General Education Foundations of Scientific Inquiry (FSI) Course Information Sheet

Please submit this sheet for each proposed course along with 1) a syllabus describing the key components of the course that will be taught regardless of the instructor and 2) assignment guidelines.

Department, Course Number, and Title Psychology, 98T, The Psychology of the Mob: How and Why Groups Behave the Way They Do

Indicate when the department anticipates offering this course in 2018-19 and give anticipated enrollment:

Fall: ☐ Enrollment____ Winter: ■ Enrollment 16 Spring: ☐ Enrollment____ Summer: ☐ Enrollment ____

As stated in the guidelines regarding courses in the Foundations of Scientific Inquiry (FSI), the aim of these course offerings is:

> *To ensure that students gain a fundamental understanding of how scientists formulate and answer questions about the operation of both the physical and biological world. These courses also deal with some of the most important issues, developments, and methodologies in contemporary science, addressing such topics as the origin of the universe, environmental degradation, and the decoding of the human genome. Through lectures, experiential learning opportunities such as laboratories, writing, and intensive discussions, students consider the important roles fields such as physics, genetics, chemistry, biology, earth and environmental sciences, evolution, astrophysics, ecology, and planetary and space sciences play in modern society.*

General Education FSI Student Goals: Courses fulfilling the GE FSI will provide a minimum of five units and should align with some (not necessarily all) of the following seven general goals:

1. Students will acquire an informed appreciation of scientists, scientific research, and technology.
2. Students will experience the interdisciplinary nature of science.
3. Students will develop information literacy.
4. Students will actively engage in the scientific process of inquiry, analysis, problem-solving, and quantitative reasoning.
5. Students will make evidence-based decisions in a wide array of science and non-science contexts.
6. Students will develop scientific literacy by addressing current, critical issues and topics in science that are personally meaningful in daily life and/or connected to the needs of society.
7. Students will recognize fundamental scientific principles and the connections between different domains of science.

General Education FSI Student Learning Outcomes: Each course should have student learning outcomes listed in the syllabus. These outcomes may be tied to a specific discipline but should be associated with the seven broad categories listed above (please see **Appendix I** for a sample list of possible learning outcomes supporting each goal).

General Guidelines for GE FSI Courses: GE Courses may be upper or lower division, but they should have no prerequisites. Any student should be able to take them and understand the material with the background expected from all UCLA students. While the course may include material related to the history of science and the social and cultural implications of scientific research, **at least half** of the course should be devoted to students actively engaging in the scientific process of inquiry, analysis, problem-solving, and quantitative reasoning (Goal #4).

Please indicate the area/s which you believe this course should satisfy.

Life Science: ■ Physical Science: ☐ Life Science Lab*: ☐ Physical Science Lab*: ☐

**Please see the additional student learning outcomes and expectations for courses approved as GE FSI Labs.*

Please present a concise explanation of how your course satisfies these criteria.

