



**St. Jerome's University in the University of Waterloo**  
**Department of Psychology**  
**Psych 354 cross-listed with Psych 354R**  
**INTERPERSONAL RELATIONSHIPS**  
**Fall 2020 Online**

**Instructor and T.A. Information**

Instructor: Dr. John K. Rempel  
Office Hours: by appointment  
Email: jrempel@uwaterloo.ca

**Connectivity: IMPORTANT!**

Please let me know via email *as soon as possible*:

- a) if you are not in the Eastern (North American) time zone, how many time zones away you are
- b) if you have had bandwidth or internet connection problems more than once a month;
- c) if there is restricted access to certain websites (e.g., news, YouTube) in your region.

This information will help me to ensure that your experience of the course will be as smooth as possible.

**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 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. (2018). *Intimate Relationships* (8th Ed.). New York, N.Y.: McGraw Hill.

**Course Outline / Class Schedule**

Week of	Topic	Readings Due
Sept 10	Introduction	
Sept 17	Research Methods; Relationships Theory	Chapter 1, 2
Sept 24	Developmental Beginnings; The Self in Relationship	Chapter 7, 4
Oct 1	*** Test 1 ***	
Oct 8	Trust and Power	Chapter 10, 12
Oct 15	*** study week – no class ***	

Week of	Topic	Readings Due
Oct 22	Attraction; Mate Selection; Theories of Emotion	Chapter 3
Oct 29	Love and Hate	Chapter 8
Nov 5	*** Test 2 ***	
Nov 12	Commitment and Communication	Chapter 6, 5
Nov 19	Communication and Conflict	Chapter 11
Nov 26	Dissolution and Maintenance	Chapter 13
Dec 3	*** Test 3 ***	
Dec 7	*** research proposal due (with comments) ***	
Dec 11	*** 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 tests that each cover one third of the course material. Each of these open-book short-answer 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 1, Test 2 on November 5, and Test 2 on Dec 3. Please note that these tests will have a time limit. You will not have time to learn the material during the test.

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 11:59pm on Dec 7 as an email attachment. If you hand in your paper by 11:59pm on Dec 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 Dec 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: Research Experience Marks

Up to 4% extra credit is available via SONA research participation. We will post any information that the Research Experiences Group sends us to assist you. As active researchers ourselves, we would ask that you **PLEASE TAKE ANY RESEARCH PARTICIPATION SERIOUSLY**. Careless completion of a study's materials is a waste of everyone's time and undercuts the research process.

For details on how to participate, please watch the following video. [How to use Psychology's Sona System](#)

## Late Work

Research Proposal: You will have until December 7 at 11:59 pm to submit your paper if you want me to give you feedback. If you hand in your paper on December 8 or 9 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 after 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.](http://www.sju.ca/sites/default/files/upload_file/PLCY_AOM_Student-Petitions-and-Grievances_20151211-SJUSCAppeved.pdf) [www.sju.ca/sites/default/files/upload\\_file/PLCY\\_AOM\\_Student-Petitions-and-Grievances\\_20151211-SJUSCAppeved.pdf](http://www.sju.ca/sites/default/files/upload_file/PLCY_AOM_Student-Petitions-and-Grievances_20151211-SJUSCAppeved.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/](http://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.](http://www.sju.ca/sites/default/files/PLCY_AOM_Student-Discipline_20131122-SJUSCAppeved.pdf) [www.sju.ca/sites/default/files/PLCY\\_AOM\\_Student-Discipline\\_20131122-SJUSCAppeved.pdf](http://www.sju.ca/sites/default/files/PLCY_AOM_Student-Discipline_20131122-SJUSCAppeved.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](http://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](http://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](http://www.sju.ca/sites/default/files/PLCY_AOM_Student-Petitions-and-Grievances_20151211-SJUSCAppeved.pdf) (other than a petition) or the [St. Jerome's University Policy on Student Discipline](http://www.sju.ca/sites/default/files/PLCY_AOM_Student-Discipline_20131122-SJUSCAppeved.pdf) 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.](http://www.sju.ca/sites/default/files/PLCY_AOM_Student-Appeals_20131122-SJUSCAppeved.pdf) [www.sju.ca/sites/default/files/PLCY\\_AOM\\_Student-Appeals\\_20131122-SJUSCAppeved.pdf](http://www.sju.ca/sites/default/files/PLCY_AOM_Student-Appeals_20131122-SJUSCAppeved.pdf).

**Note for students with disabilities:** [AccessAbility Services](http://www.uwaterloo.ca/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/](http://www.uwaterloo.ca/accessability-services/).