



**St. Jerome's University in the University of Waterloo**  
**Department of Psychology**  
**Psych 354 cross-listed with Psych 354R**  
**INTERPERSONAL RELATIONSHIPS**  
**Fall 2021**  
**Tuesday, Thursday 1:00 – 2:20, SJ2 1004**

**Instructor and T.A. Information**

Instructor: Dr. John K. Rempel  
Office: 2032 Sweeney Hall  
Office Phone: 519-884-8111 ext. 28212  
Office Hours: by appointment  
Email: jrempel@uwaterloo.ca

T.A.: Sahara Kular  
Email: sikular@uwaterloo.ca  
Office: 2035 Sweeney Hall  
Office Hours: by appointment

**Course Description**

A psychological analysis of social interaction and the dynamics of close relationships.

**Course Goals and Learning Outcomes**

This course is designed to provide an overview of research and theory on interpersonal relations. The course will be organized around a conceptual presentation of the interpersonal topics, processes, and principles that affect the nature and progress of social interactions, with a main focus on the development and maintenance of close relationships. There is also a rough developmental progression to the material in this course. We will begin by exploring the developmental basis of an individual's chronic orientations toward their social world, move on to a discussion of the formation of relationships, and end with a focus on the factors that affect the maintenance or dissolution of such relationships.

**Required Text**

Miller, R.S. (2022). *Intimate Relationships* (9th Ed.). New York, N.Y.: McGraw Hill.

**Course Outline / Class Schedule**

<b>Date</b>	<b>Topic</b>	<b>Readings Due</b>
Sep 9	Introduction	
Sep 14	Research Methods	Chapter 2
Sep 16	A Conceptual Theory of Relationships	Chapter 1
Sep 21	Developmental Beginnings	Chapter 7
Sep 23	Developmental Beginnings	
Sep 28	Models of Self	

Date	Topic	Readings Due
Sep 30	The Self in Relationship	Chapter 4
Oct 5	*** Test 1 ***	
Oct 7	Models of Others: Trust	Chapter 10
Oct 12	*** study day – no class ***	
Oct 14	*** study day – no class ***	
Oct 19	Models of Others: Power	Chapter 12
Oct 21	Attraction	Chapter 3
Oct 26	Mate Selection	
Oct 28	Theories of Emotion	
Nov 2	Theories of Love	Chapter 8
Nov 4	Love and Hate	
Nov 9	***Test 2****	
Nov 11	Relationship Formation	
Nov 16	Commitment	Chapter 6
Nov 18	Communication	Chapter 5
Nov 23	Communication	
Nov 25	Conflict	Chapter 11
Nov 30	Dissolution	Chapter 13
Dec 2	Maintenance and repair	
Dec 7	*** Test 3 ***	
Dec 8	*** research proposal due ***	
Dec 10	*** late penalties for research proposal begin ***	

### Assessment 1: Tests

I will let the text provide a general overview of the material for a given topic and I will use class time to add new material, amplify important issues, and focus on specific topics in more depth. Three quarters of your grade will be based on three multiple-choice tests that each cover one third of the course material. Each of these tests is worth 25% of your final grade. The tests will cover a roughly equal balance of the material found in specified chapters of the text, as well as material covered in lectures and handouts. Test 1 will be on October 5, Test 2 on November 9, and Test 2 on December 7.

Marks will be posted on LEARN as soon as possible. In order to be fair to everyone, *each test mark received stands “as is”* – they will not be dropped or re-weighted, nor will extra assignments be given. My goal is to be fair to everyone – please don’t ask for special treatment. However, it is fair for a test to be rescheduled for legitimate medical, compassionate, or religious grounds.

### UW Policy regarding Illness and Missed Tests:

UW Examination Regulations ([www.registrar.uwaterloo.ca/exams/ExamRegs.pdf](http://www.registrar.uwaterloo.ca/exams/ExamRegs.pdf)) state that: 1) A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the “University of Waterloo Verification of Illness” form or it will not be accepted. This form can be obtained from Health Services or at [www.healthservices.uwaterloo.ca/Health\\_Services/verification.html](http://www.healthservices.uwaterloo.ca/Health_Services/verification.html). 2) If a student has a test/examination deferred due to acceptable medical evidence, he/she normally will write the test/examination at a mutually convenient time, to be determined by the course instructor. 3) The University acknowledges that, due to the pluralistic nature of the University community, some students may on religious grounds require alternative times to write tests and examinations. 4) Elective arrangements (such as travel plans) are not considered acceptable grounds for granting an alternative examination time.