Which of the seven student learning goals listed on page 1 are you addressing in your course?	1, 2, 3, 4, 5, 6, 7
What fundamental scientific principles does your class address? Are you making intentional connections between life and physical science disciplines in your course? Does your course explore any current, critical societal issues? If so, what are they?	This course will teach students about the scientific process and how to critically evaluate the results of scientific inquiry. It will also teach students about specific research methodologies in psychology as it pertains to the study of group behavior, and those of related life science fields such as neuroscience, sociology, biology, mathematics, political science, and business. Current critical issues will be covered as important examples of group behavior, such as prejudice, diversity, and political polarization. In order to engage students further and give them an opportunity to participate in the scientific process, students will do a class project on implementing group behavior research in a way that addresses current issues in a socially-relevant topic of of their choice from a list (including social justice, business operation, art performance, disability, traffic, marketplaces, social media, democratic governance, therapy, and jury operation).
What class activities (e.g. homework problems, quizzes, clicker questions, projects, etc.) have you designed to help students actively engage in the process of scientific inquiry, analysis, problem solving, and quantitative reasoning throughout the course?	All course engagement will occur either through readings during personal time, or class activities. These activities will include discussion of readings, how-to tutorials on steps of the research process, idea brain- storming sessions with other students for developing a research project, and peer review meetings for refining their writing. The majority of the class grade will go towards various steps of a scaffolded final paper and presentation that applies group behavior research to a socially-relevant topic of their choice. The final day of class will feature these group presentations, in which groups of students will give oral summaries of their final projects in the style of a TED talk. Discussions will occur at the class level, while other activities will occur in smaller groups of students organized by a shared topic choice for the final project.
For each course goal listed above, what are the student learning outcomes you will list in your syllabus? In addition, what types of assignments will be given to determine whether students achieve the learning outcomes? (Please provide a sample assignment, term paper/exam, essay prompt, or other form of assessment)	1) Informed appreciation for science - In their final paper and class discussions, students will demonstrate an appreciation for social and life science. 2) Interdisciplinary nature of science - Students will be able to discuss about perspectives and methodologies in a variety of different fields. The literature review in their final paper should reflect an integration of research from different disciplines. 3) Information literacy - Class discussions will allow students to demonstrate their understanding of course readings, and the scaffolded course paper (featuring a literature review and peer review of written drafts) will allow me to evaluate how well they can comprehend research and critically evaluate it. 4) Engagement in the scientific process - students will read past research, reason about this work, create hypotheses, construct a plan to apply these findings to a social issue, and decide how to quantitatively assess the success of their implementation in their course paper. They will also engage in peer review while helping each other improve their papers. 5) Make evidence-based decisions - How students choose to implement research towards a societal problem will demonstrate their ability to make evidence-based decisions. 6) Address current critical issues - Students will participate in class discussions about how group behavior relates to current issues such as political polarization, prejudice, and diversity. Their course paper will also require them to implement group behavior research in a way that addresses some current issue of their choosing. 7) Recognize scientific principles - Through the diversity of the readings, students will learn how to scientifically study group behavior. The readings will be an assortment of established reviews and cutting-edge studies, so students will learn the differences between scientific theories, hypotheses, and laws.

Additional Student Learning Outcomes for experiential learning courses approved as "GE FSI Labs"

GE FSI Lab Definition and Expectations: A hands-on laboratory, computer simulation, demonstration, or field experience that involves active participation in experimental observation, data generation and collection using the techniques, methodologies, and approaches of modern-day scientists. Any lab should be conducted under sufficient supervision by the instructor or a Teaching Assistant (TA). Furthermore, the instructor and TAs should meet regularly outside of class time (minimum weekly or biweekly) to practice performing the lab procedures and/or to review the experimental results. Courses fulfilling the GE FSI Lab requirement will provide a minimum of four units and should align with some (not necessarily all) of the following eight general goals:

1. Students will design, implement, and evaluate an experimental strategy for answering scientific questions, testing a hypothesis, or solving a problem.
2. When possible, students will replicate experiments to allow testing for and interpretation of statistical significance.
3. Students will apply commonly used mathematical concepts and statistical methods (e.g., basic addition, subtraction, multiplication, division, averages, standard deviation, t-test for significance) in their analysis of different types of scientific data they collect.
4. Students will visually depict a quantitative dataset as a chart, graph, table, or mathematical equation.
5. Students will concisely summarize trends and patterns deduced from quantitative and qualitative data to make informed conclusions about their experimental results.
6. When interpreting their results, students will distinguish between the most important and extraneous findings (i.e. identify those that are critical to addressing a question, solving a problem, or supporting/refuting a hypothesis).
7. When interpreting their results, students will infer relationships between controls and experimental variables as well as assess causality and correlation among variables.
8. Students will troubleshoot experimental procedures or methods of analysis to develop a sound scientific rationale for deducing what went wrong and why.

Please present a concise explanation of how your course satisfies these criteria.

How will students in this course actively experiment and engage in the hands-on process of gathering, analyzing, and interpreting data? How will progress towards meeting the student learning outcomes for "labs" be measured/assessed? In other words, what types of assignments will be given to determine whether students are achieving the learning outcomes?	

The Psychology of the Mob: How and Why Groups Behave the Way They Do

Psychology 98
[Day and Time, Location]

Instructor: Shannon Burns, C. Phil.
Office: TBD
Office hours: TBD
Email: smburns47@ucla.edu

Course Description

Why do otherwise good people form online mobs? Why can betting markets predict the future so well? Sometimes, people behave very differently when you put them together in groups. This behavior can be surprising or puzzling based on our knowledge of individual psychology, but is important to learn since people spend the large majority of their lives embedded in groups of other people. In this class, we will take an interdisciplinary approach to understanding the reasons behind group behavior – drawing from psychology, sociology, neuroscience, biology, mathematics, political science, and business. We will investigate why people form into groups, how groups guide individual attitudes, how groups effectively coordinate members' behavior, and the emergent phenomena that come from the group context. Each student will further develop their understanding of the course content through a research project that explores group dynamics in a particular topic of their choice, such as protests, sports, music, social media, government, etc. By the end, you will be able to analyze current events through the lens of group dynamics and understand ways to leverage the group context for improving society and your everyday life.

