

**Psychology 457/557: Group Dynamics
Winter, 2012**

Instructor: Daniel A. (Dan) Weigand, PhD

Office: 326 Straub Hall

Office Hours: Mon & Wed: 0900-0950 hr

E-mail: dweigand@uoregon.edu

Phone: 541 537 0032 (The best time to call is normally between 9 to 11 am and between 1 to 4 pm (Pacific Time) on Tuesday, Thursday, and Friday. On Monday and Wednesday, 1 to 4 pm is best. If I'm not available, leave a message. However, I rarely call back because I want to speak with you at your convenience, so you can call back if I'm not available or use e-mail as a follow-up procedure. Furthermore, I can be available on the weekend or at other times during the week if you first make an appointment.

Teaching Assistant: Will Moore

Office: 491 Straub Hall

Office Hours: Mon 1200-1400 hr

E-mail: wem3@uoregon.edu

Phone: 541 346 8755

Lecture Place and Time: 240A McKenzie Hall, Mon & Wed: 1000-1120 hr

Course Summary: This course provides an introductory overview to the theories, methods, and phenomena of group processes. The course approach is grounded in scientific principles, with an emphasis on recent research findings, analytic thinking, and a critical evaluation of findings.

Course Textbook: Forsyth, D. R. (2010). *Group dynamics* (5th ed.). Belmont, CA: Cengage.

Lectures and Readings: Although the lectures are coordinated with the textbook, they will sometimes address concepts independent of each other. Some of the material will be covered in both the lecture and the textbook, but some of the material in the textbook will not be discussed in class and new material not covered in the textbook will be presented in class. Exams will address all of the material.

Course Schedule:

Jan 9: Welcome to Course

Jan 11: Chapter 1: Introduction to Group Dynamics

Jan 16: Martin Luther King, Jr. Day

Jan 18: Chapter 2: Studying Groups

Jan 23: Chapter 3: Inclusion and Identity

Jan 25: Chapter 4: Formation

Jan 30: Chapter 5: Cohesion and Development

Feb 1: Chapter 6: Structure

Feb 6: Chapter 7: Influence

Feb 8: Chapter 8: Power

Feb 13: Exam 1: Chapters 1-8

Feb 15: Chapter 9: Leadership

Feb 20: Chapter 10: Performance

Feb 22: Chapter 11: Decision Making

Feb 27: Chapter 12: Teams

Feb 29: Chapter 13: Conflict

Mar 5: Chapter 14: Intergroup Relations

Mar 7: Chapter 15: Groups in Context

Mar 12: Chapter 16: Groups and Change

Mar 14: Chapter 17: Crowds and Collective Behavior

Finals Week: Exam 2: Chapters 9-17

Exams: There will be two multiple-choice exams given over the course of the term. Each exam is worth 100 points. The first exam will cover material presented in Chapters 1-8; the final exam will cover material presented in Chapters 9-17.

Please review the dates for exams now and plan vacations, travel, and other concerns accordingly. If you must miss an exam, due to an unavoidable emergency, contact me as soon as possible (preferably in advance) to discuss your options.

Tests will not be returned in class. Grades will be posted on Duck Web. Your tests will be kept in **Will's** office. You are *strongly* encouraged to make an appointment with **Will** to review your exam and learn what you got correct and incorrect.

Essays: There will be two essays. Each is worth 100 points. Each will be a group project (groups of 4 to 5, separated into undergraduate and graduate status). In addition to addressing the specific topic of the essay, you will provide a reflection on the group process. Specifically, you will discuss the pros and cons of working in a group on an essay topic. If you discover that members within your group are not collaborating effectively, contact me and I will assess a penalty (i.e., deduct points) from their essay score.

The topics are as follows:

- Undergraduate 1: Bullying. What is it? When is it likely to happen (include discussion of group behavior and sources of power)? What can be done to prevent it or decrease it once it happens? Length: approximately 3000 words. Be sure to include sources not found in Forsyth (2010) and remember to include a reflection on the group process.
- Graduate 1: Developing Power. Discuss how you would work with an organization to develop appropriate bases of power. Be sure to address all outlined items in Forsyth (2010), pages 242 to 243. Length: approximately 5000 words. Be sure to include sources not found in Forsyth (2010) and remember to include a reflection on the group process.
- Undergraduate 2: Sport Fans. Discuss how sport fans act as a collective group. Describe how the collective dynamics outlined by Forsyth (2010, pp. 514-523) help us understand sport fans' behavior. Length: approximately 3000 words. Be sure to include sources not found in Forsyth (2010) and remember to include a reflection on the group process.
- Graduate 2: The Functionality of Sport Fans. Discuss the psychological and sociological consequences of sport fandom. Length: approximately 5000 words. Be sure to include sources not found in Forsyth (2010) and remember to include a reflection on the group process.

Final Grade: Your final grade will be the mean of the four assignments. The following represents the grade distribution (you must achieve the minimum for each category to achieve that grade [e.g., 94—not 93.9—to achieve an A]):

Points	Grade
97-100	A+
96-94	A
93-90	A-
89-87	B+
86-83	B
82-80	B-
79-77	C+
76-73	C

72-70	C-
69-67	D+
66-63	D
62-60	D-
Below 60	F

Academic Honesty: Every student in this course is expected to behave according to the highest standards of integrity. All work submitted in this course must be your own. If students are discovered cheating on exams and essays, the university will be notified and appropriate action taken.

Class Manners: Always turn off your phone's ringer before coming to class. If you are caught using your phone (or any device) in a disruptive manner, you may be asked to leave the room.

Accommodations: You are strongly encouraged to contact Disability Services (164 Oregon Hall; 346-1155) if you have a non-documented condition that creates difficulty for you as a student. If one of the following applies to you, please see the professor or teaching assistant as soon as possible to make adjustments:

- Documented learning or medical disability.
- Non-documented need for adjustments to help you learn.
- Member of a sport team that travels this quarter.
- Non-native speaker of English.