



ST. JEROME'S UNIVERSITY

Department of Sexuality, Marriage, & Family Studies

SMF 306 – Fall 2018

Formation & Maintenance of Close Relationships

Mondays & Wednesdays 2:30am to 3:50pm

Room SJ2 2007

Instructor: Dr. Denise Whitehead

Office: Sweeney Hall 2217

Office Hours: Mondays & Wednesdays 1:00-2:00 pm

You may also schedule an appointment via email.

Email: denise.whitehead@uwaterloo.ca

Correspondence

Please come and visit me during office hours. It is nice to get meet with students one-on-one and to get to know you better. I am available to tackle questions about course material, talk about ideas for your writing assignments, or discuss future university degrees and career ideas.

Please contact me/come to see me if you are having medical/psychological issues that are compromising your ability to complete the course successfully. Generally, tackling these issues earlier, rather than later in the course, allows for more options.

Email is generally answered the same day – Monday to Friday – and at other times when I am able. If you haven't heard from me within 24 hours during the business week, please resend your email in case I didn't receive or it got lost among the long list of emails I receive.

Course Calendar Description: The interpersonal dynamics involved in the formation and maintenance of close relationships will be examined. Topics such as attraction, commitment, love, trust, and communication will be examined from various theoretical and empirical perspectives.

Prereq: One of SMF 101/206, PSYCH 220R, PSYCH 253/253R; *Level at least 2A.*

Antireq: PSYCH 221R, 354/354R

Course Overview

This course provides an overview of intimate relationships from a broad, interdisciplinary, and inclusive perspective by drawing on family studies, psychology, social psychology, and sociology. The dynamics of intimate relationships will be examined from attraction, to dating, to cohabitation, to marriage, and including separation/divorce. This course will draw on various theories regarding intimate relationships that will be explored and analyzed. This course provides a unique opportunity for you to increase your appreciation of the science behind relationships versus the myths, or other popularly held perspectives, which can dominate. A core component of this course will include opportunities for reflection on one's beliefs, attitudes, and values regarding intimate relationships.

This course will be comprised of lectures, class discussions, and activities in order to:

- 1) Orient you to the languages of various historical, psychological, anthropological and cultural theories of close relationships, marriage, and families;
- 2) Facilitate critical thinking that is required for reading and critiquing research literature.

Course Goals and Learning Outcomes

This course has been designed so that you will be able to:

- Explore the multi-dimensional experience of intimate relationships;
- Identify and explain the various dimensions of intimate relationships from an interdisciplinary perspective;
- Communicate effectively, both orally and in writing, the various dimensions of intimate relationships from an interdisciplinary perspective;
- Work with others to create a learning environment that is exploratory, respectful, and inclusive for you, your classmates and your instructor;
- Work with others to discuss the course and to develop critical questions, debates and answers about the readings, videos and class activities;
- Reflect on and articulate your own experiences, values and biases in relation to the various dimensions of intimate relationships as you integrate the lectures and readings, demonstrating your ability to think critically.

REQUIRED TEXTS (2 Books)

1. Miller, Rowland. (2018). *Intimate Relationships*, 8th edition. New York: McGraw Hill.

There are two purchase options to choose from:

- i. Digital eBook plus an Access Code to the CONNECT Prep learning resources. Purchase On-line Code via the UWaterloo Bookstore for the combined price of \$99.

PSSST: you can try the EBook for FREE for 2 weeks. So don't hesitate to get connected immediately.

- ii. Print version of the textbook plus an Access Code to the E-book and CONNECT Prep learning resources for the combined price of \$119.95.

2. Pillemer, Karl. (2015). *30 Lessons for Loving: Advice from the Wisest Americans on Love, Relationships, and Marriage*. New York: Avery. (**UWaterloo bookstore for only \$4.99!**) (also available at Chapters-Indigo for \$13.90) (FYI, in previous years students have loved this book so much they have bought copies for partners and family members).

COURSE ASSIGNMENTS AND ASSESSMENTS

Assessment	Date of Evaluation	Weighting
Completion of Connect Prep for Miller Text	Due before each class per course schedule below	5%
Mid-term Test	Wednesday October 24 th (in class)	30%
Final Test	Monday December 3 rd (in class)	25%
Interpretations of Love Written Analysis Due Presentations on Love	Sunday October 28 th by 10 pm in DropBox October 29 & 31	10% NOTE: submission day for Connect Prep Chapter 8 on Love is the same day as the written assignment is due
Relationships Research Paper: Myth vs. Reality	Sunday Dec. 9 th by 10 pm In DropBox	30%
TOTAL		100%

COURSE SCHEDULE: TOPICS & READINGS

This schedule may change due to various factors, but sincere effort will be made to follow it as outlined below.

