ca/services/health/

Centre for Accessible Learning:

The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations www.uvic.ca/services/cal/. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

Elders' Voices:

The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.

www.uvic.ca/services/indigenous/students/programming/elders/

Mental Health Supports and Services:

Mental health supports and services are available to students from all areas of the UVic community: www.uvic.ca/mentalhealth/undergraduate/

UNIVERSITY OF VICTORIA
Department of Psychology

Important Course Policy Information
Winter 2022

Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

