

ACKNOWLEDGEMENT

UBC’s Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

COURSE INFORMATION

Course Title	Course Code Number	Credit Value
Development of Relationships	FMST 314-102	3 credits

PREREQUISITES

Either (a) SOCI 200 or (b) all of PSYC 101, PSYC 102 or (c) SOCI 240

COREQUISITES

None

CONTACTS

Course Instructor(s)	Contact Details	Office Location	Office Hours
Dr. Silvia Bartolic	Office Phone: 604-827-0684 Email address: bartolic@mail.ubc.ca For course related questions, please use Canvas mail.	ANSO 1315; Canvas course site - canvas.ubc.ca ; iPeer site - https://ipeer.earning.ubc.ca/	Office Hours: Thursday 2:00-3:00pm (at a table near the Starbucks in the Kaiser building attached to ours (walk North on Main Mall)) or by appointment

COURSE INSTRUCTOR BIOGRAPHICAL STATEMENT

I earned a Bachelor of Arts degree in Psychology and French and a Master of Arts degree in Family Studies from the University of British Columbia (UBC). She then worked as a Researcher in Distance Education and Psychiatry as well as a Sessional Instructor in Family Studies at UBC. After several rewarding years in these positions, I decided to go back to graduate school to earn a PhD. I completed a degree in Human Development and Family Sciences from the University of Texas at Austin (partially at a distance) and once again returned to UBC. I currently hold a Senior Instructor position in the Department of Sociology.

The three goals that drive my instructional practice—to position students as co-creators of their learning; to develop their transferable skills for life after the BA; and, to promote an interest in lifelong learning—are marshalled in support of my overarching aim to create lasting change in students’ knowledge, beliefs, behaviors and attitudes, even when they face exceptional challenges.

I very much enjoy the knowledge and diversity my students bring to the learning environment. Often student comments and questions have either sparked a research idea or have made me find a new/better way of explaining a concept or theory. I am very happy to answer your questions so please don’t hesitate to contact me!

OTHER INSTRUCTIONAL STAFF

Teaching Assistant: Ricky Yuen
Office location: ANSO 108
Office hours: Tuesday 2:30-3:30 or by appointment
Email address: ricky.yuen@alumni.ubc.ca

COURSE STRUCTURE

Year/Term: Winter 2019-2020, Term 1
Course Schedule: T/R 12:30-1:50pm
Location: MCLD 245

Course Description: This course is an empirically based introduction to the study of the development of close relationships. It examines how relationships begin, grow, and decline and secondarily examines the development of relationships across the lifespan. Both theory and research are emphasized. This course is concerned with ‘normal’ rather than pathological relationships. It is also an academic course rather than an applied ‘how to’ course trying to give practical skills. The primary goal is to help students analyze and understand relationships. This knowledge may be of some help in forming and maintaining successful relationships but this is not the main objective.

Format of the course: The format of the course will be lectures, class discussion, group exercises, online work and student presentation of materials. I strongly believe students learn in a variety of ways and that students can learn as much from each other as from the instructor through the exchange of ideas and by building on those ideas through collaboration. My role is to help you learn new information and to help you learn to apply that information in various contexts. Lectures therefore, will have interactive components in them to facilitate your learning of the materials. Classroom discussion is an important part of this course and you will be expected to share your ideas and opinions. Regular attendance is expected. I urge you to make the most of your learning experience!

SCHEDULE OF TOPICS

Any changes to the schedule will be announced on Canvas. Please be sure you are receiving Canvas announcements for this course.

Class Schedule and Assigned Readings

Schedule	Topic	Required Readings
Part 1: Introduction to the Study of Intimate Relationships		
Sept 3, 5	September 3rd: Imagine Day – No Class Introduction, team building and project planning	
Sept 10, 12	The building blocks of relationships	Chapter 1; and one of: Fingerman, (2009); Levinger & Levinger, (2003).

Sept 17, 19	Theoretical views Reading summary and application (Sept 17)* TEST – Chapter 1 (Sept 19) * assignment always based on prior week readings. You are only required to submit 5 of 10 options.	Chapter 6; and one of: Pietromonaco, Uchino, & Dunkel Schetter (2013); Ein-Dor & Hirschberger (2016).
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Part 2: Getting Together

Sept 24, 26	Attraction: Starting Relationships Reading summary and application (Sept 24) TEST – Chapter 6 (Sept 26)	Chapter 3; and one of: Buss & Schmitt (2011); Lamont, (2017); Felmlee (2001);
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Part 3: Basic Processes in Intimate Relationships

Oct 1, 3	Social Cognition Reading summary and application (Oct 1) Annotated Bibliography due (Oct 1) TEST – Chapter 3 (Oct 3)	Chapter 4; Fox & Warber(2013)
Oct 8, 10	Communication Reading summary and application (Oct 8) TEST - Chapter 4 (Oct 10)	Chapter 5; and one of: Docan-Morgan, Manusov & Harvey (2013); Vangelisti, Young, Carpenter-Theun & Alexander (2005).

