## Acknowledgement

UBC’s Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (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.

My home, from where I will be teaching this course, is located on traditional, ancestral and unceded territories of the səl̓ilwətaɁɬ təməxʷ (Tsleil-Waututh), S’ólh Téméxw (Stó:lō), Qayqayt, Stz’uminus and šxʷməθkʷəy̓əmaɁɬ təməxʷ (Musqueam) people. I am grateful I work and play on this land.

## Course Information

|  |  |  |
| --- | --- | --- |
| **Course Title** | **Course Code Number** | **Credit Value** |
| Development of Relationships | FMST 314-201 | 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**: NA due to remote instruction**Email address**: bartolic@mail.ubc.caFor course related questions, please use Canvas mail.  | Canvas course site - [FMST 314 201 2020W Relationship Development (ubc.ca)](https://canvas.ubc.ca/courses/59849); iPeer site -<https://ipeer.elearning.ubc.ca/> ;\*Please note both Zoom and Collaborate Ultra are now integrated into the Canvas course site | **Office Hours**: Thursday 1:45-2:30pm via Zoom (please see Canvas course homepage for link\*) or by appointment\*not listed here for privacy reasonsPlease note I MUST leave at 2:30 so please consider making an appointment if you believe you will need to chat past 2:30. |

## 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). I 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 an Associate Professor of Teaching 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 Bachelor’s; 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**: Melinda Trinh

**Office location**: Virtual via Collaborate Ultra (see Canvas course, left tab for link)

**Office hours**: Fridays 12:30 – 1:15 pm or by appointment

**Email address**: mktrinh@mail.ubc.ca or Canvas mail

##

## Course Structure

**Year/Term**: Winter 2020-2021, Term 2

**Course Schedule**: T/R 12:30-1:45pm

**Location**: : Tuesday class lessons will be asynchronous (screencasts, etc. posted in the course modules) and can be completed over several days (prior); Thursday lessons will be delivered via Zoom in real time (please see Canvas course home and discussion tabs for link to synchronous classes)\*. I may need to switch to using Collaborate Ultra. Any change in synchronous delivery will be indicated via course announcement.

\*not listed here for privacy reasons

**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**: DUE TO COVID-19 WE ARE FULLY ONLINE. I STILL EXPECT US TO HAVE AN ENGAGING EXPERIENCE THAT WILL REQUIRE CONSISTENT PARTICIPATION FROM ALL. 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!

**Statement regarding online learning for international students:**

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0>

 for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/supportresources/freedom-expression>