Course Goals

1. Understand group behavior as unique phenomena: This course explores group behavior and psychology via the scientific and academic literature in a multitude of disciplines. Each perspective will inform your overall understanding of groups as unique phenomena that are related in some ways, but different in other ways from individual psychology.
2. Think flexibly about groups in many contexts: This course also looks at groups in diverse contexts - from small family units, to goal-driven work groups, to spontaneous large crowds. Understanding the research of these different kinds of groups will help you interpret many real world events and apply certain findings to unique situations in your own life.
3. Critically consume groups science literature: Scientific literature can be obtuse and difficult to parse or even find, especially across different fields. This course will help prepare you to understand and consume scientific publications more effectively, and help develop your critical eye when reading scientific press.
4. Effectively communicate ideas: Effectively expressing yourself is one of the most important skills you will ever develop (indeed, as we will learn, it enables groups to function!) This

course will give you practice parsing good and bad writing techniques and improving your own writing.

5. Implement group dynamics findings: Most people will not become practicing scientists, but everyone uses the products of scientific inquiry every day. Being able to translate scientific findings into personally-relevant results is a valuable skill in the workplace and in your personal growth. One component of this course will be a final project in which you translate information you have learned about group behavior into a solution to a particular societal problem of your choice.
6. Successfully collaborate with peers: As the course description says, people spend the majority of their time in social company, and that includes how you spend your time in this class. Collaborating well with others will be an important component to succeeding in this class, and in your future pursuits. The course material will be immediately applicable to this, and you will get practice creating and communicating in the group context.

Required Texts

1. Brown, R. (2001). *Group Processes: Dynamics Within and Between Groups* (2nd Edition). Blackwell Publishing.
2. Hogg, M.A. & Tindale, R.S. (Eds.) (2001). *Blackwell Handbook of Social Psychology: Group Processes.* Blackwell Publishing.
3. Surowiecki, J. (2005). *The Wisdom of Crowds.* Doubleday.

*Other course readings will be provided in PDF format via CCLE.

Course Grading

This course is a discussion seminar, so your final grade will be partly determined by your completion of class readings, your participation in class discussions/activities, and your cooperation in the peer review process. Writing is also an integral part of this course, so the remainder of your grade will be comprised of writing assignments that will build into a final research paper and group presentation. Below is information on the exact distribution of these grades. There are 100 points total in the course, so adding up your course total will give you your course percentage grade.

Weekly readings responses ……. 15 points
In-class discussion/activity participation …… 15 points
2 Peer reviews …… 10 points
Final project …… 60 points
- research topic/implementation ideas – 5 points
- reverse outline – 5 points
- lit review/implementation drafts – 10 points
- final paper – 25 points
- group presentation – 15 points

Final letter grades will be assigned as follows:

A+ = 97 – 100	B+ = 87 – 89.99	C+ = 77 – 79.99	D+ = 67-69.99
A = 93 – 96.99	B = 83 – 86.99	C = 73 – 76.99	D = 63-66.99
A- = 90 – 92.99	B- = 80 – 82.99	C- = 70 – 72.99	D- = 60-62.99

Assignments

1. **Weekly reading and responses**: Before class every week (except week 1), you will be responsible for completing that week's reading. These readings will consist of an assortment of popular science books, original research articles, and monographs in which experts review a field of research. Our class discussions, the majority of our time spent in class, will build off of these readings, so to prepare you for the week a **1-2 page double-spaced reading response** will be due each week before class. This response should consist of questions you had about the reading, connections you found to other knowledge, conditions under which the reading might not apply, etc. **You may skip this reading response up to twice in the quarter** at no penalty (so you must turn in at least 7 reading responses). Each response is worth 2 points and will be graded for effort. For full credit, turn these in **by 6pm the night before class** (this gives me enough time to collect people's thoughts into discussion prompts for class). Half credit will be taken off if turned in after 6pm but before class. No late responses will be accepted.