Part 4: Love and Sexuality

Oct 15, 17	Love Reading summary and application (Oct 15) TEST – Chapter 5 (Oct 17)	Chapter 8; and one of: Whitty & Buchanan(2009); Hatfield, Pillemer, O'Brien & Le (2008).
Oct 22, 24	Sexuality and Sexual Orientation Reading summary and application (Oct 22) TEST - Chapter 8 (Oct 24)	Chapter 9; and one of: Petersen & Shibley Hyde (2010); Hatfield, Luckhurst & Rapson (2011).

Part 5: Relationship Issues

Oct 29, 31	Relationship Strains Reading summary and application (Oct 29) TEST – Chapter 9 (Oct 31)	Chapter 10
Nov 5, 7	Conflict/Conflict Resolution I am away at a conference Nov 6-11; Leanna from Arts ISIT will demo/discuss using	Chapter 11; and one of; Hample & Richards (2018); Hurley & Reese-Weber (2012).

Wordpress for our assignment on Nov 7

TEST – Chapter 10 (Nov 5*)

*Note the test is on Tuesday this week

Part 6: Losing and Enhancing Relationships

Nov 12, 14	Dissolution and loss of Relationships Reading summary and application (Nov 12) TEST – Chapter 11 (Nov 14) Tapestry resource exploration and project reflection (Nov 14)	Chapter 13; and one of: Amato, P. R. (2010); Mattson, Frame, & Johnson (2009)
Nov 19, 21	Promotion, Enhancement and Repair of Relationships I am away at a conference Nov 18-25 – use this time to complete the diversity assignment. Reading summary and application (Nov 19) Diversity resource reflection and talking points (Nov 19) TEST – Chapter 13 (Nov 21 - Online) Diversity reflection (Nov 25) Last day to sign up for final exam – Nov 21	Chapter 14; and one of: Owen, Duncan, Anker, & Sparks (2012); Algoe, Fredrickson & Gable (2013).
Nov 26, 28	Catch-up/project work Reading summary and application (Nov 26) TEST – Chapter 14 (Nov 28) CLASSES END Final project and team member assessment due – Dec 3 Final Exam (optional – due Dec 12)	

LEARNING OUTCOMES

Course Aim and Objectives:

Aim: The purpose of this course is to prepare students to be critically reflective and analytical in evaluating and applying theories and current literature/issues involved in personal relationships over the life cycle.

Course Objectives: At the end of this course it is expected that successful students will be able to:

1. apply the principles/ideas of the following positions: attachment, cognitive consistency, equity, evolutionary psychology, interdependence, and reinforcement theories,
2. detect patterns and compare and contrast various viewpoints provided in the literature on personal relationships,
3. develop critical, analytical, and methodological skills,

4. develop and reflect on presentation, teamwork and multimodal communication skills, and
5. appreciate how the literature and issues relate to the development of their own personal relationships.

LEARNING MATERIALS

Teaching Technology:

The UBC Canvas learning management system will be used throughout the course for course communication, assignment submission, grading etc.. Please see [here](#) for a student guide to using Canvas and for Canvas related technical support.

iPeer will be used for self and team member evaluation. iPeer can be accessed [here](#). The support email for iPeer is also located on this page.

Please do not email the instructor or the TA for technical support issues. We cannot solve these issues and this will only further delay your efforts. Please DO let us know if something is missing or not working properly on the Canvas/iPeer course sites – this may be something we can fix and will help us resolve the issue for all class members.

Required text and readings:

Text:

Miller, R.S. (2019). *Intimate Relationships* (8th ed.). New York: McGraw Hill.

Can be rented for \$49.99 USD (180 day rental). See [here](#) for purchase options from the publisher.

Hardcopy available at the UBC bookstore – you can order [here](#).

Readings (available FREE through UBC e-journals or online open source documents):

You will be required to read 5 articles from this list; the remainder are optional. These readings are all linked and should be accessible if you are logged into the UBC library. Hover over the title and or journal title to access the link.

