

PSY327H5F – Psychology of Intimate Relationships

Tuesdays and Thursdays 9:00am – 12:00pm, EST.

Online Synchronous

Course Delivery

ONLINE VIA QUERCUS & ZOOM

The course will be taught using a combination of asynchronous and synchronous elements:

- **Asynchronous:** Lectures will be provided as a series of short videos, totaling 1-2 hours per lecture. Lecture recordings will be posted to Quercus before the date for each lecture. You will be able to access this content at your own pace, but will watch the videos prior to the live weekly Zoom sessions.
- **Synchronous:** We will have live Zoom sessions Tuesdays and Thursdays at 10:30 am for approximately 1 hour. These sessions involve question and answer periods and activities. Attendance and participation are expected, as part of your grade is based on your participation during these sessions. A link to the Zoom room will be posted on Quercus. *You need to login to this Zoom room through your utoronto.zoom.us account.* If you do not do this, you will not be able to access the course since the course will only let in authenticated users with utoronto email addresses.
- **Assignments** will be submitted in Quercus under Assignments.
- **Tests** will be synchronous, time-limited, and administered in Quercus under Quizzes.

Register for a UTM Zoom account here: <https://utoronto.zoom.us>

Access the Learn Anywhere Guide for Students here:

<https://library.utm.utoronto.ca/students/quercus/learn-anywhere>

Access University of Toronto technology requirements for online learning here:

<https://www.vicereprovoststudents.utoronto.ca/covid-19/tech-requirements-online-learning/>

Contact Information

Course Instructor:

Rebecca Horne

Pronouns: she/her

Email: r.horne@mail.utoronto.ca

Office hours: I will meet with students virtually via Zoom on **Wednesdays (10:00-11:00 am)** and **Thursdays (3:00-4:00 pm)**, which includes a waiting room to accommodate private meetings. See Quercus for a link and password to the Zoom room. I encourage you to attend these virtual visits—they are here for you!

Teaching Assistants:

Kyle Logie-Hagen

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Yiyi Wang

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TA office hours: Students can schedule individual office hours with the TAs via email, which will also be held on Zoom.

Emailing your instructor and TAs: You can email the instructor for personal questions related to accessibility, accommodations, and class concerns. Email should **not** be seen as an alternative to attending office hours with your instructor or the TAs (we would be happy to review material and clarify content in office hours). Questions that could benefit others should be asked during the live Zoom meetings or posted to the appropriate discussion board on the course website. Please refer to the syllabus prior to sending an email, as the answer to your question may be located there. When emailing us, include “**PSY327H5F**” and the topic of your email in the subject line, and please be sure to treat email as a form of professional communication ([click here](#) for a great how-to!). We will try to respond to all emails within 2 business days. All email must come from an official 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.

Prerequisites: 1) PSY201H5: Research Design and Analysis in Psychology I (or equivalent) and 2) PSY220H5: Introduction to Social Psychology **or** PSY230H5: Introduction to Personality

Learning Outcomes

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

1. Articulate and apply important theories, research, processes, and methods in relationship science.
2. Critically evaluate research findings in relationship science based on methodological rigor.
3. Describe and explain limits to generalizability of research findings in relationship science based on diversity in relationship experiences and structures.
4. Present and evaluate relationship science research, formulate a novel research idea that can contribute to the field, articulate how you would go about testing that idea, and demonstrate this process in written form.
5. Connect foundational principles of relationship science to modern-day, real-world applications.

Reading Material

Bradbury, T. N., & Karney, B. R. (2019). *Intimate relationships* (3rd ed.). W. W. Norton & Company.

Hard copies and an online version of the textbook should be available through the UofT bookstore. Any additional materials will be posted on the course website. Please check Quercus frequently for important announcements and reminders.

Pre-Recorded Lectures

Lecture videos will be posted to Quercus before the date for each lecture. I will do my best to post lecture videos by Friday for Tuesday live Zoom sessions, and by Monday for Thursday live Zoom sessions. While you can certainly watch these videos at your own pace, you may want to watch the videos the day before or morning of the live Zoom session to have the information fresh in your mind. Lecture slides will be posted to the course website, but these slides will *not* include all the information reviewed in the videos and are not a substitute for viewing the required content. To get the most out of the recorded lectures, please complete all readings beforehand. Watching the lecture videos and reading the textbook chapters are great first steps toward success in this course, but learning doesn't happen by passively absorbing information. To get the most out of this course (and all courses!), *active engagement* is key. I recommend you take notes on readings and videos, as well as critically thinking about any questions that are posed.

