

**PSY327H5F – Psychology of Intimate Relationships**  
**Monday 12:00pm – 3:00pm**  
**IB 110 (Instructional Building) – IN PERSON**

### Course Delivery

- In-person – [Returning to Campus Summer 2022](#)
- **Learn Anywhere Guide for Students**  
<https://library.utm.utoronto.ca/students/quercus/learn-anywhere>  
University of Toronto tech [requirements for online learning](#)

### Contact Information

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**Office hours:** Mondays 10 :00 – 11 :00 am

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**Teaching Assistants:**

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**Emailing your instructors:** As your first contact on matters regarding accessibility concerns, comments or concerns about the class, or related matters, you can email your instructor at [emily.impett@utoronto.ca](mailto:emily.impett@utoronto.ca). We would be happy to review material and clarify content in office hours. E-mail should **not** be seen as an alternative to attending office hours with your TAs or instructor, and questions that could benefit others should be asked in class. When emailing us, please include “**PSY327H5S**” and the topic of your email in the subject line. We will try to respond to all emails within 2 business days. All email must come from an official [utoronto.ca](http://utoronto.ca) account.

### Course Description

The objective of this course is to review what relationship science can tell us about close relationships, with a particular focus on romantic relationships. We will explore questions such as: Why do we want to be in relationships, what informs our choice of relationship partners, what predicts satisfaction and stability in relationships, and what is the role of sexuality in relationships? These and other questions will be examined from a variety of theoretical perspectives and will be applied to better understand real-world relationship functioning. General topics include theory and methods of relationships, attraction, attachment, social cognition, commitment, sexuality, social support, conflict, and breaking up.

### Learning Outcomes

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

- Demonstrate in-depth knowledge of core theories and processes in relationship science
- Critically evaluate research findings in relationship science
- Describe the results of scientific studies in a clear, concise, and accessible manner in written form
- Develop a novel research question with an appropriate method to test this question
- Describe and explain limits to generalizability of research findings in relationship science
- Connect foundational principles of relationship science to modern-day, real-world applications

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## Reading Material

Bradbury, T. N., & Karney, B. R. (2019). *Intimate Relationships (3rd edition)*. New York, NY: Norton. **This is available for purchase online through Quercus as an e-book.**

We will be using the **Top Hat** ([www.tophat.com](http://www.tophat.com)) classroom response system. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message.

- You can visit the Top Hat Overview (<https://success.tophat.com/s/article/Student-Top-Hat-Overview-and-Getting-Started-Guide>) within the Top Hat Success Center which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system.
- An email invitation will be sent to you by email, but if don't receive this email, you can register by simply visiting our course website: <https://app.tophat.com/e/877076>

**Note: our Course Join Code is 877076**

- Top Hat will require a paid subscription, and a full breakdown of all subscription options available can be found here: [www.tophat.com/pricing](http://www.tophat.com/pricing).
- Should you require assistance with Top Hat at any time, due to the fact that they require specific user information to troubleshoot these issues, please contact their Support Team directly by way of email ([support@tophat.com](mailto:support@tophat.com)), the in app support button, or by calling 1-888-663-5491.

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## Course Evaluation

There are **five** pieces of assessment for this course: participation using TopHat (5%), research proposal outline (15%), final research paper (30%), midterm test (25%), and final test (25%). Below, I've organized these components into *active engagement*, *research and writing*, and *tests* and expand on the requirements.

### Active Engagement (5% of course total)

- **Participation (5%).** Full credit comes from participating in 6 out of the 7 lectures in which we will use Tophat (you can miss one class but still get full credit).

### Research and Writing (45% of course total)

- **Overview of research proposal.** To help you think *scientifically* about intimate relationships, dive deeper into a topic of interest, gain practice in evaluating empirical journal articles in relationship science, and propose a new idea that could benefit the field, you will complete a research proposal assignment. You will choose a topic of interest in relationship science, review relevant literature on this topic, identify a gap in existing literature, form a new research idea to advance knowledge on this topic, outline a research method for how you would go about testing this idea, and discuss the potential impact of your proposed study. Given that writing is a *process* that requires time, practice, and many iterations to best develop your ideas, this assignment is broken down into two components:
  - a. **Research proposal outline (15%).** To get started on writing early and gain valuable TA feedback, you will complete a 2-page (double spaced) research proposal outline. In the outline, you will provide an initial overview of all sections of the research proposal (as overviewed above), and this will serve as a guiding framework for your final research proposal. The outline is due on **May 24 by 11:59 pm** (submit on Quercus) and will be marked by the TAs.
  - b. **Final research proposal (30%).** You will incorporate the feedback that you received from the TAs on your outline and expand on (and potentially revise) these ideas into a larger final research proposal. Your research proposal should be a maximum of 8 pages (not including the title page and references), double-spaced. The research proposal is due on **June 15 by 11:59 pm** (submit on Quercus) and will be marked by the TAs.
- **Technical requirements.** As with other psychology courses, you will be expected to follow APA 7<sup>th</sup> edition guidelines for both assignment components (including using 12pt Times New Roman font and 1" margins). You may find the Purdue University Online Writing Lab (OWL) APA 7<sup>th</sup> edition resource helpful (located [here](#)), and

