

Department: Sociology
Academic Year: 2011-2012, Term 1
Course title & number: **Relationship Development:** FMST 314
Course schedule: Tuesday and Thursday, 12:30 to 2 p.m.
Location: Buchanan [B210](#)

Professor:	James Ponzetti, Ph.D., D.Min., CFLE, CCFE
Office location:	ANSO #2118
Office phone:	604 - 822 – 3778
Office hours:	Tuesday and Thursday 10 to 11a.m. or by appointment
E-mail address:	james.ponzetti@ubc.ca

Course description: The study of the development, course, and decline of personal relationships.
Prerequisites and/or Course Restrictions: One of FMST/SOCI 200, PSYC 100, or SOCI 240. .

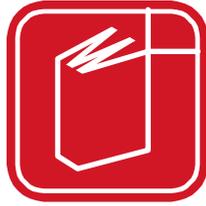
Course objectives: Upon completion of this course, students should be able to:

1. explain and critique scholarly literature on intimate relationships.
2. develop an understanding of the research process as applied to intimate relationships.
3. evaluate the veracity of opinions/advice in popular press in light of empirical findings
4. apply findings from relationship research to personal life experiences.

Course web site and e-mail: There will be a course web site that can be accessed via signing into <http://my.ubc.ca> and then clicking on e-Learning. The webCT VISTA system uses the UBC Campus-wide login (CWL) system, which allows students access by using the same login ID and password for course web sites and Interchange e-mail accounts. The professor may occasionally send students messages during the term. If so, the Enrollment Services' (Registrar's) class list mailing system will be used. Students can have Enrollment Services direct emails to whichever account they indicate. To do this, just login to the Student Service Centre and click on Email Address Update. This is where students' current email address was last recorded, and the option to update it if students' wish.

Format of course: Students learn in a variety of ways such as through the exchange of ideas and critical thinking. Interaction between students, along with the professor, is directed at promoting learning and critical thinking skills. Critical thinking is the process of independent thinking, not just memorizing or reiterating what someone else has written or said about a topic. It involves more than just "reporting." Critical thinking means evaluating and critiquing information and pondering how different ideas fit together. Students are expected to share ideas and opinions in class, and on webCT VISTA.

The format of this course is based on the premise that *students learn from each other*. Thus, the success of class depends on students as much as the instructor. Lectures do not promote active learning and thus used sparingly. The professor is present to encourage and assist students acquire new information and apply it in various contexts. Students are encouraged to make the most of their learning experience!



Required text and additional readings:

Erber, R., & Erber, M. (2011). *Intimate relationships: Issues, theories, and research (2nd edition)*. New York, NY: Pearson.

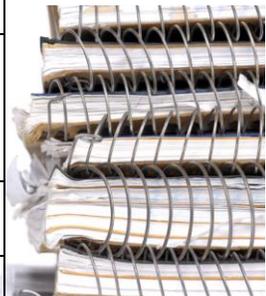
Additional articles or readings as assigned.

Classes do not meet on Imagine UBC day, Tuesday, September 6
Thanksgiving, Monday, October 10
Remembrance Day, Thursday, November 11.

About the professor: Dr. James Ponzetti is an Associate Professor of Family Studies in the Department of Sociology. He earned a Doctor of Philosophy (Ph.D.) in Human Development & Family Studies at the Oregon State University and a Doctor of Ministry (D.Min.) in Advanced Pastoral Studies from the San Francisco Theological Seminary. He previously served on the faculty at the University of New Mexico, Central Washington University and Western Illinois University. He founded and directed the Oregon Family Nurturing Center, Inc. before moving to British Columbia. As a Certified Family Life Educator in both Canada and the United States (C.C.F.E., Family Services Canada, and C.F.L.E., National Council on Family Relations), he is committed to the enhancement and promotion of family life education. On a personal note, he is married and the father of four children. His family lives in Vancouver, Washington with their pet basset hound, Leo.