Fingerman, K.L. (2009). Consequential strangers and Peripheral ties: The importance of unimportant relationships. *Journal of Family Theory & Review*, 1, 69-86.

Levinger, G., & Levinger, A. C. (2003). Winds of time and place: How context has affected a 50-year marriage. *Personal Relationships*, 10 (3), 285-306.

Pietromonaco, P. R., Uchino, B., & Dunkel Schetter, C. (2013). Close relationship processes and health: Implications of attachment theory for health and disease. *Health Psychology*, 32(5), 499-513.

Ein-Dor, T. & Hirschberger, G. (2016). Rethinking attachment theory: From a theory of relationships to a theory of individual and group survival. *Current Directions in Psychological Science*, 25 (4), 223-227.

Buss, D. M. & Schmitt, D. P. (2011). Evolutionary psychology and feminism. *Sex Roles* 64(9-10), 768-787.

Lamont, E. (2017). "We can write the scripts ourselves": Queer challenges to heteronormative courtship practices. *Gender & Society, 31*(5), 624-646.

Felmlee, D. H. (2001). From appealing to appalling: Disenchantment with a romantic partner. *Sociological Perspectives, 44*, 263-280.

Fox, J., & Warber, K. M. (2013). Romantic relationship development in the age of Facebook: An exploratory study of emerging adults' perceptions, motives, and behaviors. *Cyberpsychology, Behavior, and Social Networking, 16*(1), 3-7.

Docan-Morgan, T., Manusov, V., & Harvey, J. (2013). When a small thing means so much: Nonverbal cues as turning points in relationships. *Interpersona: An International Journal on Personal Relationships, 7*(1), 110-124. [doi:10.5964/ijpr.v7i1.119](https://doi.org/10.5964/ijpr.v7i1.119) (search doi for open access article).

Vangelisti, A. L., Young, S. L., Carpenter-Theune, K. E., & Alexander, A. L. (2005). Why does it hurt?: The perceived causes of hurt feelings. *Communication Research, 32*(4), 443-477. [doi:10.1177/0093650205277319](https://doi.org/10.1177/0093650205277319)

Whitty, M. T., & Buchanan, T. (2009). Looking for love in so many places: Characteristics of online daters and speed daters. *Interpersona: An International Journal on Personal Relationships, 3*(supp2), 63-86. [doi:10.5964/ijpr.v3isupp2.76](https://doi.org/10.5964/ijpr.v3isupp2.76)

Hatfield, E., Pillemer, J. T., O'Brien, M. U., & Le, Y.-C. L. (2008). The endurance of love: Passionate and companionate love in newlywed and long-term marriages. *Interpersona: An International Journal on Personal Relationships, 2*(1), 35-64. [doi:10.5964/ijpr.v2i1.17](https://doi.org/10.5964/ijpr.v2i1.17)

Petersen, J. L., & Shibley Hyde, J. (2010). A meta-analytic review of research on gender differences in sexuality, 1993-2007. *Psychological bulletin, 136*(1), 21-38.

Hatfield, E., Luckhurst, C., & Rapson, R. L. (2011). Sexual motives: The impact of gender, personality, and social context on sexual motives and sexual behavior - especially risky sexual behavior. *Interpersona: An International Journal on Personal Relationships, 5*(2), 95-133. [doi:10.5964/ijpr.v5i2.60](https://doi.org/10.5964/ijpr.v5i2.60)

Hample, D., & Richard, A. S. (2018). Personalizing conflict in different interpersonal relationship types. *Western journal of communication, 0*(0), 1-20.

Hurley, L., & Reese-Weber, M. (2012). Conflict strategies and intimacy: Variations by romantic relationship development and gender. *Interpersona: An International Journal on Personal Relationships, 6*(2), 200-210. [doi:10.5964/ijpr.v6i2.101](https://doi.org/10.5964/ijpr.v6i2.101)

Amato, P. R. (2010). Research on divorce: Continuing trends and new developments. *Journal of Marriage and Family, 72* (3), 650-666.

Mattson, R., Frame, L., & Johnson, M. (2009). Predicting success or failure of marital relationships. In H. T. Reis & S. Sprecher (Eds.), *Encyclopedia of human relationships* (pp. 1276-1279). Thousand Oaks, CA: SAGE Publications, Inc.

