

psychology 5323
group processes
dr j kenworthy
spring 2009 – mondays and wednesdays 2.00 until 3.20 pm
class located in LS 420

office 525 LS
email kenworthy@uta.edu
office hours 3.30 until 4.00 pm wednesdays, or by appointment
tel 817.272.0746
mailbox 19528

course goals

one) develop up-to-date knowledge of major principles, findings, and theories of group dynamics

two) develop critical thinking, evaluation, and application skills in relation to group dynamics

three) develop the ability to orally present empirical research in a clear and concise manner, and to critically evaluate theory and methods

readings

required reading list provided separately

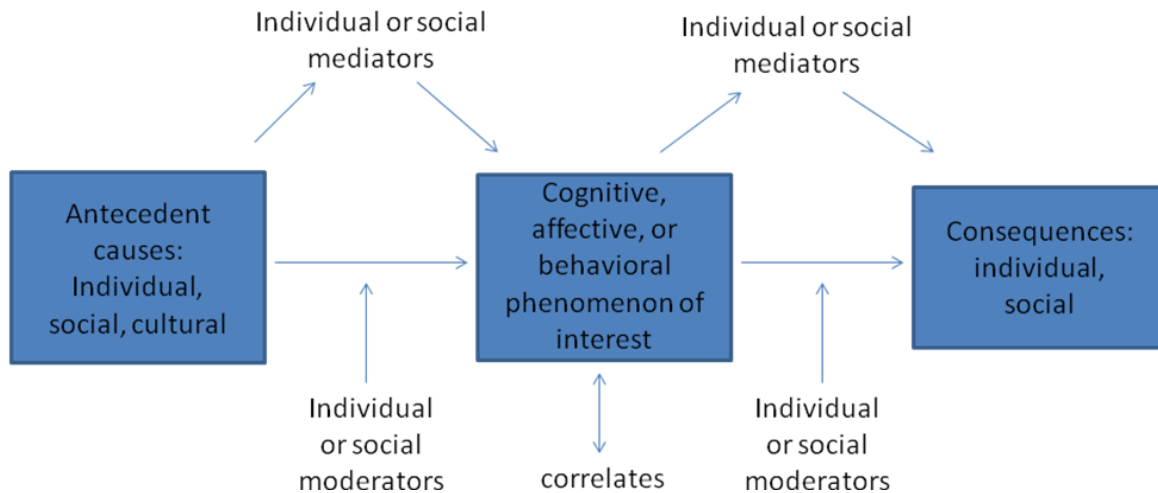
course grades

participation (10%)– everyone is expected to bring thoughtful questions and comments about the readings to each session. demonstrate that you have read, and intellectually engaged with, the assigned works.

article evaluation (30%; 10% for each of three) – on three different occasions, each student in the class will find an empirical article, published within the past 5 years, relating to the assigned topic of the day. in approximately 10-15 minutes, the presenter will review the paper for the following: the authors' theoretical background for their research, hypothesis(es) justification and critique, methodology, and results. summarize the findings and offer theoretical, methodological, analytical critique (or all of the above). propose how you would improve or add to the study in a novel and theoretically important way. no powerpoint is permitted, and handouts are limited to one page (for figures, etc.).

theory development paper (60%) – you will write your own theory, or offer a substantial revision/modification/addition to an existing theory. you will seek to explain the antecedents/causes, correlates, and/or consequences of a group-related phenomenon, whether it be cognitive, affective, or behavioral. you may choose to explore all of the parameters outlined in the figure below, or just a subset. however, the final product must propose at least two main effects, two moderator variables, and two mediator variables. at least two variables in your final product must be true experimental variables (i.e., random assignment, etc.). in addition to the exposition of the theoretical model (which may include a schematic figure, as below), you must propose a study that tests your main effects, moderators, and mediators. typically, this will be done across a series of studies. the final product will look somewhat like a grant proposal,

wherein the first 5-10 pages lay out the theoretical model and justification, as well as distinction from other theories. then, you'll propose your studies, with a participants, design, method, and anticipated results for each.



final review week / dead week

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week.

americans with disabilities act

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference to Public Law 93112---The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act - (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide “**reasonable accommodation**” to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with **informing faculty at the beginning of the semester and in providing authorized documentation through designated** administrative channels.

academic dishonesty

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University

“Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or material that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.” (Regents’ Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2 Subdivision 3.22)

student success programs

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admissions and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

library information

Helen Hough is the Psychology Librarian. She can be reached at (817) 272-7429, and by email at hough@uta.edu. You will find useful research information for psychology at <http://www.uta.edu/library/research/rt-psyc.html>.

Lecture Schedule:

date	session	topics	presenter
21 jan	1	Course overview + syllabus	n/a
26 jan	2	Theories of groups	n/a
28 jan	3	Studying groups	n/a
02 feb	4	Design and measurement	n/a
04 feb	5	no class	n/a
09 feb	6	Individual and collective identity	Rachel
11 feb	7	Individualism and collectivism	Pakorn
16 feb	8	Group formation	Belinda
18 feb	9	Group dissolution	Heather
23 feb	10	Group cohesion	Adria
25 feb	11	Group cohesion	Pakorn
02 mar	12	Group structure	Heather
04 mar	13	Group structure	Lulu
09 mar	14	Majority influence	Steve
11 mar	15	Minority influence	Amber
16 mar	16	Spring Break	--
18 mar	17	Spring Break	--
23 mar	18	Status and power	Lulu
25 mar	19	Status and power	Adria
30 mar	20	Group performance and teamwork	Belinda
01 apr	21	Group performance and teamwork	Adria
06 apr	22	Group decision-making	Amber
08 apr	23	Group decision-making	Heather
13 apr	24	Leadership	Amber
15 apr	25	Leadership	Rachel
20 apr	26	Intragroup conflict	Rachel
22 apr	27	Intragroup conflict	Belinda
27 apr	28	Intergroup conflict	Steve
29 apr	29	Intergroup conflict	Pakorn
04 may	30	Groups in context; social change	Lulu
06 may	31	Crowds and collective behavior	Steve
11 MAY	--	Final exam date (MON 11 May 2009, 2.00 - 4.30 pm) Theory paper due via email, 4.30 pm	