Class schedule, outline, and assigned reading

Week	Topic	Reading assignments
Sept 6 Sept 8	Imagine UBC day Multidisciplinary study of Relationship Science Needs for affiliation, intimacy & belonging Inevitability of relationships	ch. 1
Sept 13-15	Methods for studying relationships	Quiz ch. 2
Sept 20-22	Physical Attraction Standards of attractiveness What is beautiful?	ch. 3 Mid-term
Sept 27-29	Psychological Attraction Similarity vs. complementarity Proximity	ch. 4
Oct 4-6	Flirtation Self-presentation Self-disclosure First impressions Detecting deceit	ch. 5 Mid-term
Oct 11-13	Resources exchanged	ch. 6



	Fairness and Equity Interdependency Evaluating outcomes: attractions, barriers, alternatives Communal versus exchange relationships	
Oct 18-20	Love and Emotion Liking, Intimacy, & Commitment	ch. 7 Mid-term
Oct 25-27	Attachment Satisfaction Loyalty	ch. 8
Nov 1-3	Sexuality Gender, Sexual orientation Sexual interactions/pathways First intercourse, extradyadic sex	ch. 9 Mid-term
Nov 8-10	Communication Language use & conversation Relationship management Positive illusions Expectations	ch. 10
Nov 15-17	Fidelity Jealousy Transgressions & Betrayal	ch. 11 Mid-term
Nov 22-24	Power Aggression and Violence	ch. 12 Mid-term
	Conflict Criticism & demands Forgiveness	ch. 13
Nov 29-Dec. 2	Disengagement and Dissolution Loneliness Unrequited love	ch. 14
Dec. 6-	Final examination period	



Course requirements

1. **Preparation, attendance, and participation** are essential to learning. The most effective way to **prepare** is to read all the assigned material before coming to class.

It is stated in the UBC Calendar that students are expected to **attend** all their classes. This means being physically present at the scheduled time when class begins. In other words, attendance is simply expected because it is essential to participation in class. Tardiness is disruptive to class so make arrangements to arrive on time. Similarly, punctuality is expected. It is the students' responsibility to be prompt in order to sign in with the professor.

Students, who are absent or tardy due to varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should seriously consider dropping this course before the withdrawal

date. Missing the opportunity to learn in class (through absence or tardiness) is the most common reason for students' lack of learning/success. Students are responsible for all of the information covered and announcements made in class sessions whether or not they attended. Please note that unexcused absences or recurrent tardiness result in a lower course mark regardless of exam performance.

Attentiveness is critical to student learning. While in class students should be focused and paying attention to class discussion and not be distracted by other work, daydreaming, engaged in side conversations, or sleeping. Students are expected to read all the assigned material prior to coming to class in order to raise questions, offer comments, and, in general, discuss material.

Participation cannot take place unless each student is consistently present in class. Class sessions provide an opportunity to *actively participate* through asking questions, and making thoughtful contributions. Students may be asked to engage in short participatory-learning activities (e.g., completing questionnaires, thought questions, in-class questions etc.). These activities are for students' benefit. Students are expected to demonstrate involvement in discussions and activities by verbally sharing their ideas, perceptions, and reactions during class. Attentiveness and participation provide the professor an indication of interest and engagement in the course.

Please fill the seats in the classroom from the front to the back or the professor will have to direct such behavior. There is no need to be shy! Students are expected to demonstrate active involvement in discussions and activities by verbally sharing their ideas, perceptions, and reactions during class. Such involvement includes commenting on or raising questions about assigned reading, introducing related course information, material from other courses, or relevant experiences, and responding to others' comments (e.g., asking for clarification/elaboration, agreeing, disagreeing, etc.). It is the professor's expectation that every student participates in each class to some extent. Participation will be graded based on the *quality* and *quantity* of active involvement. In order to prepare for such involvement, written comments regarding noteworthy ideas, insights, and reactions gleaned from assigned readings must be posted on webCT VISTA **before class** time.

