Facility of Health
Department of Psychology
PSYC 4020 6.0 Section B: SEMINAR IN SOCIAL PSYCHOLOGY
INTERPERSONAL RELATIONSHIPS
Wednesday 2.30-5.30 Online via Zoom
Full Year Fall 2020- Winter 2021

This course will be delivered synchronously online via Zoom. Class will involve student presentations, discussions about the topic for the week, the articles, and class exercises. More details can be found in the welcome video.

This course is an upper level research-based course that requires discussion. The content is designed and selected to help us all better understand ourselves, others, and how we relate to others in our social world through different topics discussed each week. The format, structure and assessment schedule is designed to target key skills and assessments are carefully created to ensure that students are learning and improving their oral presentation skills, science/knowledge communication, formal academic writing, ability to ask thoughtful questions, and to learn from feedback. You can think of this course as content and skill based.

Instructor Information
Instructor: Dr Emily Cross
Office Hours: Email to organise
Email: ejc@yorku.ca

How to reach me: The preferred method contacting me is via email.
- Any correspondence directed to me must indicate the course number and section letter in the subject heading. Our course number and section letter are: PSYC 4020 Section A.
- Be sure to include your full name and student number in the body of the email.
- Check the course materials (e.g., the syllabus, course website), to see if the answer is already provided.
- Send your email well in advance of when a response is required. I aim to respond within 48 hours between the times of 8-6pm Monday-Friday.
- Follow-up within 3-7 days if a response has not been received, but not any sooner.

Course Prerequisite(s): Course prerequisites are strictly enforced
- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- HH/PSYC 2021 3.00 (Statistical Methods I) or HH/PSYC 2020 6.00 (Statistical Methods I and II)
- HH/PSYC 2030 3.00 (Introduction to Research Methods) or substitutes
- HH/PSYC 2120 3.00 (Social Psychology)
- Students must be in an Honours program in Psychology and have completed at least 84 credits

Course Credit Exclusions
Please refer to York Courses Website for a listing of any course credit exclusions.

Course website: Moodle
All course materials will be available on the course moodle site. The is your central access point for course materials. This include the readings each week, associated student-presentations,
assessment criteria, grading documents, videos. **The weekly online component of the course will be held online each week via zoom with the same reoccurring link.**

**Course Description**

This seminar focuses on interpersonal relationships, with an emphasis on close relationships. Topics include attachment theory, support, communication, gender-role attitudes, aggression, polyamory etc. The course is designed to equip students with the skills to critically evaluate social psychology research, and learn how to convey academic knowledge in an appropriate way (via oral presentations, blog post, and formal academic writing). Students are encouraged to focus on topics that interest them for their assessments (and there is some flexibility with research proposals). Through active involvement with readings, discussions, and presentations, we will examine this exciting and growing area of research. I provide a basic structure for our meetings, but beyond that, the seminar will succeed on the strengths of our joint individual efforts. Each person is responsible for the quality of this seminar experience. **Accordingly, active participation by everyone is essential.** This means (a) doing all readings each week before class, (2) listening attentively to your peers’ presentations and providing feedback, (3) engaging in online discussions about the content via zoom.

While this course is being delivered remotely, it is still being run with the same expectations for a smaller class size, fourth year seminar course. In order to fully participate in PSYC4020 you will need to have access to:

1. Stable, higher-speed internet connection (enough to handle 3 hours of zoom meetings)
2. Computer (and or smart device) with webcam & microphone

***This is essential. If you do not have the right equipment please contact Dr Cross as soon as possible and we will try to come to some resolution.

**Program Learning Outcomes**

Upon completion of this course, students should be able to:

1. Demonstrate in-depth knowledge in social psychology.
2. Critically evaluate, synthesize and resolve conflicting results in social psychology.
3. Articulate trends in social psychology.
4. Locate research articles and show critical thinking about research findings in psychology.
5. Express knowledge of social psychology in written form.
7. Demonstrate an ability to work with others.