2. **Class discussions / activities**: Each week, the majority of our class time will be spent discussing the week's readings. Several weeks will also include class activities such as peer reviewing, group brainstorming, etc. You must actively contribute to these discussions and activities to receive in-class participation credit. In each class weeks 2-9 you can earn up to 2 points of participation credit depending on whether you give your own ideas in class discussion sand whether you contribute to your group activity. **You may sit out of up to one class discussion** at no penalty. You may not make up any extra missed participation credit.

3. **The class project:** most of the work you turn in for this course will be different components of the final class project. In this project, your goal will be to apply our understanding of group behavior to a specific topic relevant in today's society. You must select a topic from the "Research Topics" section at the end of this syllabus. The final project will be a **12-15 page double-spaced paper** in two parts. **The first part, 6-8 pages in length, is a review of the research about group dynamics in your chosen context. The second part, 6-8 pages in length, is your description of how you can apply this research to solve a particular problem/achieve something new in this context.** Below are all the due dates for the incremental pieces of the final project that you will turn in. Each one of these is due before class of that week.

    a. **Due Week 3: choose 3 research topics**: As a first step, simply submit your top 3 choices from the "Research Topics" section that you would like to work on. Based on these responses, you will be assigned one of your choices and will be formed into groups of 3-4 students who are working on the same topic. Your grade for this is pass/fail – you either get the points for turning it in, or not.
    b. **Due Week 4**: **topic-specific reading and reverse outline:** After receiving your topic assignment, one of your readings for week 4 will be specifically on your research

topic. Read this, and then turn in a "reverse outline" – create an outline of this reading, as if you were about to write it yourself. This will help illuminate the structure of good writing and prepare the organization of your literature review for the project. We will talk more in class about how to do this.

c. **Due Week 5**: **literature review draft**: Along with your topic-specific reading from the syllabus, find at least 4 other academic sources that, together, give you a good impression of the state of group behavior research in your chosen research topic. Then, write a 6-8 page double-spaced paper that summarizes the important results from these sources and synthesizes an overall message from them. We will talk more in class about how to do this. Note that this will take significantly more time than the last two pieces of the project, so start early.
d. **Due Week 7**: **implementation brainstorm:** Turn in a 1-2 page double-spaced document that describes various ideas you have about what specific way you want to apply the research you've done on your research topic. During week 7, you and your topic group will discuss these and choose one idea that you will all collaborate on developing. This will be graded pass/fail – you either get the points for turning it in, or not.
e. **Due Week 8**: **implementation draft:** With your group, develop a specific plan for applying your research to your chosen problem. Give a detailed description of the problem, how your research provides a solution, and what limitations there might be to your solution or how generalizable it is. Turn in a 6-8 page double-spaced paper with this implementation plan. Though you are developing this plan with your group, *this paper must be written in your own words*. Major points will be deducted for group members that copy each other.
f. **Due Week 10**: **group presentation**: Your group will be responsible for producing a 15 minute presentation of your implementation. This should summarize the important information from your collective literature reviews and communicate your implementation in such a way that important details are included, but use language that is understandable by non-topic experts (since the rest of the class won't be as knowledgeable about your topic as you – think of it like a TED talk!). We will discuss in the class the features of a good presentation. It is you and your group's responsibility to turn in one joint slide deck of your presentation, so make sure you give yourselves plenty of time to meet and collaborate on the presentation before this due date.
g. **Due Finals Week: final paper:** By now you will have received feedback from the course instructor and your peers on the review and implementation sections of your paper. Make the necessary changes to improve your paper based on these comments, and then turn in the final version of your paper with both sections included. This must be 12-15 double-spaced pages all together.

4. **Peer Reviews:** Twice during the quarter (week 6 and week 9) you will benefit from peers reading drafts of each component of your final paper and giving comments. Thus, you will need to give this to other students as well. For each component, you will be assigned two other students papers – one on your research topic, and one outside it. Your job will be to **give comments on what they do well and how they could improve their writing to more clearly communicate their ideas.** These should be constructive, but kind. Don't focus on little things like spelling and punctuation – focus on larger ideas such as paper

structure, clarity of language, feasibility of implementation idea, etc. We will discuss how to give a good peer review in class. There is no adversarial curve in this class, which means we should all want each other to do the best job possible.