please see the “Student Wellness, Academic, and Writing Resources” section in the syllabus for how to access additional writing support. Your assignments will be graded on the quality of synthesis and analysis of the literature review, importance and novelty of your research idea, appropriateness of your research design, potential impact of your study and/or predicted results, and the overall quality of your writing (e.g., organization, flow, clarity). Additional details about the assignments and marking rubrics will be posted on the course website and reviewed in the lecture.

### **Tests (50% of course total)**

- **Midterm test (25%).** The midterm test, held on **May 30 in class from 12:10-2:10 pm (2 hours)**, will consist of multiple choice, short answer and/or short essay questions. The test will cover information presented in the first half of the course, as well as Chapters 1-8 in the textbook (note: some of the chapters only have selected pages). We will not have a lecture after the Midterm test.
- **Final test (25%).** The final test, held on **June 20 in class from 12:10-2:10 pm (2 hours)**, will consist of multiple choice, short answer and/or short essay questions. This test will cover information presented in the second half of the course, as well as Chapters 9-13 and Ch. 6 (pages 193-215) in the textbook (it is largely NOT cumulative).

### **A Note About Grades**

We (your TAs and I) understand that grades are important to you, and we are committed to grading everything fairly, in a timely manner, and to providing as much feedback as possible about what you have done well and how you could improve. Please keep in mind that we follow the U of T grading policy, which you can review here: <http://writing.utoronto.ca/advice/general/grading-policy>. Finally, we will aim to return marks to you within 1 week (give or take a few days) of the date we receive the assignments and tests, and an announcement email will be sent to alert you when grades have been posted.

**24-hour grade dispute policy:** If you ever need clarification on your grade and feedback that you have received, or if you believe that your term work has been unfairly marked, you are welcome to speak with the person who graded that paper/test. *You must wait at least 24 hours following the return of an assignment/assessment before bringing a grade concern to the TAs*—please use this time to reflect upon your performance and grade (and re-read any TA feedback, if applicable). Please write a short paragraph detailing your grade concern, including: (a) which specific part(s) of the written assignment or test you have a grade concern with and (b) why you have a concern with it. By submitting a request, you are consenting to a full regrade of the assignment, and please note that your grade may go up, down, or stay the same. In the event that a grade concern cannot be settled with the person who graded that paper/test, you may bring these concerns to the instructor, including: (a) and (b) above, as well as (c) communications between the TA and yourself that explain where the continued disagreement lies.

### **Plagiarism Detection Tool**

Normally, students will be required to submit their course essays to the University’s plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool’s reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>)

### **Course Webpage**

The website associated with this course is accessible via <http://q.utoronto.ca>

**Note:** You don’t need to create a new login for Quercus; it already knows who you are. You just need your UTORid and

password. This is the same login that gets you onto the wireless network with your laptop, and the same one that you use to check your email. If you're confused about your UTORid or don't remember your password, go to:  
<https://www.utorid.utoronto.ca/>

In order to access course material, monitor course information, and view your grades you must log into Quercus. If you have any general questions regarding Quercus, please visit the following help site:  
<https://q.utoronto.ca/courses/46670/pages/student-quercus-guide>

## **IMPORTANT COURSE POLICIES \*\*PLEASE READ\*\***

### **Missed Test Special Consideration Request Process**

Students who miss a test due to circumstances beyond their control (e.g., illness or an accident) can request that the Department grant them special consideration. Students must present their case to the Department (NOT the Instructor) by submitting a request via the online Special Consideration Request form at:  
<https://utmapp.utm.utoronto.ca/SpecialRequest>.

**Important note (only if applicable – if the class is moved online):** Once the test/exam is available online and you're unable to write or have an approved request to miss, **DO NOT** at any point attempt to access the test/exam. If at any time you access the test/exam, you will **NOT** be able to submit a special consideration and/or your request will be refused.