**Specific Learning Objectives**

1. Discuss theory and research critically and analytically (i.e. discussion questions, online discussion, one-on-one meetings with Dr Cross).

2. Communicate scientific knowledge in a concise, informative, and interesting manner via oral presentations and discussions (i.e. pre-recorded presentations and online discussions) and in written format (i.e. blog post and formal research proposal).

3. Actively participate in your own learning and the learning of others (i.e. engagement with peers online via zoom discussions).
4. Apply research and theory in social psychology to understanding how to improve personal and relational wellbeing (via blog post/advice column, and discussions).

5. Demonstrate ability to develop testable research ideas, design a research project, and write a formal academic proposal demonstrating this process.

6. Be responsive to questions and criticisms regarding your own ideas (i.e. take feedback onboard as an opportunity to improve).

Course Requirements and Assessment:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Date of Evaluation (if known)</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>Across Semester</td>
<td>20%</td>
</tr>
<tr>
<td>Discussion Questions/Hypotheses</td>
<td>Across Semester</td>
<td>10%</td>
</tr>
<tr>
<td>Discussion Leader</td>
<td>Dates to be Assigned</td>
<td>25%</td>
</tr>
<tr>
<td>Blog Post or Advice Column</td>
<td>Due the week the topic is presented</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>(before class)</td>
<td></td>
</tr>
<tr>
<td>Research Proposal Presentation</td>
<td>5pm November 13th, 2020 (Fall) &amp; 5pm</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>March 5th (Winter)</td>
<td></td>
</tr>
<tr>
<td>Research Proposal Report</td>
<td>5pm December 7th, 2020 (Fall) &amp; 5pm</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>April 10th (Winter)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Description of Assessments

Class Participation (20%)
Participation is essential. Attendance only is insufficient for full credit. I hope you will be insightful, integrative, and encouraging of your classmates. Participations involves reading the articles each week and coming to class ready to discuss, or having opinions about the articles, theories, studies etc. (also see below discussion questions), participating in class exercises, providing feedback to your peers about their presentations. Evaluation for this part of the course will be based on both quantity and quality of involvement, with “quality” referring to making comments that link different readings together (maybe across topics) to make a novel point, providing an interesting or “on-point” example, raising a topic that inspires the class to think about the topic in a new way etc. As a rule of thumb attendance counts for 50% of this grade. The other 50% depends on your engagement. Feedback on 8 of your peer’s research proposals also counts for your participation grade.

Discussion Questions/Hypotheses (10%)
You are required to submit 3 discussion questions each week prior to class (for content-based classes). Good discussion questions often 1) involve problems and ideas that tie together several readings/perspectives, 2) meaningfully criticize some aspect of the readings, 3) discuss how the ideas under study pertain to real world phenomena, 4) suggest future research or novel insights, or 5) express uncertainty about the ideas. Questions should also contain sufficient context to allow a reader to follow your thinking (i.e., where did the idea come from). You can submit hypotheses (keep it brief, no more than a few sentences – one sentence is fine), inspired by the week’s readings. We will then clarify and work out ways to test your hypotheses together at our meetings. You never know – one of these hypotheses may serve as the subject of your research proposal and
proposal presentation (described below). The discussion question/hypothesis will be compiled and used by the week’s discussion leaders. For this reason, discussion questions must be submitted no later than 24 hours before class (i.e. before Tuesday 2.30). This is of critical importance as it ensure your peers have enough time to prepare how to best lead the discussion. Note that questions submitted after this time will not count towards your grade. Please post your questions as part of one thread for each week, rather than as separate threads. NOTE: You will not be expected to post discussion questions the week you lead seminar.