Owen, J., Duncan, B., Anker, M., & Sparks, J. (2012). Initial relationship goal and couple therapy outcomes at post and six-month follow-up. *Journal of family psychology, 26*(2), 179-186.

Algoe, S. B., Fredrickson, B. L., & Gable, S. L. (2013, June 3). The social functions of the emotion of gratitude via expression. *Emotion, 13* (4), 605-609. doi: 10.1037/a0032701

LEARNING ACTIVITIES AND ASSESSMENT OF LEARNING

Overview:

Participation (opportunities include: in-class/online discussion; in-class assignments; homework):	10%
Tests (weekly – best 10/11):	30%
Reading summary and application (weekly - best 5/10):	10%
Healthy relationships guide (group assignment):	35%
• annotated bibliography – 5% (due Oct 1)	
• resource exploration and project reflection – 5% (due Nov 14)	
• final project with team member assessment – 25% (due Dec 3)	
Exploring diversity in close relationships (group and individual assignment);	15%
• resource reflection and talking points (group) – 5% (due Nov 19)	
• reflection paper (individual)- 10% (due Nov 25)	
Final exam (optional take home- sign up required by Nov 21st ; used to replace test grade of 30% due no later than 11:59pm Dec. 12).	

Course Assignments, Due Dates and Grading:

1. **Class participation (10% of course grade):**
 There will be several ways class participation will be assessed. During the term, I will ask you to engage in short participatory learning activities in conjunction with our classes (e.g. case study scenarios, debates, 1 minute papers). Students will be asked to submit, on occasion, assignments completed in class or as homework. Student in-class and online participation will also be recorded (quality is more important than quantity). **A random selection of these activities will count towards the participation grade. I will also offer a few optional participation activities as an opportunity for students to make up missed points.** At the end of term, students will be asked to reflect upon their participation and submit a participation self-assessment. [Learning objectives 1, 2, 3 and 5.](#)

2. **Tests (30% of the course grade):**
 Tests will occur in the **first 10-12 minutes of Thursday class days** (except for one instance) and will be based on the textbook chapter assigned for the previous week (see course schedule). Missed tests cannot be made up and you will not get additional time if you are late so please plan accordingly. I will use the **top 10 out of 11** test scores when computing your final test grade. [Learning objectives 1, 2 and 3.](#)

3. **Reading summary and application (10% of the course grade):**

Students will select one reading per week (see course schedule) for this assignment – based on the prior week’s readings. Students will provide a brief summary and limitations of the reading and discuss how the information can be used to solve a relationship problem. Please see assignment guide for details. **Due on Tuesdays at 11:59pm.** The **top 5 out of 10** assignment scores will be used when computing your final grade for this reading grade. **Learning objectives 1, 2, 3, and 5.**

4. Group project (35% of the course grade):

This assignment will be done in groups of three to four and will be developed in stages. For this assignment, you are to develop a healthy relationships guide for a specific audience using a multimodal (media) format. Please see assignment guide for details.

- Annotated bibliography is due by **11:59pm Oct 1 (5% of grade)**;
- Resource exploration and project reflection is due by **11:59pm Nov 14 (5% of grade)**;
- Final project with team member assessment is due by **11:59pm Dec 3 (25% of grade)**.

All parts of this project (except team member assessments) are to be submitted online in the Canvas course site (under assignments tab). Team member assessments are to be submitted in iPeer. Please go to: <https://ipeer.elearning.ubc.ca/>, log in with your CWL and find FMST 314-102. **Scores** from the team member assessments **will be shared** with your team mates.

Comments will not be shared and will only be read by the instructor. This is so that students can both receive some feedback on their performance as a team member and at the same time they can be honest about how the group was functioning, how the work was shared etc..

Learning objectives 1, 2, 3 and 4.

5. Diversity Assignment (15% of the course grade):

This assignment will be done in groups of four in partnership with students from the University of North Carolina at Greensboro (UNC-G). As a **group**, from Nov 14-25th you will 1) submit a talking points and reflection on assigned preparatory resources – due **11:59pm November 17th (5% of grade)** and 2) connect via technology (e.g. Skype; Webex) with your UNC-Greensboro partner(s) to discuss cultural diversity in relationship expectations. You will then **individually** submit a reflection paper on this experience – **due by 11:59pm November 25th (10% of grade)**. Guidelines will be distributed in class and posted in Canvas. **To connect with students at UNC-G, I will need to collect your email address (and permission to distribute to your partner student(s)). If you do not want your email address shared, you will have the option of submitting an alternate assignment.** **Learning objectives 2, 3 and 5.**

6. Final exam (optional take home- sign up required by Nov 21st ; used to replace test grade of 30%) – due no later than 11:59pm Dec. 12.

