Psychology 5323  Spring 2011
Group Processes  Dr. Paulus

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Course Goals:

1. Develop up-to-date knowledge of major principles, findings, and theories of group dynamics.

2. Develop critical thinking, evaluation, and application skills in relation to group dynamics

3. Develop ability to present and express ideas in a group setting.

Readings

* required readings
# presentation papers

Textbooks:

Jan. 18 Introduction

Jan. 20 Social Identity/Group Formation—Dr. Kenworthy
Forsyth., Ch. 3 Inclusion and Identity

Jan. 25 Introduction
*Forsyth, Ch. 1, Introduction
*Nijstad, Ch 1, Studying small groups.


Jan 27 Methods/Theories

*Forsyth Ch. 2 Studying groups
*Nijstad Ch. 3 Theories

Feb. 1, Group formation/Cohesion

*Forsyth, Ch. 5 Cohesion and development


Feb. 3 & 8 Influence

*Forsyth, Ch. 7 Influence
*Nijstad, Ch 2 Group Processes and Social Influence


#Prislin, R., & Christensen, P.N. (2002). Group conversion versus group expansion as modes of change in majority and minority positions: all losses hurt but only some gains gratify. JPSP, 83, 1095-1102.
Feb. 10 Social Facilitation

*Forsyth, Ch. 10, 282-292
*Nijstad Ch. 3 Audience and Co-action Effects

*Hüffmeier, J. & Hertel, G. (in press). When the Whole is More Than the Sum of Its Parts: Motivation Gains in the Wild. *Journal of Experimental Social Psychology*


Feb 15. Social Loafing

*Forsyth, Ch. 10, pp. 293-303
*Nijstad, Ch. 4 Motivation and Group Performance: Individual Effort on Collective Tasks


Feb. 17 Group Structure/Diversity

*Forsyth Ch. 6 Structure
*Nijstad, Ch. 10, pp. 195-202.


**Feb. 22 Information Processing/Transactive Memory**


**Feb 24 Group Decision-Making**

*Forsyth, Ch. 11. Decision Making p. 313-331
*Nijstad, Ch. 5, Group Decision-Making


**March 1 Group Polarization/Groupthink**

*Forsyth, Ch. 11, pp. 332-347
*Nijstad, Ch. 7, pp. 140-145


**March 3 Problem Solving, and Judgment**

*Nijstad, Ch. 8  Group Problem-Solving and Group Judgment*


March 8

March 10, Exam 1

March 12-19, Spring Break

March 22 & 24 Group Creativity

* Forsyth, Ch. 10, 304-309

*Nijstad, Ch. 4 Group Idea Generation and Creativity

*Paulus & Coskun (in press)

*Paulus, Dzindolet, & Kohn (in press)


March 29 & 31 Teamwork

* Forsyth, Ch. 12

*Nijstad, Ch. 9. Teamwork and Leadership, pp. 165-179


### April 5 Electronic Groups

*Nijstad, Ch. 11 Groups and Technology


### April 7 Mood


### April 12

April 14 SIOP—no class

### April 19 Conflict/Negotiation

*Forsyth Ch. 13


**April 21 & 26 Leadership**

*Forsyth, Ch. 9, Leadership
*Nijstad, Ch. Teamwork and Leadership, pp. 180-191


**April 28 & May 3 Groups in Context/Intergroup**

*Forsythe Ch. 15 Groups in Context.

*Nijstad, Ch. 10 Groups in Context.

May 5

Crowds/Collective Behavior

Forsyth Ch. 17


May 6  Paper Due

**Paper: 10 page paper**

Alternative 1: Propose a research project testing some specific hypotheses related to the course material.

Alternative 2: Apply the principles and findings of group dynamics to a work environment

May 11  Exam 2  2-4:30 pm

**Grades:**

Presentation, class participation 10%

2 exams and paper weighted equally (30% each)

**Office Hours:** TR 3:30-5:00

**Final Review 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 syllabi. 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 93-112—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.

Bomb Threats

If anyone is tempted to call in a bomb threat, be aware that UTA will attempt to trace the phone call and prosecute all responsible parties. Every effort will be made to avoid cancellation of presentations/tests caused by bomb threats. Unannounced alternate sites will be available for these classes. Your instructor will make you aware of alternate class sites in the event that your classroom is not available.
*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.