Discussant Leader (25%)
Each week 4-6 people will be assigned as discussion leaders. You will sign up for your preferred topic/week and Dr Cross will do her best to accommodate people’s topic preferences. As a discussion leader you have two responsibilities (1) work in pairs to present a 10-15-minute presentation on a research articles assigned to you, and (2) facilitate the weeks discussion via online breakout rooms and whole-class discussion. Feedback for this assessment will be given on Moodle no latter than 72 hours after class.

- **Presentation of Research Article: Approx. 15%** In pairs you will make a brief presentation to the class describing the theory, hypotheses, method and key findings of the article. Depending on the length of the article, this presentation should take around 10-15 minutes. After presenting the key findings of the article, we will then discuss the presentation and discuss that article in small groups. Note this is not simple regurgitating information but requires you to hook the audience by outlining the real-world importance, telling a story, outlining the key take-home messages of the article and critiquing the article. Make this presentation engaging to your peers. Even interactive. See the assessment information document for further details.

- **Facilitating Discussion: Approx. 10%** The discussion leader’s second job is to facilitate discussion in class. This will be done via breakout rooms on zoom. With the help of your classmates’ discussion questions posted on Moodle as a starting point, leaders should identify the core themes/issues/questions/comments/misunderstandings and organize them into a topics for group discussion. The goal of this task is for you to improve your communication skills and gain experience leading a small discussion. A successful discussion leader may critically evaluates the strengths and weakness of the readings, meaningfully criticize some aspect of the readings, discuss how the ideas under study pertain to real world phenomena, suggest future research or novel insights, and most importantly engages their classmates in the discussion. Keep in mind the discussion leader should provide structure and direction for fellow students during discussion; it is not your responsibility to explain the readings to others (as they will have done this themselves). The discussion leaders’ job should flow seamlessly as people are keen to discuss and engage. See the assessment information document for further details.

**Blog Post or Advice Column (5%)**
One good way researchers disseminate knowledge is by communicating science to the masses in plain language that everyone understands. This assessment is designed to get you communicating knowledge to the masses (including family and friends). Here you have two options: (1) Blog Post or (2) Advice Column (both 500-700 words). Here is your chance to be creative. See the assessment information document for further details. **Due before class the week the topic is discussed in class.**

**Research Proposal (40% Total).**
One key aim of this course is to help you develop your academic writing and presentation skills. This research proposal is divided into 2 parts: (a) an oral presentation of your proposal, and (b) a written research proposal. I want this research report to be something you enjoy doing – so choose
a topic that is focused around social relationships that interests you! Part of this processes also requires each student to schedule a 30-minute one-on-one meeting with Dr Cross to discuss the research ideas before they present (this involves submitting a one-page planning document for Dr Cross and Students to discuss). This meeting ensures your ideas are well thought out and provides you feedback at the early stages, hence improving your work. Book at meeting at https://calendly.com/ejc_4020/research-proposal-meeting

- **Research Proposal Presentation (15%)**. You will pre-record a PowerPoint presentation via powerpoint (including visual and audio) and submit this to moodle. Your peers and I will then provide feedback – which you will apply to your written research proposal. Take advantage of this opportunity to get feedback from your peers and to gain new insights and ideas. Your presentation will following topics: a specific statement of the research question, theory, hypotheses, key variables (e.g., independent variables and dependent variables), the design of the research, participants, procedures, and proposed statistical analysis. Please submit presentations to Moodle by 5:00 pm on November 13th (Fall) & March 5th (Winter). Peer feedback window is two weeks.

- **Research Proposal Report (25%)**. Each student will submit a 10-page (excluding title page, abstract, references) proposal to Moodle as a word document (not pdf). The written proposal will involve the following sections: Title page, Abstract, Introduction (e.g., review of research, relevant theory, research question(s), hypotheses), Methods (e.g., participants, design, materials, procedures, planned statistical analyses), and References. There are no results or discussion section for this paper. The paper must be type written in APA Style (6th Edition). Please submit the final papers to Moodle by 5:00 pm on December 7 (Fall) & April 14 (Winter).