Live Zoom Sessions

Another important way to actively engage with the course content and your peers is by attending the live Zoom sessions. These sessions will start at 10:30 am on Tuesdays and Thursdays and will last for about one hour. During these sessions, I will answer questions that you have about the lecture content for that class (so again, please be sure to watch the lecture videos before these live sessions!) and present various activities. Attendance and active participation are expected, as participation in these sessions will make up 10% of your final grade. If you cannot attend a session, fear not, as the question-and-answer portion of these sessions will be posted on the course website. *Remember: the deeper your engagement during these sessions, the greater the chances that you will understand the course material and create a fulfilling class experience for yourself and others!*

Personal Commitment to Intersectionality

I want to acknowledge that all of us have multiple sociocultural identities and bring these identities into our virtual classroom. These identities intersect in unique ways that shape our worldview through the lens of privilege and oppression—an understanding and framework referred to as *intersectionality*. As your instructor, I am committed to creating a safe learning environment for us all by minimizing systemic forces of oppression within our virtual classroom, such as ableism, classism, heterosexism, racism, sexism, and transphobia. I ask that you join me in this commitment to create a respectful and supportive learning space, enhance solidarity, and build community throughout the term.¹

University of Toronto 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 or the University of Toronto Mississauga Students' Union Vice President Equity at vpequity@utmsu.ca.

¹ Adapted from Fuentes et al. (2021)

Course Evaluation

There are **five pieces of assessment** for this course: participation (10%), research proposal outline (15%), midterm test (25%), final research proposal (30%), and final exam (25%). Below, I've organized these components into *active engagement*, *research and writing*, and *tests* and expand on the requirements.

Active Engagement (10% of course total)

- **Participation (10%).** Full credit comes from *actively participating* in 8 out of 11 live Zoom sessions—each session is worth 1.25%. Active participation constitutes more than just attendance, but engagement with activities presented during these sessions (e.g., answering poll questions, submitting responses to questions posed via Quercus where required). Active engagement in these sessions will create a more memorable and enriching class experience for everyone.

Research and Writing (40% 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 **Tuesday, May 18th by 11:59 pm** (submit on Quercus) and will be marked by the TAs.
 - b. **Final research proposal (25%).** 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 **Thursday, June 10th 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 7th 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 7th 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 videos and/or during the live Zoom sessions.

Tests (50% of course total)

- **Midterm test (25%).** The midterm test may consist of multiple choice, short answer, and short essay questions, and will cover all information from lecture videos and the textbook from Lectures 1 through 6. The test will take place on **Tuesday, May 25th from 9:10 am-11:40 am (2.5 hours)**.

- **Final exam (25%).** The final exam may consist of multiple choice, short answer, and short essay questions. The final exam is largely non-cumulative and will cover all information from lecture videos and the textbook from Lectures 7 through 11. “Largely non-cumulative” means that some themes do run throughout the entire course and, as such, there might be some overlapping material on the final exam (e.g., broader themes). **The exam will be scheduled during the Summer exam period in June.**
- Please note that both the midterm test and final exam will be open-book and open-note, but they are **NOT** open-classmate (i.e., it must be completed individually) or open-Google (i.e., must be completed according to the University’s Code of Behaviour on Academic Matters). The midterm test and final exam will be completed in Quercus under Quizzes.

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 2 weeks 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.

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>

Turnitin

Normally, students will be required to submit their course essays to Turnitin.com 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 Turnitin.com reference database, where they will be used solely for the purpose of

detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

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: 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 missed test will be redistributed to the final exam

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 8 out of 11 live Zoom sessions for full participation marks, I will provide ONE late ticket, good for one 24-hour grace period for any writing assignment (i.e., any activity response during the live Zoom sessions, the research proposal outline, or the final research proposal) 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 if 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.

AccessAbility Services

Students with diverse learning and needs are welcome in this course. 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/>). Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AccessAbility will assess your situation, develop an accommodation plan with you, and support you in requesting accommodation for your coursework. Remember that the process of accommodation is private: AccessAbility will not share details of your situation with any instructor, and your instructors will not reveal that you are registered with AccessAbility.