The final exam will be **cumulative and essay based**. You will be given a list of final exam preparation questions on the last day of class to help you focus your efforts for the final exam.

Learning objectives 1, 2 and 3.

Grading Guidelines: (see http://www.arts.ubc.ca/Grading_Guidelines.81.0.html)

90-100% = A+	64-67% = C+
85-89% = A	60-63% = C
80-84% = A-	55-59% = C-
76-79% = B+	50-54% = D

72-75% = B 00-49% = F
68-71% = B-

Retention of Assignments: Students should **retain a copy of all submitted assignments** (in case of loss) and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standing. Students have a right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

Submission of assignments: Assignments are to be submitted **online in Canvas by 11:59pm on the due date**. Assignments submitted by e-mail attachment will not be accepted. Do not put assignments under my door as they will not be accepted. **If your file does not open I will consider the assignment as not submitted.**

Late assignments: Because we are working in groups, failure to submit a **group assignment by the due date/time will result in a grade of 0 (zero)** for the assignment. If you are having trouble meeting the deadline, please let me and your team mates know as soon as possible so that the group can move forward with their work. I can work with you and the advising office to come up with a plan to fulfill course requirements should you have a medical or other such excused absence. **Individual assignments will have a 5% per day (including weekend days) late penalty.**

Exams: The tests will consist of multiple choice questions. The final exam will be cumulative and essay based. You will be given a list of final exam preparation questions on the last day of class to help you focus your efforts for the final exam. Exams will cover the text and lecture materials. Lectures and the text will partially overlap (but not completely). The final exam will deal with the overarching theories/patterns of the course.

Beyond learning specific facts presented in the text and lectures, you should strive to see a broader picture of relationship development over the life course. As you work through the course, you should be developing your critical, analytical, and methodological skills; noting similarities and differences in viewpoints, etc.. In the exams, questions will be designed to assess your critical thinking and application of the principles discussed. The final exam will include essay questions designed to have you reflect on the main ideas presented throughout the term.

Missed Exams: Your best 10 out of 11 tests will be used toward your grade. Therefore if you miss a test, you will receive a **grade of 0 (zero)** and this grade can be used towards the test score not included in the calculation of your final test grade. Make-up tests will not be given. You may sign up (**no later than Nov 21st**) to take the final exam to replace your grades on the tests. The final exam is **optional**.

UNIVERSITY POLICIES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of

academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on [the UBC Senate website](#).

Arts Students must contact Arts Advising as soon as you are aware you may need an [in-term concession](#). Please review [their website](#) for concession criteria as well as process to follow. Students in other Faculties should contact their Faculty advising office for direction.

OTHER COURSE POLICIES

Attendance:

The calendar says: “Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). ... Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes”. **Regardless of the reason for your absence, you are responsible for finding someone in class that is willing to share missed lecture notes with you.** Please be willing to share your notes with other classmates if needed. All of our learning will be elevated if we work together in collaboration!

Academic Integrity:

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University’s policies and procedures, may be found in the [UBC Calendar: Student Conduct and Discipline](#). Please come and speak with me if you are unsure about these policies so that I can clarify them for you.

Academic Support:

Visit <https://students.ubc.ca/enrolment/academic-learning-resources> (UBC) or <http://students.arts.ubc.ca/student-support/academic-support/> (Faculty of Arts) for links to tutoring, resources and other academic supports to assist you with your studies.

Early Alert:

During the term, I will do my best to reach out and offer support if I am concerned about your academic performance or wellbeing. I also encourage you to come and speak with me if you need assistance. In addition, I may identify my concerns using Early Alert. The program allows academic, financial, or mental health concerns to be identified sooner and responded to in a more coordinated way. This provides you with the earliest possible connection to resources like academic advising, financial advising, counseling, or other resources and support to help you get back on track. The information is treated confidentially and is sent because I care about your academic success and wellbeing. For more information, please visit earlyalert.ubc.ca.

LEARNING ANALYTICS

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using the following learning technologies: [Canvas, WordPress and iPeer]. Many of these tools capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to:

- View overall class progress
- Track your progress in order to provide you with personalized feedback
- Review statistics on course content being accessed to support improvements in the course
- Assess your participation in the course.

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I do not permit students to record my classes without prior approval

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