

Advanced Interpersonal Relationships  
Psychology 431H (A0), Spring 2024 (CRN: 22855)  
Tuesday, Wednesday and Friday 9:30 – 10:20; COR A28

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Instructor: Dr. Stinson, Department of Psychology  
Office: COR A272  
Phone 250-721-6281

Student Drop-In Consulting Hours: 10:30 am to 1:30pm on Wednesday  
E-mail: [dstinson@uvic.ca](mailto:dstinson@uvic.ca) – include “PSYC 431H” in the subject for a prompt reply!

### Part 1: Course Overview

#### Course Description

The purpose of this course is to increase your depth of knowledge of research on adult romantic relationships. We will focus on the life cycle of adult close relationships, ranging from stages of initial attraction and the development of an attachment, to growth and maintenance of the relationship, to conflict and, for some relationships, dissolution. Our primary analysis will be social psychological, meaning we will examine how people think and feel about themselves in relation to their romantic partners, how people think and feel about their romantic partners, and

## 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.

- x During class time (see the schedule on page 8), sometimes I will lead a mini-lecture or class discussion on a particular topic. Other times we will break into small groups with a student leader for discussion. Yet other times students will give presentations. So basically, we will do lots of fun things!
- x Attending and actively engaging in class is not just requested, it is actually a requirement to pass this seminar. 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 jokes or I will wither and die. You can actively engage by completing all the assigned readings, showing up, by being respectful and courteous during lectures and group discussions, and by participating in small and large group discussions.
- x In addition to these regular meetings, you will complete readings, weekly thought

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 <https://bright.uvic.ca/> I will post announcements, grades, etc. You will also post your weekly thought questions and submit assignments there.

#### Readings

There is no textbook for this class. Students are responsible for reading one or more chapters or journal articles each week which will be made available on Brightspace or via links in the reading list. If you have trouble reading the journal articles, please see me for guidance.

#### Prerequisites

The pre-requisite for this course is a passing grade in PSYC 300A and 300B (this may be a co-requisite), PSYC 375, and one of PSYC 320, 330, 385, 386, 387. This class always has a co-requisite of PSYC 300BET /A6

Failure to complete one or more of these elements will result in a grade of "N" regardless of the cumulative percentage of all other elements of the course. N is a failing grade and factors into GPA as a value of 0. On accordance with the University's policy on academic concessions, "A student who completes all course requirements is not eligible for an academic concession". Consequently, students can only request deferrals for the completion of required course components and not for non-essential course components.

### Part 3: Specific Requirements

#### Readings

There is no textbook for this class. Students are responsible for reading one or more chapters or journal articles each week. A complete reading list will be made available on Brightspace (see also the end of this syllabus). All readings are posted on Brightspace or available through hyperlinks in the reading list. If you have trouble reading the journal articles, please see me for guidance.

#### 1) Participation (10%)

DUE: Throughout the semester

Attending class and participating in class discussions, as well as asking questions that are relevant to the course materials, will be worth 10% of your grade. My mark will be based on my observations of your active participation in class discussions and your participation self-evaluation you will complete at the end of term, and your attendance. Periodically, there will also be small activities assigned for some classes (see the description in the class readings section beginning on page 8), and your completion of these activities will inform your participation grade.

#### 2) Thought Questions (5%)

DUE: 12pm (noon) on the day prior to the class they will be discussed (submitted on Brightspace)

During most weeks of the semester, you will each complete an approximately 50-100 word thought question in response to the required readings for that week. Thought questions are an opportunity for you to describe your reactions to the readings, critique a point in the readings, or raise new questions. You are expected to read each of the papers prior to the relevant class and be prepared to comment on others' ideas to stimulate class discussion. Your thought papers will be marked on a Pass/Fail basis (assume that you received full credit for your thought paper unless I inform you otherwise). Note: You do not need to submit a thought question for the days you are a group leader (2 days) and you can miss two additional thought questions without penalty. Thus, each student is required to submit 7 of the 11 thought questions assigned for the term.



reference list assignment should begin with a brief paragraph identifying the problem, question, or theory you plan to focus on in your term paper. You will then conduct a literature search and prepare an annotated reference list of at least 5



please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out: Where: Sexualized violence resource office in EQHR, Sedgewick C119 Phone: 250.721.8021 Email: [svpcordinator@uvic.ca](mailto:svpcordinator@uvic.ca) Web: [www.uvic.ca/svp](http://www.uvic.ca/svp)





REQUIRED READINGS and WEEKLY ASSIGNMENTS

Jan 9: Intro and Admin  
None.

Jan 10: Getting to Know Your Interests

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Jan 24: Attachment Theory 2

Overall, N. C., & Simpson, J. A. (2015). Attachment and dyadic regulation processes. & X U U H Q W  
2 S L Q L R Q V L Q 3 V \ F K R O R J \ 61-66.

\$ Q G O L V W H Q W R W K L V S R G F D V W Z K L F K S H U I H F W O \ L O O X V W

Esther Calling (August 14, 2023) "Want Her to Like Me Less":

<https://www.estherperel.com/podcasts/esther-calling-i-want-her-to-like-me-less>

Jan 30: Attachment Theory 3

Simpson, J. A., & Overall, N. C. (2014). Partner buffering of attachment insecurity. & X U U H Q W  
' L U H F W L R Q V L Q 3 V \ F K R O R J L F D O 6 F L H Q F H 54-59.