**If your request is approved by the department, the weight of the Midterm Test will be redistributed to the Final Test. If you miss the Final Test and your request is approved, you will take a make-up test.**

If your request is approved by the department, a make-up test will be offered. You will receive an email when a make-up date has been arranged. The department will try to give 2-3 days notice of make-up date, however this sometimes is not possible. **Be prepared for the make-up.**

### **Extension of Time Special Consideration Request Process**

**1) Term work within the last day of the term:** Students who seek to be granted more time to complete their term work beyond the due date without penalty, owing to circumstances beyond their control (e.g., illness, or an accident), must do so by submitting a request **directly to the Instructor** for the period up to and including the last day of the term. The decision as to whether or not to apply a penalty for the specified period rests with the Instructor.

***“Life happens” policy:*** I recognize that sometimes life happens. As such, I have built some flexibility into the course to allow for illness, other obligations, and terribly, horribly, no good, very bad days. In addition to only needing to actively participate in 7 out of 8 Tophat sessions for full participation marks, I will provide ONE late ticket, good for one 24-hour grace period for either of the writing assignments (i.e., Relationship Blog or Research Paper) during the term, no questions asked. Use it wisely because once it is gone, it is gone! To use this late ticket, simply: (a) email me *before* the original deadline to let me know of your intent to use the ticket and (b) submit the assignment in the usual way no later than 24 hours later. If your “life happens” situation is larger or more extended than this policy covers, please contact me as soon as possible to discuss your situation. I am here to support you and will do my very best to make accommodations *where reasonable, possible, and in fairness to other students.*

***Accommodations for religious observances:*** As a student at the University of Toronto, you are part of a diverse community that welcomes and includes students, staff, and faculty from a wide range of backgrounds, cultural traditions, and spiritual beliefs. For my part, I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. Further to University Policy, if you anticipate being absent from class or missing a major course activity (like a test, or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (a minimum of three weeks is recommended), so that we can work together to make alternate arrangements. For more information about the University of Toronto's Policy on Scheduling of Classes and Examinations and Other Accommodations for Religious Observances, as well as the University's Religious Accommodations Overview, please visit [here](#) and [here](#).

**2) Term work beyond the last day of the term:** Students who seek to be granted more time to complete term work beyond the last day of the term must submit their request directly to the Department. This request covers the period following the last day of classes and ends the last day of the exam period. This is done by submitting a request via the online Special Consideration Request form at <https://utmapp.utm.utoronto.ca/SpecialRequest>. You are advised to seek advising by the departmental Undergraduate Counsellor prior to the deadline.

### **Supporting Documentation**

The University is temporarily suspending the need for a doctor's note or medical certificate for any absence from academic participation. However, you are required to use the Absence Declaration tool on ACORN found in the Profile and Settings menu to formally declare an absence from academic participation. The tool is to be used if you require consideration for missed academic work based on the procedures specific to our campus/department.

### **Missed Final Exam or Extension of Time Beyond Exam Period**

Missed final exams or for extensions of time beyond the examination period you must submit a petition through the Office of the Registrar <http://www.utm.utoronto.ca/registrar/current-students/petitions> and follow their procedures.

### **Penalties for Lateness**

A penalty of 10% per calendar day (i.e., including weekends and holidays, during which students are not able to submit term work) up to and including the last day of classes, will be applied by the Instructor. After the last day of classes, the penalty of 10% per calendar day will be applied by the Undergraduate Counsellor on behalf of the Department. No penalty will be assigned if request for special consideration, described above, was successful.

### **Academic Guidelines**

It is your responsibility to ensure that you have met all prerequisites listed in the UTM Calendar for this course. If you lack any prerequisites you WILL BE REMOVED from the course up until the last day to add a course. Further information about academic regulations, course withdrawal dates and credits can be found in the University of Toronto Mississauga Calendar at: <http://www.erin.utoronto.ca/regcal/>.

You are encouraged to read this material. If you run into trouble and need advice about studying, preparing for exams, note taking or time management, free workshops and advice are available from the Robert Gillespie Academic Skills Centre at 905-828-5406.

### **AccessAbility Services**

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs. Students requiring academic accommodations for learning, physical, sensory, or mental health disabilities or medical conditions should contact the AccessAbility Office (2037B Davis Building), 905-828-3847. <http://www.utm.utoronto.ca/accessability/>

### **Academic Honesty and Plagiarism**

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree

from the University of Toronto Mississauga is a strong signal of each student's individual academic achievement. As a result, UTM treats cases of cheating and plagiarism very seriously.