***See “Course Assessments” document for more detailed description of the assessments.

**Class Format and Attendance Policy**

This is a seminar-based class and functions based on the premise that we are all engaged and present to discuss. Attendance for this seminar course is mandatory and counts towards participation. However, attendance alone will not afford you full participation marks. **If students have a valid related reason for not being able to attend this class they should email Dr Cross directly before class (see email etiquette below).** Dr Cross will pass along your apologies to your colleagues.

**Grading as per Senate Policy**

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 89, B+ = 75 to 79, etc.) For a full description of York grading system see the York University Undergraduate Calendar - [Grading Scheme for 2020-21](#).

**Missed Tests/Midterm Exams/Late Assignment:**

For any missed quiz or late assignment, students MUST complete the following online form which will be received and reviewed in the Psychology undergraduate office. At this time, due to COVID-19 an Attending Physician’s Statement (APS) is not required, however, a reason for missing an evaluated component in the course must be provided. HH PSYC: Missed Tests/Exams Form. Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the missed quiz or late assignment.
Add/Drop Deadlines
For a list of all important dates please refer to: Fall/Winter 2020-21 Important Dates

<table>
<thead>
<tr>
<th></th>
<th>Fall (F)</th>
<th>Year (Y)</th>
<th>Winter (W)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last date to add a course <strong>without permission</strong> of instructor</td>
<td>Sept 22.</td>
<td>Sept 22.</td>
<td>Jan. 25</td>
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<tr>
<td>(also see Financial Deadlines)</td>
<td></td>
<td></td>
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<tr>
<td>Last date to add a course <strong>with permission</strong> of instructor</td>
<td>Oct. 6</td>
<td>Oct. 27</td>
<td>Feb. 8</td>
</tr>
<tr>
<td>(also see Financial Deadlines)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drop deadline: Last date to drop a course without receiving a grade</td>
<td>Nov. 6</td>
<td>Feb. 5</td>
<td>March 12</td>
</tr>
<tr>
<td>(also see Financial Deadlines)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Course Withdrawal Period (withdraw from a course and receive a</td>
<td>Nov. 7-Dec. 8</td>
<td>Feb. 6-April 12</td>
<td>March 13-April 12</td>
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<tr>
<td>grade of “W” on transcript – see note below)</td>
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**Add and Drop Deadline Information**
There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, be sure to read the information carefully so that you understand the differences between the sessional dates below and the Refund Tables.

*You are strongly advised to pay close attention to the “Last date to enrol without permission of course instructor” deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system. After that date, you must contact the professor/department offering the course to arrange permission. You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).*  

You may **withdraw from a course** using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as ‘W’. The withdrawal will not affect your grade point average or count towards the credits required for your degree.

**NOTE:** Scheduled for this class is precisely and students dropping the course does disrupt the schedule (given student presentation dates etc). If you are thinking of dropping out I ask that you do so **early and quickly** so that the student who will replace your spot. I am happy to answer any queries that you may have before making your decision to drop the class. Please email me.

**Electronic Device Policy**
This course will be delivered in an online format. You are **required** to have a working camera, laptop, and are able to submit assignments electronically.

**Information on Plagiarism Detection**
Dr Cross will use Turnitin if she suspects plagiarism across any of the assessments. Dr Cross also randomly uploads 20% of assignments to Turnitin.
Academic Integrity for Students
York University takes academic integrity very seriously; please familiarize yourself with Information about the Senate Policy on Academic Honesty. It is recommended that you review Academic Integrity by completing the Academic Integrity Tutorial and Academic Honesty Quiz.

Academic Accommodation for Students with Disabilities
While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The university encourages students with disabilities to register with Student Accessibility Services (SAS) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary.

****Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course. https://accessibility.students.yorku.ca/

Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities:
Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses. Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. For further information please refer to: York University Academic Accommodation for Students with Disabilities Policy.