## Schedule of Topics

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

|  |
| --- |
| **Class Schedule** |
| **Schedule** | **Topic** | **Required Readings** | **Asynchronous Tasks****Items in BLUE due by MIDNIGHT EACH TUESDAY** | **Synchronous Meetings****12:30-1:45 EACH THURSDAY[[1]](#footnote-1)** Work done during these sessions will be **due no later than MIDNIGHT on FRIDAYS** |
| **Pre Course Preparation** |
| **Jan 11, 13\***  | **Preparation****No class this week. Students are to work through the welcome module** |  |  | Complete Welcome Module & Form Groups |
| **Part 1: Introduction to the Study of Intimate Relationships** |
| **Jan 18, 20** | The building blocks of relationships | Chapter 1; and one of:Fingerman, (2009);Levinger & Levinger, (2003).  | Introduction ModuleTest Chapter 1Reading summary and application -You are only required to submit 5 of 10 options. | Class work**Group Agreements and Project planning worksheet due**  |
| **Jan 25, 27** | Theoretical views  | Chapter 6; and one of:Pietromonaco, Uchino, & Dunkel Schetter (2013); Ein-Dor & Hirschberger (2016). | Interdependence Theories ModuleTest – Chapter 6 Reading summary and application  | Class work |
| **Part 2: Getting Together** |  |  |
| **Feb 1, 3** | Attraction: Starting Relationships | Chapter 3; and one of:Buss & Schmitt (2011); Lamont, (2017);Felmlee (2001); | Attraction ModuleTest – Chapter 3Reading summary and application | Class work |
| **Part 3: Basic Processes in Intimate Relationships** |  |  |
| **Feb 8, 10** | Social Cognition  | Chapter 4;Fox & Warber(2013) | Cognition ModuleTest – Chapter 4Reading summary and application | Class work**Thesis due** |
| **Feb 15, 17** | **READING BREAK – no class** |  |  |  |
| **Feb 22, 24** | Communication  | Chapter 5; and one of:Docan-Morgan, Manusov & Harvey (2013);Vangelisti, Young, Carpenter-Theune & Alexander (2005). | Communication ModuleTest – Chapter 5Reading summary and application | Class work |
| **Part 4: Love and Sexuality** |
| **Mar 1, 3** | Love | Chapter 8; and one of:Whitty & Buchanan (2009); Hatfield, Pillemer, O’Brien & Le (2008). | Love ModuleTest – Chapter 8Reading summary and application | Class work**Annotated bibliography**  |
| **Mar 8, 10** | Sexuality and Sexual Orientation  | Chapter 9; and one of:Petersen & Shibley Hyde (2010); Hatfield, Luckhurst & Rapson (2011). | Sexuality ModuleTest – Chapter 9Reading summary and application | Class work |
| **Part 5: Relationship Issues** |
| **Mar 15, 17** | Relationship Strains  | Chapter 10 | Relationship Strains ModuleTest – Chapter10 | Class work**Multimodal resource exploration and initial project reflection**  |
| **Mar 22, 24** | Conflict/Conflict Resolution | Chapter 11; and one of;Hample & Richards (2018); Hurley & Reese-Weber (2012). | Conflict/Conflict Resolution ModuleTest – Chapter 11Reading summary and application | Class work |
| **Part 6: Losing and Enhancing Relationships** |
| **Mar 29, 31** | Dissolution and loss of Relationships | Chapter 13; and one of:Amato, P. R. (2010);Mattson, Frame, & Johnson (2009) | Dissolution ModuleTest – Chapter 13Reading summary and application | Class work |
| **April 5, 7** | Promotion, Enhancement and Repair of Relationships | Chapter 14; and one of:Owen, Duncan, Anker, & Sparks (2012);Algoe, Fredrickson& Gable (2013). | Promotion, Enhancement and Repair ModuleTest Chapter 14Reading summary and application | Class work |
| **April 12, 14** | Review/project work |  |  | **Final project, team member assessment and final project reflection** |
| **April 22** |  |  |  | **Final exam**  |

##

## 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](https://faculty.canvas.ubc.ca/for-students/) 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](https://ipeer.elearning.ubc.ca/login). 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 $50 USD (180 day rental). See [here](https://www.mheducation.com/highered/product/intimate-relationships-miller/M9781259870514.html#textbookCollapse) for purchase options from the publisher. Hardcopy ($106.60) and ebook ($69.15) available at the UBC bookstore – you can order [here](https://shop.bookstore.ubc.ca/courselistbuilder.aspx).

Amazon.ca options can be found [here](https://www.amazon.ca/Intimate-Relationships-Rowland-Miller/dp/1259870510).

**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 (you may need to use the UBC VPN). Hover over the title and or journal title to access the link.

Fingerman, K.L. (2009). [Consequential strangers and Peripheral ties: The importance](https://onlinelibrary.wiley.com/doi/full/10.1111/j.1756-2589.2009.00010.x)

[of unimportant relationships.](https://onlinelibrary.wiley.com/doi/full/10.1111/j.1756-2589.2009.00010.x) *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](http://ubc.summon.serialssolutions.com/2.0.0/link/0/eLvHCXMwpV1NSwMxEA3aXrz4LbYq5CRe1mazTbIrpSC1tTdFFEEPS75WL26lrUhv_gf_ob_ESbZbahVEPC1ZwsJOMpl5yZsXhCJ6TIKFNYFylhhNtTu34SLJOImEIDbmJoQUhC9SdcpLOwu1iNn2m_MTv3rPuXsjbAoW8NhJcboZ1pDK7RHo8TKqUoi_4KzVs87dxfnsbCFh02osRoJmSPlU8OeHb32JVfO5qw8-vTVUEg9K0slCTeB3Ycd__M86Wp3mqPi0mFQbaMnmm6g-K23Bh7go6sWFxshkC923VPsW0P2o1VBtDI1Bht2t9WVT5gZ79pd7cYL7g1fsOPIQGPCjHGHpSSXWYIkZ-Xh7n4D74Sc5BOd4sNvopte97vSD6bUNgXboLAAIF1mtIJWCRV2JJOaSKR5za6kFKM64sUoKIxOpYmJFZASVMeBkRiBgJzaLdlAlH-R2F2HCrUw0IHjKMxgqo3SomkJlGZc0JjqsoaNygNLnQp0jLVGNs2Pq7Jh6O9ZQ4O39W7_0snvVhWf9j_330Irn-Xn62T6qjIcv9sBLOXwCt1PcaQ). *Personal Relationships*, *10* (3), 285-306.