Students are expected to ask questions about issues in readings that were not understood, consider comparing or contrasting results of various studies, note strengths and weaknesses of research critiqued, and how these could be addressed, point out questions that remain to be addressed or ideas for future research, draw connections between current and previous readings or contemporary events in the media, point out implications for applied work with families, program development, policy, personal research, and so forth. Students who do not **prepare, attend, and participate** receive a lower mark for the course so plan on being present, attentive, and an active participant throughout the term.

2. Class activities and discussion questions: Beyond learning the specific facts presented in class readings, students are encouraged to see a broader picture and strive toward higher order educational goals. As the course progresses, students learn critical, analytic, and methodological skills to detect patterns similarities/differences in viewpoints, and compare/contrast sundry perspectives.

Various discussion topics or activities are directed at course content. Students are asked to engage in participatory-learning activities (e.g., completing questionnaires, thought questions, in-class questions etc.). Either questions or other learning activities are scheduled each week. These activities constitute the heart of this class and thus must be completed and posted on webCT VISTA according to the prescribed schedule.



It is an exciting time to study intimate relationships because the scientific study of these relationships emphasizes their salience to personal well-being. Part of this class (and life in general) is time management. Participation in

discussion topics and/or completion of learning activities is expected to occur weekly from when classes commence, and thus worth 13 points over the term. The first learning activity must be posted by September 8, and before the first class each week thereafter.

3. Article critiques: Critiques must consider research on topics scheduled during the week it is submitted. If topics other than those covered are posted, then it will simply **not** be evaluated. For example, if you choose to complete an article due on November 22, then the article must deal with power or relationship violence. At least one scholarly paper from an academic peer-reviewed journal on the topic scheduled during a given week must be identified and critiqued. Scholarly sources such as: *Journal of Personal and Social Relationships*, *Personal Relationships*, *Journal of Intergenerational Relationships*, *Family Psychology*, *Journal of Marriage and Family*, *Journal, Family Relations*, *Journal of Personality and Social Psychology*, *Social Psychology Quarterly*, etc. is required.

All critiques must be typed using a standard font size (e.g. 12 pt font), and posted no later than the first class period of the week in which topic is scheduled. Students are responsible to check with the professor if there is any question as to whether the topic is appropriate **before** it is posted.

A critique is not to be a summary of articles, rather include thoughts, ideas, and questions about the readings that help promote discussion. It is especially important to focus on analysis rather than review of research articles by addressing the question: so what? How is this research pertinent or applicable to lived experience? Be creative, but in doing so be sure that at least one article is integrated in each critique.

Each critique **must adhere to the following guidelines** to earn marks:

- (1) approximately two typewritten paragraphs (double-spaced, 1" margins).
- (2) include complete citation according to specifications outlined in *Publication manual of the American Psychological Association* (6th edition) of **primary source** material only, and
- (3) **critique** the merits and demerits of research for understanding the subject.

Focus on the **subject or the topic** not the authors or the article per se. Respond to the question "so what?" in light of the study. The methodology used is discussed only if it is needed to understand the presentation of implications. Do not use personal pronouns.



Please note that **a critique is not a review!**

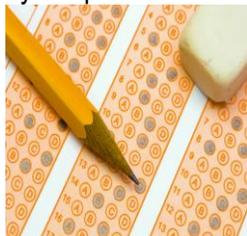
Definition of critique: an act of criticizing; esp.: a critical estimate or discussion. Criticize: 1: to consider the merits and demerits of and judge accordingly: evaluate. --Webster's New Collegiate dictionary

This assignment requires a great deal of information in approximately two paragraphs; so anticipate writing and then editing the critique to match above specifications.

The first research critique must be posted by September 13, and before the first class each week thereafter. All critiques must be typed using a standard font size (e.g. 12 font), and posted no later than the first class period of the week in which topic is scheduled. Students are responsible to check with the professor if there is any question as to whether the topic is appropriate before it is posted. Critiques are *retained by the professor on*

webCT so keep a copy for personal records. Each critique is worth 1% of final mark. It takes time to review and mark these, but marks are posted on webCT once complete. If students have any questions about their critiques then they are responsible to meet with the professor to discuss them. Collectively, article critiques are worth 12 points.