**Privacy and Copyright Disclaimer (If applicable – if the class is moved online)**

***Notice of video recording and sharing (Download and re-use prohibited)***

This course, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session. Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation, and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor. For questions about recording and use of videos in which you appear please contact your instructor.

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Copyright Act, RSC 1985, c C-42. Course materials such as PowerPoint slides and lecture recordings are made available to you for your own study purposes. These materials cannot be shared outside of the class or "published" in any way. Posting recordings or slides to other websites without the express permission of the instructor will constitute copyright infringement.

The University of Toronto's Code of Behaviour on Academic Matters outlines behaviours that constitute academic dishonesty and the process for addressing academic offences. Potential offences include, but are not limited to:

In papers and assignments:

1. Using someone else's ideas or words without appropriate acknowledgement.
2. Submitting your own work in more than one course without the permission of the instructor.
3. Making up sources or facts.
4. Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

1. Using or possessing unauthorized aids.
2. Looking at someone else's answers during an exam or test.
3. Misrepresenting your identity.

In academic work:

1. Falsifying institutional documents or grades.
2. Falsifying or altering any documentation required, including (but not limited to) doctor's notes.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources.

**Academic Rights**

You, as a student at UTM, have the right to:

- Receive a syllabus by the first day of class.
- Rely upon a syllabus once a course is started. An instructor may only change marks' assignments by following the University Assessment and Grading Practices Policy provision 1.3.
- Refuse to use turnitin.com (you must be offered an alternative form of submission).
- Have access to your instructor for consultation during a course or follow up with the department chair if the instructor is unavailable.

- Ask the person who marked your term work for a re-evaluation if you feel it was not fairly graded. You have up to one month from the date of return of the item to inquire about the mark. If you are not satisfied with a re-evaluation, you may appeal to the instructor in charge of the course if the instructor did not mark the work. If your work is remarked, you must accept the resulting mark. You may only appeal a mark beyond the instructor if the term work was worth at least 20% of the course mark.
- Receive at least one significant mark (15% for H courses, 25% for Y courses) before the last day you can drop a course for H courses, and the last day of classes in the first week of January for Y courses taught in the Fall/Winter terms.
- Submit handwritten essays so long as they are neatly written.
- Have no assignment worth 100% of your final grade.
- Not have a term test worth more than 25% in the last two weeks of class.
- Retain intellectual property rights to your research.
- Receive all your assignments once graded.
- View your final exams. To see a final exam, you must submit an online Exam Reproduction Request within 6 months of the exam. There is a small non-refundable fee.
- Privacy of your final grades.
- Arrange for representation from Downtown Legal Services (DLS), a representative from the UTM Students' Union (UTMSU), and/or other forms of support if you are charged with an academic offence.

### **Equity Statement**

The University of Toronto is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated. If you have any questions, comments, or concerns you may contact the UTM Equity and Diversity officer at [edo.utm@utoronto.ca](mailto:edo.utm@utoronto.ca) or the University of Toronto Mississauga Students' Union Vice President Equity at [vpequity@utmsu.ca](mailto:vpequity@utmsu.ca). ***Please note that this outline is subject to change depending on the needs of the class (we may need additional time to cover a topic). Any changes to the syllabus will be announced in class one week before.***

### **Student Wellness, Academic, and Writing Resources**

#### **Wellness Statement\***

As your instructor, I value your health and well-being. As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating, and/or lack of motivation. These factors may affect your academic performance and/or reduce your ability to participate fully in daily activities.

In order to succeed in this class, at the University of Toronto, and beyond, you must work hard—but it is also essential to balance this work with rest and attention to your mental and physical health. Importantly, the work you do in this course (and other courses) cannot be done at the expense of your well-being.

**Working until exhaustion is NOT a badge of honour; it shows that you are out of balance.** Audre Lorde once said, *“Caring for myself is not self-indulgence, it is self-preservation, and that is an act of political warfare.”* Please see your wellness as an act of power and perseverance—the core to your success.

All of us benefit from support and guidance during times of struggle, and an important part of the University experience is learning how and when to ask for help. In addition to the many resources and supports available to you at the University of Toronto (for example, [Health & Wellness Services](#) through Student Life, as well as [support if you are feeling distressed](#)), you might find [this self-care packet](#) (with a self-assessment, advice, and worksheets) helpful in reaching your self-care goals.