Pietromonaco, P. R., Uchino, B., & Dunkel Schetter, C. (2013). [Close relationship](http://psycnet.apa.org/record/2013-14977-004)

[processes and health: Implications of attachment theory for health and disease.](http://psycnet.apa.org/record/2013-14977-004) *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](https://journals-sagepub-com.ezproxy.library.ubc.ca/doi/full/10.1177/0963721416650684?utm_source=summon&utm_medium=discovery-provider). *Current Directions in Psychological Science, 25* (4), 223-227.

Buss, D. M. & Schmitt, D. P. (2011). [Evolutionary psychology and feminism. *Sex Roles*](http://tinyurl.com/y8ggafxw)

*64*(9-10), 768-787.

Lamont, E. (2017). [“We can write the scripts ourselves”: Queer challenges to heteronormative courtship practices.](https://journals.sagepub.com/doi/abs/10.1177/0891243217723883)  *Gender & Society, 31*(5), 624-646.

Felmlee, D. H. (2001). [From appealing to appalling: Disenchantment with a romantic](http://tinyurl.com/yb7mg63w)

[partner](http://tinyurl.com/yb7mg63w). *Sociological Perspectives*, *44*, 263-280.

Fox, J., & Warber, K. M. (2013). [Romantic relationship development in the age of](http://pdfs.semanticscholar.org/e663/fd8df3d1d27c809bfee51f2d705a4828359a.pdf)

[Facebook: An exploratory study of emerging adults' perceptions, motives, and behaviors.](http://pdfs.semanticscholar.org/e663/fd8df3d1d27c809bfee51f2d705a4828359a.pdf) *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://www.bing.com/search?q=doi%253A10.5964%252Fijpr.v7i1.119&form=EDGEAR&qs=PF&cvid=66387050192f4c98aea6953f2998bc71&cc=CA&setlang=en-US) (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](https://journals-sagepub-com.ezproxy.library.ubc.ca/doi/abs/10.1177/0093650205277319). Communication Research, 32(4), 443-477.doi:10.1177/0093650205277319

Whitty, M. T., & Buchanan, T. (2009). [Looking for love in so many places: Characteristics of online daters and speed daters.](https://interpersona.psychopen.eu/article/view/76) Interpersona: An International Journal on Personal Relationships, 3(supp2), 63-86. doi: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](https://interpersona.psychopen.eu/article/view/17). Interpersona: An International Journal on Personal Relationships, 2(1), 35-64. doi:10.5964/ijpr.v2i1.17

Petersen, J. L., & Shibley Hyde, J. (2010). [A meta-analytic review of research on](http://tinyurl.com/yakxpqsk)

[gender differences in sexuality,](http://tinyurl.com/yakxpqsk) 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.](https://www.researchgate.net/publication/271121273_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

Hample, D., & Richard, A. S. (2018). [Personalizing conflict in different interpersonal](https://www.tandfonline.com/doi/abs/10.1080/10570314.2018.1442017)

[relationship types.](https://www.tandfonline.com/doi/abs/10.1080/10570314.2018.1442017) *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.](https://www.researchgate.net/publication/269747798_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

Amato, P. R. (2010). [Research on divorce: Continuing trends and new developments.](http://tinyurl.com/ybtr59rl)

*Journal of Marriage and Family, 72* (3), 650-666.