***Note: Other readings may be assigned throughout the course as something of interest crosses my desk!**

****CP refers to the Connect Prep practice quizzes**

WEEK	DATES	TOPIC	READINGS
1	Sept 10	Welcome! Introduction to the course	Read the Syllabus Buy Books (see bottom of page 2 for options)
	Sept 12	Introduction to the topic	Pillemer Chapter 1
2	Sept 17	The Building Blocks of Relationships	Miller Chapter 1 (CP** due 2pm)
	Sept 19	Research Methods	Miller Chapter 2 (CP due 2pm)

WEEK	DATES	TOPIC	READINGS
3	Sept 24 Sept 26	Attraction	Miller Chapter 3 (CP due 2 pm)
NOTE	Wed Sept 26	Last day to drop course	No penalty
4	Oct 1 Oct 3	Social Cognition	Miller Chapter 4 (CP due 2pm Oct 1) Pillemer Chapter 2
NO Classes this week	Oct 8 Oct 10 (Wed) Oct 12 (Fri)	Thanksgiving & Study Break Make-up Friday is cancelled to accommodate student work schedules	NO classes this week Happy Thanksgiving!! Enjoy a rest, time with family and friends, and some school work for balance.
5	Oct 15 Oct 17	Communication Interdependency	Miller Chapter 5 (CP due 2pm) Miller Chapter 6 (CP due 2pm)
6	Oct 22 Oct 24	Friendship MID-TERM	Miller Chapter 7 (CP due 2pm) Covers Miller Chapters 1-7 and Pillemer Chapters 1 & 2, plus all other additional readings, lectures, videos and class discussions
7	Oct 29 & Oct 31 DUE October Sunday 28th by 10 pm	Love **Student presentations on Love** Your written analysis for your presentation is due in DropBox	Miller Chapter 8 (CP due Sunday October 28 th by 10pm) Pillemer Chapter 5
8	Nov 5 Nov 7	Sexuality Stresses & Strains	Miller Chapter 9 (CP due 2pm) Pillemer Chapter 4 Miller Chapter 10 (CP due 2pm)
9	Nov 12 Nov 14	Stresses & Strains Conflict	Pillemer Chapter 3 Chapter 11 (CP due 2pm)
NOTE	Monday Nov. 19	Last day to drop course	Receive a WD on your transcript (no credit, grade dropped)
10	Nov 19 Nov 21	Conflict cont'd Power & Violence	Chapter 12 (CP due 2pm)

11	Nov 26 Nov 28	Dissolution & Loss Maintaining & Repairing	Miller Chapter 13 (CP due 2pm) Miller Chapter 14 (CP due 2pm)
12	Dec 3 (Mon) (Last Class)	Final Test (in-class)	Covers Miller Chapters 8-14 AND Pillemer (Chapters 3, 4, & 5) plus all other additional readings, lectures and class discussions
NOTE	Wed Dec 5	Last Day to Drop Course	Receive a WF
PAPER DUE	Sunday December 9th by 10 pm	Myth vs. Reality Paper	Submit via DropBox

ASSESSMENTS

STUDENT PRESENTATIONS ON LOVE (10%)

DUE Week 7: October 29 & October 31st

(Submit Written Analysis by Sunday October 28th, 2018 by 10 pm in DropBox)

Each student will give a short (approx. 5 minutes) presentation on the topic of LOVE. Please select a cultural depiction of love that is meaningful to you - a song, YouTube clip, news item, magazine ad, cartoon, aphorism, picture, video/movie clip or political literature, etc*. Prepare a "Show & Tell" for the class. You are expected to attend both days of presentations even if you presented on the first day. An absence will require a valid VIF. An unexcused absence will result in a 25% reduction in your own grade for this assignment.

As part of this assignment you must also prepare a 500** word analysis linking this cultural depiction with material from the course (e.g., how does your representation accurately capture, debunk, or capitalize on what we have learned from the science about love). Your written analysis must include in-text citations from the Miller and Pillemer texts and an APA compliant references list at the end (the references list does NOT count towards the 500 words).