Thus, you are entitled to test rescheduling for *legitimate* medical, compassionate, or religious grounds. ***Whenever possible, please inform me PRIOR to the scheduled test to arrange an alternate writing time.*** A make-up test should normally be scheduled on the first school day after your documentation expires, with the obvious provision of access to missed material. Make-up exams may differ in format from the original. For guidance regarding illness self-declarations, please see:

<https://uwaterloo.ca/quest/help/students/how-do-i/self-declare-my-illness>

In the case of bereavement, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.

Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.

### **Assessment 2: Research Proposal**

The remaining 25% of your grade will be based on a research proposal that is due by 11:59 pm on December 8 as an email attachment. If you hand in your paper by 11:59 pm on December 10 you will not incur a late penalty, but you will only receive a grade with no additional comments on your paper. I will deduct 5% per day for late papers starting December 11.

For this assignment, I would like you to write the introduction section of an original research article, addressing a new, previously unanswered question involving some aspect of personal relationships. My best advice for the format of this assignment is to use the introduction section of articles in academic journals such as *Journal of Personality and Social Psychology*, *Personal Relationships*, the *Journal of Social and Personal Relationships*, etc. as a template for to do.

The first step in this assignment is to select an issue or area of interest and discover what is known about this topic. Text or class material can be a good place to start. Once you have read enough to become familiar with an area of research, you will need to narrow your topic to the point that you are dealing with a specific research question. This question may be an extension or variation on a study that you have read or it may be a new research idea for which no previous studies exist.

After narrowing your idea to a single, focused question, your paper will need to develop specific hypotheses for the results you expect and a solid, logically developed rationale for why you are expecting them. Your theoretical explanations and justifications are more important than the question itself. Although I am not expecting you to develop a detailed methodology section (unless you are specifically proposing a new methodological variation or procedure) you won't be able to develop logical, meaningful, and precise hypotheses without thinking through how you will test your idea.

This should not be a long paper. Part of the exercise is to give you experience in producing a focused, tightly written report. There is no page limit, but you should focus on saying everything you need to say as clearly and efficiently as possible and don't say anything more. Pay attention to careful organization and the smooth transition of information and ideas. In this assignment, good communication is critical.

It is common for research articles in Psychology to have multiple authors. Therefore, for this project you are permitted to work in groups of up to 3 people. You will all receive the same grade for the paper, so choose your groups and distribute the workload carefully to minimize real or perceived inequities.

### **Assessment 3: Sona Participation and Research Experience Marks**

Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this, article review is another. A number of undergraduate courses have been expanded to include opportunities for Psychology students to earn grades while gaining research experience.

Since experiential learning is highly valued in the Department of Psychology, students may

earn a **"bonus" grade of up to 3%** in this course through research experience. Course work will make up 100% of the final mark and a "bonus" of up to 3% may be earned and will be added to the final grade if/as needed to bring your final grade up to 100%.

The two options for earning research experience grades; participation in research through online and remotely operated (replacing in-lab) studies, and article review; are described below. Students may complete any combination of these options to earn research experience grades.

### **Option 1: Participation in Psychology Research**

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in remotely operated (replaces in-lab) and/or online (web-based) studies conducted by students and faculty in the Department of Psychology. Participation enables students to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience. Please be assured that all Psychology studies have been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee.

#### ***How to earn extra marks for your Psychology course(s) this term by participating in studies:***

- You will earn "credits" which will be converted to "marks" (1 credit = 1%)
- You can schedule your remotely operated (replacing in-lab) and ONLINE studies using the "Sona" website.
- **FOR THE FALL 2021 TERM ALL OF YOUR CREDITS** can be earned through ONLINE AND REMOTELY/ ONLINE OPERATED (replacing in-lab) studies. 25% of credits will need to be completed using REMOTELY / ONLINE OPERATED studies

#### ***Educational focus of participation in research***

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results
- References for at least two related research articles
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study
- Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which s/he participated.

Participation in remotely operated (replaces in-lab) studies has increment values of 0.75 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies is worth .25 credits for each 15-minutes of participation. Researchers will record student's participation and at the end of the term the REG Coordinator will provide the course instructor with a credit report of the total credits earned by each student.