Mattson, R., Frame, L., & Johnson, M. (2009). [Predicting success or failure of marital](http://tinyurl.com/y7pb3mk9)

[relationships](http://tinyurl.com/y7pb3mk9). 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](http://tinyurl.com/yd3dwlye)

[couple therapy outcomes at post and six-month follow-up](http://tinyurl.com/yd3dwlye). *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](http://tinyurl.com/yygugavt).  Emotion, 13 (4), 605-609. doi: 10.1037/a0032701

## Learning Activities and assessment of learning

**Overview:**

Participation (opportunities include: synchronous/asynchronous discussion;

synchronous class assignments; homework): 10%

Tests (**weekly – best 10/11**): 15%

Reading summary and application **(daily - best 5/10):** 15%

Healthy relationships guide (group assignment): 35%

* annotated bibliography – 2.5%
* resource exploration and project reflection (\*2) – 2.5%
* final project with team member assessment – 30%

Final exam (cumulative, essay based) 25%

**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 our synchronous classes or as homework. Student online participation will also be recorded (quality is more important than quantity). **A random selection of these activites will count towards the participation grade. I will also offer a few optional participation activites 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.

1. **Tests (15% of the course grade):**

Tests will occur online and will be based on the textbook chapter (see course schedule). Missed tests cannot be made up so please plan accordingly. Tests must be completed **before 11:59pm** each Tuesday. I will use the **top 10 out of 11** test scores when computing your final test grade. Learning objectives 1, 2 and 3.

1. **Reading summary and application (15% of the course grade):**

Students will select one reading per week (see course schedule) for this assignment – based on the 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 before 11:59pm on Tuesdays.** 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.

1. **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.

* Thesis due **11:59pm Feb 11**
* Annotated bibliography is due by **11:59pm March 4 (2.5% of grade);**
* Resource exploration and initial project reflection is due by **11:59pm March 18 (1% of grade);**
* Final project with team member assessment is due by **11:59pm April 15 (30% of grade).**
* Final project reflection is due by **11:59pm April 15 (1.5% 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 314-201 2020W. **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.. Please note, poor performance as a team member will result in a reduced project grade. Learning objectives 1, 2, 3 and 4.

1. **Final exam April 22** : The exam will be a take home exam due at 11:59pm on April 22nd (on Canvas) and will consist of 3-4 short answer/essay questions. You will receive the exam questions on April 14th in Canvas assignments tab. **(25% of grade).** The final exam will be **cumulative and essay based**. All work completed in the course (e.g. modules, discussion, assignments) will prepare you for the final exam. Learning objectives 1, 2 and 3.

**Grading Guidelines: (see** [**http://www.arts.ubc.ca/Grading\_Guidelines.81.0.html**](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. **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. 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. All the work you complete during the course (e.g. modules, assignments, discussion) will prepare you for the final.

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.

## 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 availableon[**the UBC Senate website**](https://senate.ubc.ca/policies-resources-support-student-success)**.**

Arts Students must contact Arts Advising as soon as you are aware you may need an [in-term concession](https://www.mail.ubc.ca/owa/redir.aspx?C=S8dM-V9GBuYw292v9uCgfkzmPZWs7HUYv4vSmNXhoHaLMr87MS_XCA..&URL=http%3a%2f%2fwww.calendar.ubc.ca%2fvancouver%2findex.cfm%3ftree%3d3%2c329%2c0%2c0%2326592). Please review [their website](https://www.mail.ubc.ca/owa/redir.aspx?C=NUxadtd9sitdfoMtbRpVx8IxprhpOu64XhQfJ6AkI6uLMr87MS_XCA..&URL=https%3a%2f%2fstudents.arts.ubc.ca%2fadvising%2facademic-performance%2fhelp-academic-concession%2f) 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](http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,0,0). 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, iPeer, Zoom]. 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.

### Copyright

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

**I do not permit students to record my classes or distribute course matierals without prior approval. Recordings will be provided when possible.**

*Version: Jan 5, 2021*

1. For students who cannot participate in synchronous meetings due to time zone issues – please email me **no later than January 18** so that we can make alternate arrangements. Synchronous meetings will be recorded as possible (but this will NOT include breakout group sessions). [↑](#footnote-ref-1)