<http://www.scienceofrelationships.com/home/2014/6/19/are-hope-for-the-insecurely-attached.html>

Feb 6 Commitment 1

Hoplock, L.B. & Stinson, D.A. (2021). Rules of engagement: A content analysis of accepted and  
rejected marriage proposals. - R X U Q D O R I ) D <https://doi.org/10.1037/rev0000903>

Cast, A. D., & Schweingruber, D. S. (2022). Conformity to heterosexual engagement proposal  
s

Feb 14 Commitment 3

Miller, R. J. (1997). Inattentive and contented: Relationship commitment and attention to alternatives. - R X U Q D O R I 3 H U V R Q D O L W \ 7 5 8 7 6 6 . 6 4 R R I X D F O D Q V M F X R V O R J H D W K H D E V W U D F W D Q G V N L P W K L V L I \ R X Z D Q W W R J O H D Q W

Conley, T.D. & Moors, A.C. (2014). More oxygen please!: How polyamorous relationship strategies might oxygenate marriage. e V \ F K R O R J L F D 5 6 - 6 3 . T X L U \

\$ Q G U H D G W K L V O H W W H U V H H N L Q J D G Y L F H R I Q R R V & Z U S W D H L Q R W K R X J K W S D S H U R Q W K L V E O R J S R V W \* U R X S / H D G H U V L Q W K L V W R S L F O H D G \ R X U J U R X S H L Q H G D V Q F X V D E Q R W K I 6 L F R S P D Z U L W H U D Q G D V D J U R X S X V H F R P P L W P H Q W W K H R U \ W R H

<http://captainawkwad.com/2014/07/30/60cant-stop-cheating-on-my-perfect-boyfriend/>

Feb 16 Sex and Intimacy 1

Conley, T.D., Klein, V. (2022). Women Get Worse Sex: A Confound in the Explanation of Gender Differences in Sexuality. 3 H U V S H F W E R R I O G B R Q e, 17960-978. doi: 10.1177/17456916211041598.

^ Note W K D W W K L V S D S K H W L N U S R U R H E D V I P O W I B D O V I B O R D L V F X P H G Z R P H Q D U H K D Y L Q J V H [ Z L W K P H Q D Q G L W D O V R D V V X P H V D : H Z L O O G L V F X V V W K H V E X W K R W W F R I P O Q J W S H O N F O D W R V D F R P P R W K D W L V Z R U W K \ R I F U L W L T X H

\$ Q G O L V W H G W R W K L V S R G F D V W Esther Perel: Why Sex Should We Begin? (October 2019) <https://www.estherperel.com/podcasts/sexlessness>

Feb 27 Sex and Intimacy 2

Blank, H. (2011). Chapter 3: Getting a grip; % L J % L J / R Y H \$ 6 H [ D Q G 5 H O D W L F 3 H R S O H R I 6 L ] H D Q G 7 K O e s h a A r t s , N e w Y o r k , N Y . H P

<http://www.buzzfeed.com/ashleighshackelford/dating-fat-5-things-i-consider-before-commi-1wcqy>

Mar 12

# BE WELL



A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, 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/undergraduate/housing-student-life/student-life/index.php>

## ***Counselling Services:***

The Student Wellness Centre can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. <https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-counsellors>

## ***Health Services:***

The Student Wellness Centre also provides a full service primary health clinic for students. <https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-physicians>

## ***Centre for Accessible Learning***

The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations <https://www.uvic.ca/accessible-learning/index.php>. 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/](http://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: <https://www.uvic.ca/student-wellness/wellness-resources/mental-health/>



**UNIVERSITY OF VICTORIA**  
Department of Psychology  
Important Course Policy Information  
Spring Session 2024

**Accessible Learning**

The University of Victoria is committed to creating a learning environment where all members of the university community have the right to this experience and such an environment. The University will not tolerate racism, sexualized violence, bullying, or harassment.

Engaging into UVic's learning systems or interacting with online resources and course materials, you are engaging in a University activity.

These materials are subject to the University's policies and procedures. For more information, please refer to the University's policies and procedures.





### **Policy on Academic Integrity including Plagiarism and Cheating**

The Department of Psychology fully endorses and intends to enforce rigorously the [Senate Policy on Academic Integrity](#). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and oerg (a)-3.e tncergw (r)4T/6y9 (yo)1.9 (u s)-8 (e)

### **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.

### **Program Requirements**

For more information see the [UVic Calendar](#).

### **Registration Status**

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the [deadlines](#) set out in the current UVic Calendar.

Students who do not attend classes must not assume that they have been dropped from a course by an academic unit or an instructor. Courses that are not formally dropped will be given a failing grade, students may be required to withdraw and will be required to pay the tuition fee for the course.

### **Request for Academic Concessions**

Students can apply for [academic concessions](#) if their course requirements are affected by (i) unexpected and/or unavoidable circumstances (e.g., illness, family affliction, etc.), or (ii) conflicting responsibilities (e.g., service in the armed forces or first responder, representing the university).

#### **Request an in-course extension**

If you require more time to complete a course requirement or miss a test or midterm exam, then you will need to complete the "[In-Course Extension Form](#)" and submit it directly to your course instructor. All