Please be prepared to share this analysis with the class, but do not read from your paper - be prepared to present the key points in an engaging and professional manner.

*if you choose a song or a movie/tv clip try to keep it to no more than 1-2 minutes by zeroing in on the key part you want to showcase

** 500 words is one page single spaced, or 2 pages double spaced, 12 pt, Times New Roman, with 2.54 cm margins on all sides.

CONNECT PREP FOR MILLER TEXT (5%)

WHY USE? Your contributions to class discussions and activities, your performance on tests, and your ability to identify a topic and write an analytical paper are highly contingent on engagement with the course readings. Let's be honest - too many students often let their readings fall behind and then attend lectures ill prepared to reap the most from them or contribute in a significant way letting other students or the professor carry the load of their learning. The publisher of our text offers an interactive facilitator to help you achieve a richer comprehension of the information thereby also giving you the opportunity to do better in the course. I have tried it myself and it makes reading a textbook much more interesting as it prompts you with questions to see how you are learning. As you get better it asks more complicated questions. If you struggle it will supplement with new questions until you demonstrate that you have learned the material.

GRADING: There are 14 chapters in the Miller Text. There is 5% that will be awarded if you have completed 12 of the 14 chapters by the due dates (usually by 2pm of the class day on which the topic is being introduced per the schedule above). This is AN ALL OR NOTHING grade – you must complete 12 of the 14 chapters on time (you are allowed 2 misses) to be awarded the 5 marks. There is no pro-rating. If you do not complete at least 12 of the required prep quizzes then you get ZERO marks.

ALTERNATIVE: All students in the course are encouraged (**but NOT required**) to purchase the combined Ebook text and/or hard copy with CONNECT Access. If you will NOT be purchasing the Ebook text and/or Connect access to the learning modules please see me. You will be able to earn the same marks by completing a 1page single spaced summary for each of the assigned chapters. These must be handed in to me at the START of class on the same schedule as the Connect Prep due dates noted in this syllabus. The summaries will NOT be accepted once class starts. **PLEASE TALK to me or EMAIL ME PRIOR TO OUR SECOND WEEK OF CLASS IF YOU PLAN TO PURSUE THIS OPTION.**

TESTS (Midterm (30%) + Final Test (25%) = 55%)

There will be two in-class tests that will include Multiple Choice AND Short Answers. All materials, readings, lectures, films, activities, discussions etc. will be evaluated.

MIDTERM (30%) (Wednesday, October 24th)

FINAL TEST (25%) (Monday, December 3rd)

Tests will only be rescheduled under very limited conditions; it is your responsibility to read and abide by the following:

1. You **must** notify me prior to the test if you are unable to write at the scheduled time due to medical or religious circumstances (or at minimum on the day of the test).
Students who fail to do so will receive a grade of ZERO on the test.
2. You must provide appropriate documentation (see UW Policy Regarding Illness and Missed Tests* - a **UW Verification of Illness form must be submitted**) in order to have a test rescheduled. See <https://uwaterloo.ca/health-services/student-medical-clinic/services/verification-illness>
3. Rescheduling is at the discretion of the course instructor. Verification of Illness Form (VIF) dates will weigh heavily in this decision to permit the student to write a make-up.

4. Make-ups are typically scheduled for the Friday (1-4 pm) immediately following the missed test. These are administered by an experienced proctor at St. Jerome's.

RESEARCH PAPER: MYTH vs. REALITY IN INTIMATE RELATIONSHIPS (30%)

Due Date: SUNDAY DECEMBER 9TH BY 10 PM IN DropBox.

Specifications: 5-6 typed pages + References page + Title page, 12 pt, Times New Roman, Double Spaced, 2.5 cm margins all around)

As will be discussed throughout the course there are many persistent myths or generally accepted clichés or stereotypes about intimate relationships that are often not borne out upon further scientific examination.

This is an INDIVIDUAL writing assignment designed to have you LINK the course materials (textbooks, readings and lectures) to a more in-depth reading of the academic literature (aka RESEARCH articles). For this assignment you are required to identify a myth, cliché, or relationship stereotype and explain what is the myth, why it has evolved, and what purpose it has served in being used explain intimate relationships. The main focus of the paper should then explain the “reality” of the research and how it debunks or brings greater clarity to the pervasive myth.