4. Mid-term examinations: *One quiz* (directed at the syllabus and chapter 1) and *five mid-term* examinations are given during class time on September 13, September 22, October 6, October 20, November 3, and November 17. Exams are administered on webCT VISTA. The exam format is variable as determined by the professor. Mid-term exams are collectively worth 55 points of the final mark.



The exams will cover information from the textbook and class discussions/activities. No study guides are provided. Students are responsible for reading, reviewing, and remembering the assigned reading and lecture material for each exam. Students often ask: “Do I need to know the names of the authors whose work is covered in this course?” The professor expects students to know the names of key theorists and leading contributors to the field. Numerous research reports are cited in the text. The authors’ names may be mentioned in text questions, although, for the most part, students should be able to answer these questions without recognizing the names mentioned. Class meetings offer the ideal forum to clarify any question or confusion, but only if students take advantage of this time by raising questions and offering comments/insights. The professor encourages student involvement in all class sessions.

Unusually, due to unpreventable circumstances or an extraordinary emergency (e.g., illness documented by a physician that explicitly states attendance was not possible), a student is not able to take an exam. If such an absence occurs, exams may be granted and scheduled at the discretion of the professor. Obviously, this is a tedious task. Nevertheless, requests for special consideration must be submitted in writing to the professor within one week of the scheduled date.

Make-up exams will only be given to students with bona fide medical, emotional or other emergency. If a student misses the final exam, see the appropriate administrative officer within the Faculty (e.g., the Arts Advising office for students who are Arts majors) to request a “standing deferred.” Make-up exams are costly to administer and can lead to concerns about fairness in grading. Therefore, note that in granting students permission to make-up exams, the professor may alter the form of the exam. The professor generally does not allow grades on make-up exams to increase students’ averages over what they obtain in other parts of the course (e.g., if a student has a 70% average on the rest of the course and earns a 75% on a make-up, her/his course average will be 70%). At the February 24, 1999 Faculty Senate meeting, procedures for examination hardships were reviewed and the following policy for final exams was established: A student facing an examination hardship, defined as three or more examinations scheduled within a 24-hour period, shall be given an alternative date for the second examination causing hardship by the respective instructor or department. The student must notify the instructor of the second examination no later than one month prior to the examination date.

5. Final examination. The final is comprehensive and administered via webCT VISTA at the time scheduled by the professor. It is worth 20 points.

If students want to review their completed exams for pedagogic purposes, then they must arrange to do so within one month of receiving marks on a particular exam. All examinations remain the property of UBC.



Course assignments, due dates, and weight given

Assignments	Due date	Worth	Goals addressed
Attendance & participation	Ongoing	Discretion of professor	1, 2
Learning activities	Weekly	13	1
Article critiques	Weekly	12	2, 3
Quiz	September 13	5	syllabus
Mid-term exam	September 22	10	1, 2, 4
Mid-term exam	October 6	10	1, 2, 4
Mid-term exam	October 20	10	1, 2, 4
Mid-term exam	November 3	10	1, 2, 4
Mid-term exam	November 17	10	1, 2, 4
Final exam	As scheduled by professor	20	1, 2, 3, 4

Grading criteria: Grading is an involved and difficult process. The professor has been entrusted with the responsibility to provide a balanced and equitable assessment of students' performance in this class. The grading guidelines provided in the UBC Calendar are the basis for assessment. These guidelines can be found at <http://students.ubc.ca/calendar/index.cfm?tree=3,42,96,0>. Students are responsible for reviewing this information.

Various writing assignments, learning activities, and examinations are used to assess comprehension and integration of class materials. Although all assignments must be submitted to pass the course, doing so is only evidence of a C mark. Further, students who neglect their academic work or assignments may be excluded from the final examination as specified in the UBC Calendar.