Course Materials Copyright Information
These course materials are designed for use as part of the PSYC 4020 6.0 course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. Intellectual Property Rights Statement.

Email Etiquette
Dr Cross will only respond to emails that have PSYC4020 in the subject line. This is because my email is set up to automate emails into a folder for this class. This means that your email will not be received if “PSYC4020” is not included in the subject line. Dr Cross responds to emails between the hours of 8-6pm Monday-Friday, please expect a response within 48 hours during these times.

Please remember general norms for how to write emails appropriately within academic settings. Your email correspondence can leave a lasting impression at times, so it is important to keep in mind these tips for emailing etiquette. I expect students to have read ALL course related material and information before emailing me. See below for an example email.
Good Afternoon Dr Cross,

I am emailing to request an extension for my [insert assessment type, original due date]. I am requesting an extension until [insert proposed new date] because [insert reason for requiring an extension].

Regards,
Sally Fletcher
Student no: 1234567

Course Schedule

See below for a weekly breakdown of the course. Note the topic covered are listed below. There will be no online class for the last 3 weeks (of fall semester) and 4 weeks (of winter semester) instead students will give feedback on one another's research proposal presentations.

1. The Costs and Benefits of Relationships
2. Attachment (In)security
3. How to best Support?
4. How to best Communicate?
5. Emotional Regulation
6. Biases in Relationships
7. Sex in Relationships
8. Breaking up
9. Relationships in COVID
10. Important Themes in Psychology
11. Culture & Race in Relationships
12. Focusing on LGBTQ+ Relationships
13. Sexist & Gender-Based Attitudes in Relationships
14. Aggression in Relationships
15. Polygamy & Consensual Non-monogamy
16. Singlehood
## FALL SEMESTER

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Discussion Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9/Sept</td>
<td>Introduction</td>
<td>To be assigned</td>
</tr>
<tr>
<td>2</td>
<td>16/Sept</td>
<td>The Costs and Benefits of Relationships</td>
<td>To be assigned</td>
</tr>
<tr>
<td>3</td>
<td>23/Sept</td>
<td>Attachment (In)security</td>
<td>To be assigned</td>
</tr>
<tr>
<td>4</td>
<td>30/Sept</td>
<td>How to best Support?</td>
<td>To be assigned</td>
</tr>
<tr>
<td>5</td>
<td>7/Oct</td>
<td>How to best Communicate?</td>
<td>To be assigned</td>
</tr>
<tr>
<td>6</td>
<td>21/Oct</td>
<td>Emotional Regulation</td>
<td>To be assigned</td>
</tr>
<tr>
<td>7</td>
<td>28/Oct</td>
<td>Biases in Relationships</td>
<td>To be assigned</td>
</tr>
<tr>
<td>8</td>
<td>4/Nov</td>
<td>Sex in Relationships</td>
<td>To be assigned</td>
</tr>
<tr>
<td>9</td>
<td>11/Nov</td>
<td>Breaking up</td>
<td>To be assigned</td>
</tr>
<tr>
<td>10</td>
<td>18/Nov</td>
<td>No Class</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>25/Nov</td>
<td>No Class</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>2/Dec</td>
<td>No Class</td>
<td></td>
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</tbody>
</table>

**NOTE:** We will organise time slots in the first class. During Reading Week and the following week where there is no class Students are invited to book a 30-minute one-on-one zoom meeting with Dr Cross to discuss research ideas. Before this meeting students will submit a “Research Proposal Planning Document” on Moodle so Dr Cross can discuss ideas during the meeting.)
# WINTER SEMESTER