Privacy and Copyright Disclaimer

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.

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.

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.

With regard to remote learning and online courses, UTM wishes to remind students that they are expected to adhere to **the Code of Behaviour on Academic Matters** regardless of the course delivery method. By offering students the opportunity to learn remotely, UTM expects that students will maintain the same academic honesty and integrity that they would in a classroom setting. Potential academic offences in a digital context include, but are not limited to:

Remote assessments:

1. Accessing unauthorized resources (search engines, chat rooms, Reddit, etc.) for assessments.
2. Using technological aids (e.g. software) beyond what is listed as permitted in an assessment.
3. Posting test, essay, or exam questions to message boards or social media.
4. Creating, accessing, and sharing assessment questions and answers in virtual “course groups.”
5. Working collaboratively, in-person or online, with others on assessments that are expected to be completed individually.

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.

Wellness Statement²

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.

²Adapted from Dr. Molly Metz, as well as Dr. Nicole Gonzalez Van Cleve of Brown University (full text [here](#)).

Academic Success Resources

If you need advice about studying, preparing for exams, note taking, time management, and much much more, free workshops and advice are available from the Robert Gillespie Academic Skills Centre at 905-828-5406 or on: <https://www.utm.utoronto.ca/asc/>. In addition, you can get help with navigating the library website, searching for 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>.

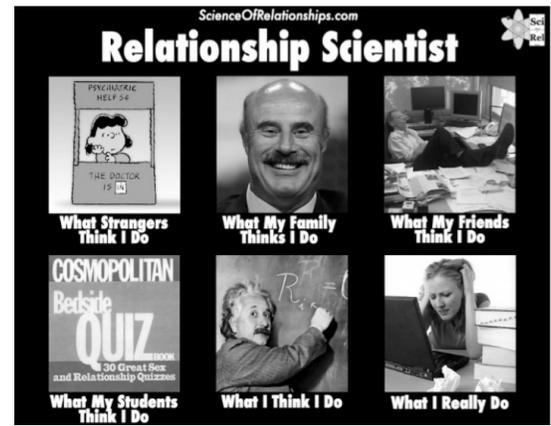
For anyone who would like to advance their understanding and command of English, please check out the following English Language Learning (ELL) supports:

<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	Live Zoom Session
Tuesday May 4	Overview of course and syllabus <u>Lecture 1</u> : What are intimate relationships and why should we care?	Syllabus Chapter 1	10:30 - 11:30 am
Thursday May 6	<u>Lecture 2</u> : Influential theories in relationship science	Chapter 2	10:30 - 11:30 am
Tuesday May 11	<u>Lecture 3</u> : Methods in relationship science <u>Bonus</u> : Writing a research proposal	Chapter 3	10:30 - 11:30 am
Thursday May 13	<u>Lecture 4</u> : Gender and sexual orientation; Culture and relationships (Guest lecture: Alexandria West)	Chapter 4 Chapter 5	10:30 - 11:30 am
Tuesday May 18	<u>Lecture 5</u> : Initial attraction; Online dating (Guest lecture: Stephanie Raposo) Research proposal outline due @ 11:59 pm	Chapter 7	10:30 - 11:30 am
Thursday May 20	<u>Lecture 6</u> : Communication	Chapter 8	10:30 - 11:30 am
Tuesday May 25	Midterm test (2.5 hours)		9:10 - 11:40 am
Thursday May 27	<u>Lecture 7</u> : Sexuality and non-monogamy	Chapter 9	10:30 - 11:30 am
Tuesday June 1	<u>Lecture 8</u> : Beliefs and expectations	Chapter 12	10:30 - 11:30 am
Thursday June 3	<u>Lecture 9</u> : Personality; Stress and context	Chapter 6 Chapter 13	10:30 - 11:30 am
Tuesday June 8	<u>Lecture 10</u> : Conflict, infidelity, and aggression	Chapter 10 Chapter 11	10:30 - 11:30 am
Thursday June 10	<u>Lecture 11</u> : Breaking up; Being single (Guest lecture: Yoobin Park) Final research proposal due @ 11:59 pm		10:30 - 11:30 am
TBA	Final exam		

*****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.**