All assignments must be submitted before the beginning of the first class meeting of the week the topic is covered. Exams are completed according to the schedule specified in the syllabus. If students are absent on a day that an assignment is expected, arrangements must be made to submit the assignment *before* the due date. Generally speaking, late assignments will **not** be accepted.

In the event of an emergency, notify the professor as soon as possible (phone number at top of syllabus). Emergencies are events like death or severe illness--not routine dental appointments, job interviews, vacations, over-work and so on. Written notification documenting an emergency is required and must be submitted to the professor within one week of returning to class after the absence; otherwise, the absence will be treated as unexcused. The professor may require verification of the reason for the absence in order to determine whether it is excused. Unless the student is notified otherwise, assume all absences to be unexcused and expect marks to be deducted at the discretion of the professor.

All assignments and exams must be **completed by** the posted **due date to pass** the course. **Completing this work with due earnestness is expected and leads to a C mark.** In order to earn an A or B mark, students must excel in some way; that is, go beyond simply doing what is required and described in this syllabus.

Course policies:

Academic Integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Violating academic integrity is considered a serious offense by the university and is treated accordingly. Academic dishonesty includes, but is not limited to, cheating, fabricating information or citations, facilitating the academic dishonesty of others, and submitting the work of another person as your own (plagiarism). In order to provide a learning process and academic environment that permits students to pursue educational goals, it is essential for all students to maintain academic integrity.

Students are expected to exhibit academic honesty in every class at UBC. Students should review and be familiar with the “Academic regulations” section of the UBC Calendar for university policy on cheating, plagiarism, and other forms of academic misconduct. For further information, the UBC library site (see <http://www.library.ubc.ca/home/plagiarism/>) is excellent. Incidents of academic dishonesty will result in failing this course and referral to the appropriate University officials.

Disability Accommodations: The University accommodates students with disabilities who have registered with the Disability Resource Centre. Students who want special accommodation must notify the professor in writing **within the first week of class**, clearly describing what accommodation is needed and why. It is not acceptable to request special accommodation later in the term except under extraordinary circumstances. All information regarding disabilities is confidential.

University Sanctioned Activities: Students who miss class due to participation in university sanctioned activities must identify themselves prior to missing class and make arrangements to complete missed work. In addition, students must provide me with a copy of their travel schedule.

Emergencies: If you have any emergency that interferes with your ability to complete the work in this course, please contact me immediately. If you cannot come for a scheduled appointment, please contact the professor ahead of time.

Attendance: *Attendance is mandatory.* The UBC Calendar states: “Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations.” Bona fide religious obligations that conflict with attendance, submitting assignments on time, or completing scheduled quizzes are considered on a case by case basis. Students must notify their instructors in writing during the first week of classes if they want any accommodation on these grounds.

Late Policy: Late papers and assignments will not be accepted. They will be given a failing grade (0).

Computers and other electronic implements: The Sociology faculty have discussed and concurred that as a general guideline, *no computers or other electronic devices (especially cell phones) are permitted in class.*

If students have questions related to the course, or meeting the policies and schedule articulated in this syllabus, then ask in class or during office hours.

Student marks: If students wish to **inquire about** their **marks**, then office hours are scheduled for such discussions. In order to enhance privacy and insure confidentiality, individual student marks are not discussed immediately before class begins, during class time, or at the end of class.

E-mail does not suffice to accomplish this issue and students are not encouraged to use electronic means to contact the professor; that is, do not expect a timely response to any e-mail by the professor.

All assignments must be submitted to pass the course, doing so is **only** evidence of a C mark. Students must arrange to review completed exams within one month of receiving marks on the exam. All examinations and submitted assignments remain the property of UBC.

Professorial discretion: The *professor may change the provisions* of this syllabus if circumstances arise that require modification. Students will be notified of any changes as soon as possible, typically during a class meeting. If students have any questions or concerns about course requirements, or trouble with the course during the term, it is their responsibility to schedule an appointment with the professor immediately to discuss these matters.