\*Adapted from Rebecca Horne, Dr. Molly Metz, as well as Dr. Nicole Gonzalez Van Cleeve of Brown University (full text [here](#)).

articles, and more from our psychology librarian at UTM, Joanne Szurmak (joanna.szurmak@utoronto.ca), or from visiting the [“Ask” page](#) on the University of Toronto library website.

### **Writing Resources**

Writing is an essential skill to develop, one that you will refine consistently throughout your University experience, and one that you will be expected to do well in virtually any career path you take on after graduating. That said, I acknowledge that writing can be daunting and challenging. Luckily, help is available!

For more information on writing centres, courses, and resources at the University of Toronto, please check out these links: <http://www.writing.utoronto.ca/> and <https://www.utm.utoronto.ca/asc/writing-resources>.

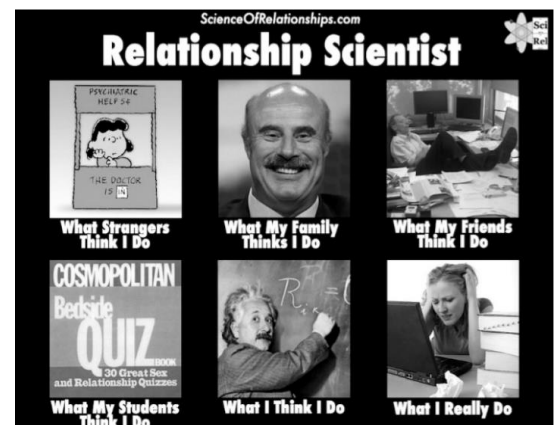
For anyone who would like to advance their understanding and command of English, please check out the following English Language Learning (ELL) supports:

<https://www.artsci.utoronto.ca/current/academic-advising-and-support/english-language-learning>

<https://www.utm.utoronto.ca/asc/online-resources/english-language-learner-ell-resources>

### **A Friendly Word of Caution**

As you read about and reflect on relationships, you may find yourself noticing and thinking about your own relationships and those of people to whom you are close. Efforts to understand what is happening in these relationships can facilitate your learning of the material—and this is great! 😊 However, I urge you not to take on the role of “expert” or “therapist” in your own or others’ relationships, interpreting people’s behaviour and explaining to others what it means. Not only is it inappropriate in your current role, but it may be hurtful to those you love and care about. Instead, talk to people about what you are learning and solicit their ideas to extend your own understanding of relationships and course material.





## Course Outline

Date	Topic	Readings
May 9	<u>Lecture 1</u> : What are Intimate Relationships and Why Should We Care?	Ch. 1
May 11	<u>Lecture 2</u> : Relationship Research as a Science; Attachment in Childhood and Adulthood	Ch. 2 (pages 35-54), Ch. 3 Ch. 6 (pages 213-222)
May 16	<u>Lecture 3</u> : Initial Attraction <u>Bonus Lecture</u> : How to Write a Research Proposal	Ch. 7
May 18	<u>Lecture 4</u> : Commitment; Gender & Sexual Orientation	Ch. 2 (pages 55-62) Chs. 4 & 5
May 23	<b>NO CLASS (Victoria Day)</b> <b>RESEARCH PROPOSAL OUTLINE DUE (May 24)</b>	
May 25	<u>Lecture 5</u> : Social Support and Capitalization	Ch. 8 (pages 272-277)
May 30	<b>MIDTERM TEST</b>	
June 1	<u>Lecture 6</u> : Conflict and Interpersonal Violence	Ch. 10 Ch. 11 (pages 369-386)
June 6	<u>Lecture 7</u> : Beliefs & Expectations – <b>Lecture will be pre-recorded and posted ONLINE (No Tophat)</b>	Ch. 12
June 8	<u>Lecture 8</u> : Personality & Relationships (Guest lecture: Natalie Sisson); Stress & Context (Guest lecture: Rebecca Horne) <b>No Tophat</b>	Ch. 6 (pages 193-213) Ch. 13
June 13	<u>Lecture 9</u> : Sexuality, Infidelity, & Non-Monogamy	Ch. 9
June 15	<u>Lecture 10</u> : Breaking Up & Being Single <b>FINAL RESEARCH PAPER DUE</b>	No reading
June 20	<b>FINAL TEST</b>	

**\*\*\*Please note that this outline is subject to change depending on the needs of the class (we may need additional time to cover a topic). Any changes to the syllabus will be announced in class one week before.**