In addition to any course materials that you include in your paper, you must ALSO source and include 4-5 scientific/academic articles (textbook chapters and/or journal articles) on your specific topic and provide a critical analysis of what the research says and how it refutes, challenges or clarifies the myth. If there are identified gaps in what the research has been able to answer please discuss these as well.

Referencing must be done in APA. See OWL Purdue – an excellent on-line resource for how to properly incorporate references into your paper
<https://owl.english.purdue.edu/owl/resource/560/01/>

Your paper must be a critical analysis of the topic, rather than merely descriptive. This is an academic paper so your writing must be formal, well researched and referenced and not contain personal opinions.

It is your responsibility to ensure that you understand the expectations for the successful completion of this assignment. If you have any questions you are expected to ask them in class or see me during office hours. PLEASE READ THE SECTION ON PLAGIARISM BELOW.

IMPORTANT INFORMATION

Mental Health Services

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 x32655
- MATES: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from the Student Life Centre and across the street from St. Jerome's University.

Off campus, 24/7

- Good2Talk: Free confidential help line for post-secondary students.
Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Extended Assessment Unit
Phone: 519-749-4300 x6880
- Here 24/7: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- OK2BME: Support services for lesbian, gay, bisexual, transgender, or questioning teens in Waterloo. Phone: 519-884-0000 x222

Full details can be found online at the Faculty of ARTS website

Download UWaterloo and regional mental health resources (PDF)

Download the WatSafe app to your phone to quickly access mental health support information

Late Work

All assignments are due in DropBox on the date and time noted in the syllabus. Any assignment submitted after the DropBox due date/time will be subject to a 10% penalty per day, including weekends. Time starts to run as soon as the paper misses the date AND time. Late papers will receive only a grade, no other written feedback. After 3 days late papers will no longer be accepted.

Plagiarism

Plagiarism is one form of academic misconduct. A student guilty of plagiarism, the use of another person's thoughts and writings as his or her own, may experience disciplinary action in the form of academic penalties.

In order to avoid plagiarism, a student must adhere to the following procedures:

1. Every statement of fact not generally known, and every opinion which is not arrived at independently, requires a reference to the literature being used.
2. All direct quotations (i.e., text taken directly from the source) must be in quotation marks, or if a certain length (e.g., 40 words or more) must be indented and single-spaced.
3. Every quotation requires a reference, including page number.
4. In summarizing another person's words, a student would need to use different words and change the sentence structure of the original statements. Such paraphrases must also, of course, be referenced (but no page numbers).

PLEASE NOTE: Professors are required to report suspected cases of plagiarism to the (Associate) Dean's office for investigation and, if guilty, an assessment of penalty. Proper APA referencing and appropriate use of quotation marks often goes a long way to avoiding plagiarism.

Electronic Device Policy

In the spirit of creating a classroom environment conducive to listening and learning, ALL students MUST restrict their laptop use during lectures to note-taking and to silence their cell phones. In a shared learning environment, surfing, Facebook, on-line shopping, texting, tweeting, and other such endeavours are distracting to other students and detrimental to their learning. Students who violate this standard will be reminded by the professor to disengage. Persistent use will result in the student being asked to leave the class immediately.

P.S. Research suggests that taking by notes by long-hand is more effective for student learning.

Copyright re Course Material

Lectures and course materials, including power point presentations, tests, outlines, and similar materials are protected by copyright. Faculty Members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of the Faculty Member. Similarly, students own copyright in their own original papers and exam essays. If a faculty member is interested in posting a student's answers or papers on the course web site the faculty member should ask for the student's written permission.

Academic Integrity: To maintain a culture of academic integrity, members of the University of Waterloo and its Affiliated and Federated Institutions (AFIW) are expected to promote honesty, trust, fairness, respect, and responsibility.

[Academic Integrity Office \(UW\)](#): A resource for students and instructors.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. 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 professor, 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](#). For information on categories of offenses and types of penalties, students should refer to [University of Waterloo Policy 71 \(Student Discipline\)](#).

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.](#)

Appeals: A student may appeal the finding and/or penalty in a decision made under the St. Jerome's University Policy on Student Petitions and Grievances (other than regarding a petition) or the St. Jerome's University Policy on Student Discipline if a ground for an appeal can be established. Read the [St. Jerome's University Policy on Student Appeals.](#)

Note for Students with Disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), 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 the AS office at the beginning of each academic term.