#### ***How to participate?***

**Study scheduling, participation and grade assignment is managed using the SONA online system. All students enrolled in this course have been set up with a SONA account. You must get started early in the term.**

**For instructions on how to log in to your SONA account and for a list of important dates and deadlines please, as soon as possible, go to:**

[Participating/SONA information: How to log in to Sona and sign up for studies](#)

*\*\*\* Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website.\*\*\**

More information about the REG program in general is available at:

[Sona Information on the REG Participants website or you can check the Sona FAQ on the REG website homepage for additional information.](#)

### **Option 2: Article Review as an alternative to participation in research**

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may opt to gain research experience by writing short reviews (1½ to 2 pages) of research articles relevant to the course. The course instructor will specify a suitable source of articles for this course (i.e., scientific journals, newspapers, magazines, other printed media). *You must contact your TA to get approval for the article you have chosen before writing the review.* Each article review counts as one percentage point. To receive credit, you must follow specific guidelines. The article review must:

- **Be submitted before the [last day of lectures](#). Late submissions will NOT be accepted under ANY circumstances.**
- Be typed
- Fully identify the title, author(s), source and date of the article. A copy of the article must be attached.
- Identify the psychological concepts in the article and indicate the pages in the textbook that are applicable. Critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc. Provide examples whenever possible.
- Clearly evaluate the application or treatment of those concepts in the article.
- Keep a copy of your review in the unlikely event we misplace the original.

### **Late Work**

Research Proposal: You will have until December 8 at 11:59 pm to submit your paper if you want me to give you feedback. If you hand in your paper on December 9 or 10 by 11:59 pm you will not incur a late penalty, but you will receive a grade only with no additional comments on your paper. I will deduct 5% per day for papers received starting December 11.

### **Other Important Information**

**Intellectual Property:** I very much want this class to be a good experience for you, and I put a lot of time, thought, and effort into that. To be clear, I'm sharing our work with YOU -- so please don't sell or give away my lectures, slides, etc. to other people. That's "unauthorized distribution of intellectual property," and *it's not okay*. I hope that makes sense.

**Academic Integrity:** A word about cheating – don't. You're better than that. It is lazy, disrespectful, and immoral. I expect university students to be mature, responsible, accountable people who act with integrity. Students who cheat or plagiarize are 1) incompetent – they haven't actually learned the material, and 2) untrustworthy – they are willing to mislead others and take advantage of their fellow students in order to get ahead. I do not want incompetent, immoral people getting a university degree, much less a job in a position of responsibility. Therefore, if you are caught cheating I will, with little sympathy, lobby for the most severe consequences possible. Here's the official information: "In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. [Check [www.uwaterloo.ca/academicintegrity/](http://www.uwaterloo.ca/academicintegrity/) for more info]".

**Grievance:** A student who believes that a decision affecting some aspect of their university life has

been unfair or unreasonable may have grounds for initiating a grievance. [Read the St. Jerome's University Policy on Student Petitions and Grievances, www.sju.ca/sites/default/files/upload\\_file/PLCY\\_AOM\\_Student-Petitions-and-Grievances\\_20151211-SJUSCAapproved.pdf](#). When in doubt, please be certain to contact the St. Jerome's Advising Specialist, Student Affairs Office, who will provide further assistance.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing an academic offence, and to take responsibility for their actions. [Check [www.uwaterloo.ca/academicintegrity/](#) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the [St. Jerome's University Policy on Student Discipline, www.sju.ca/sites/default/files/PLCY\\_AOM\\_Student-Discipline\\_20131122-SJUSCAapproved.pdf](#). For information on categories of offences and types of penalties, students should refer to University of Waterloo Policy 71, Student Discipline, [www.adm.uwaterloo.ca/infosec/Policies/policy71.htm](#). For typical penalties, check the Guidelines for the Assessment of Penalties, [www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm](#).

**Appeals:** A decision made or penalty imposed under the [St. Jerome's University Policy on Student Petitions and Grievances](#) (other than a petition) or the [St. Jerome's University Policy on Student Discipline](#) may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the [St. Jerome's University Policy on Student Appeals, www.sju.ca/sites/default/files/PLCY\\_AOM\\_Student-Appeals\\_20131122-SJUSCAapproved.pdf](#).

**Note for students with disabilities:** [AccessAbility Services](#), located in Needles Hall (Room 1401) at the University of Waterloo, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term, [www.uwaterloo.ca/accessability-services/](#).