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Presenters</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>13/Jan</td>
<td>Relationships in COVID</td>
<td>To be assigned</td>
</tr>
<tr>
<td>14</td>
<td>20/Jan</td>
<td>Important Themes in Psychology</td>
<td>To be assigned</td>
</tr>
<tr>
<td>15</td>
<td>27/Jan</td>
<td>Culture &amp; Race in Relationships</td>
<td>To be assigned</td>
</tr>
<tr>
<td>16</td>
<td>3/Feb</td>
<td>Focusing on LGBTQ+ Relationships</td>
<td>To be assigned</td>
</tr>
<tr>
<td>17</td>
<td>10/Feb</td>
<td>Sexist &amp; Gender-Based Attitudes in Relationships</td>
<td>To be assigned</td>
</tr>
<tr>
<td></td>
<td>17/Feb</td>
<td><strong>Reading Week</strong></td>
<td>To be assigned</td>
</tr>
<tr>
<td>18</td>
<td>24/Feb</td>
<td>Aggression in Relationships</td>
<td>To be assigned</td>
</tr>
<tr>
<td>19</td>
<td>3/Mar</td>
<td>Polygamy &amp; Consensual Non-monogamy</td>
<td>To be assigned</td>
</tr>
<tr>
<td>20</td>
<td>10/Mar</td>
<td>Singlehood</td>
<td>To be assigned</td>
</tr>
<tr>
<td>21</td>
<td>17/Mar</td>
<td>No Class</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>24/Mar</td>
<td>No Class</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>31/Mar</td>
<td>No Class</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>7/April</td>
<td>Final Class: Personal and Professional Reflections</td>
<td>(1 hour class)</td>
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</tbody>
</table>

**NOTE:** We will organise topics for presentations (i.e. discussion leaders each week) in the first class. Students are expected to book a 30-minute one-on-one zoom meeting with Dr Cross to discuss their research proposals before they present the proposal. Before this meeting students will submit a “Research Proposal Planning Document” on Moodle so Dr Cross can discuss ideas during the meeting hours.
FALL SEMESTER

**Week 1: Introduction, Course Outline, Organising**

This class will involve introductions, outlining the course, choosing course work and presentation time slots. Before class you will need to have (1) watched the Introduction Video, (2) familiarised yourself with Moodle, (3) Read the whole Syllabus.

**Week 2: The Costs and Benefits of Relationships**


**Week 3: Attachment Security**


**Week 4: Support Provision in Close Relationships**


Howland, M. (2016). Reading minds and being invisible: The role of empathic accuracy in invisible support provision. *Social Psychological and Personality Science, 7*(2), 149-156. **Presenters:**

**Week 5: Communication and Conflict Management in Intimate Relationships**


**Week 6: Biases in Intimate Relationships**


**Week 7: Emotion Regulation**


**Week 8: Sex in Relationships**


**Week 9: Breaking up**


**Weeks 10-12: Research Proposal Presentations**

- Research Proposals are Due on **November 13th, 5pm.**

- Here you will be assigned 8 presentations to give feedback on (those 8 students whose Surname falls after yours in the alphabet).

- You are expected to give detailed feedback focusing on elements that were done well and elements that need improving, this can include evaluating theory, methodology, implications, making suggestions for improvements for clarity.

- Being able to provide engaged feedback to your peers is a key part of this class and a skill that applies outside of the classroom to the workplace. So please take this as an opportunity to help your peers better their work – and in return they will do the same for you.
WINTER SEMESTER

Week 13: Relationships in COVID

Pietromonaco, P. R., & Overall, N. C. (2020). Applying relationship science to evaluate how the COVID-19 pandemic may impact couples’ relationships. *American Psychologist.* **Presenters:**


Week 14: Important Themes for Psychology


Week 15: Culture & Race in Relationships


Week 16: Focusing on LGBTQ+ Relationships


**Week 17: Sexist and Gender-Based Attitudes and Relationships**


Hammond, M. D., & Overall, N. C. (2017). Dynamics within intimate relationships and the causes, consequences, and functions of sexist attitudes. *Current Directions in Psychological Science, 26*(2), 120-125. **Presenters:**


**Week 18: Aggression in Relationships**


**Week 19: Polyamory & Consensual Non-Monogamy**


**Week 20: Singlehood**