5. **Optional Extra Credit: Group Process Review**: For up to 2 extra points toward your final grade, you may write a **3-5 page double spaced paper analyzing the experience you had in your research topic group** during the quarter, using concepts we learned in class. **This is not required.** Grades will always be available on myUCLA for you to review, so you can determine if you want to take this option or not. If you choose to do the extra credit, it is due by 6pm [week day of class] of finals week. No late extra credit will be accepted.

Course Policies

Attendance
You are being graded on class participation, not class attendance. As mentioned earlier, you can have an off day and sit out of up to one class discussion at no penalty to your participation grade. Though be aware, if you miss class you might miss out on other benefits of that day – such as peer feedback on your writing, lecture on how to do a reverse outline, etc.

Late Work
Because this class depends heavily on discussion and incremental writing, late or missing assignments will hold back you and your peers' progress. Therefore, late work will accrue a 2 point deduction for each day late without prior instructor approval, conditional on a documented reason for the late work. This means that something like the reverse outline will be worth 0 points if it is 3+ days late (since it is worth 5 points total).

Office Hours
I will have office hours available every week at the time and location stated at the top of the syllabus. If for some reason I need to reschedule these for one week, I will notify the class via email. If you cannot attend office hours, email me to set up another meeting appointment that works with both of our schedules.

Academic Dishonesty and Plagiarism
Even though you will be doing a group project and you will be submitting a paper on the same topic as your group members, every individual assignment submitted must be written in your own words. Any student who plagiarizes will be reported to the Dean of Students for disciplinary action, following Regulation A-306 (C)

Resources

Second Language Learners
Multiple courses for English as a second language learners are available over the summer (see http://wp.ucla.edu/esl/courses). If I use words that you are not familiar with, please do not hesitate to ask for clarification.

Center for Accessible Education
This is an equal opportunity classroom. If you need accommodations, please contact CAE as soon as possible (https://www.cae.ucla.edu/, (310) 825-1501). I will work with the CAE to provide equal access for all students.

Bruin Resource Center
The BRC supports transfer students, students with children, veterans, undocumented students, and former foster youth. 310.825.3945, www.brc.ucla.edu

Writing Center
Writing consultation appointments are available to all students at the undergraduate writing center (https://wp.ucla.edu/wc/, or 310.206.1320). These appointments can help you at any stage of the writing process, from structuring your ideas to editing your final copy. They can also provide information about certain types of writing, like literature reviews. I highly encourage you to make an appointment here at some point in your academic career.

Course Schedule:

(readings with a * can be found on CCLE)

Week 1: Introduction - What is a Group?
Do groups behave differently than individuals? How ubiquitous is the group context?
Readings: - Reicher, S. (2001). Ch 8: The psychology of crowd dynamics. *Blackwell Handbook of Social Psychology: Group Processes* (Oxford: Blackwell Publishers Ltd) pp. 182-208
- Brown, R. (2001). Ch 1: The reality of groups. *Group Processes: Dynamics Within and Between Groups (2nd Ed.)*, pp. 1-22
Assignment Due: N/A
Class Activities: Course overview; Discuss how-to topic - understanding human data research

Week 2: The Why and How of Group Formation
Why are humans such social creatures? What groups do we join? Can groups appear spontaneously?
Readings: - *Lieberman, M.D. (2013). The brain's passion. *Social: Why Our Brains are Wired to Connect* (pp 14-36). New York: Crown Publishers
- Brown, R. (2001). Ch 2: Elementary processes in groups. *Group Processes: Dynamics Within and Between Groups (2nd Ed.)*, pp. 23-66
- Worchel, S. & Coutant, D. (2001). Ch 19: It takes two to tango: Relating group identity to individual identity within the framework of group development. *Blackwell Handbook of Social Psychology: Group Processes* (Oxford: Blackwell Publishers Ltd) pp. 461-481.
Assignment Due: N/A
Class Activities: Discuss readings; how-to topic - searching for and critically reading research publications

Week 3: Structure and Roles in Groups

How important are leaders? How does social network structure impact group behavior?

Readings: - Brown, R. (2001). Ch 3: Structural aspects of groups. *Group Processes: Dynamics Within and Between Groups (2nd Ed.)*, pp. 67-122
- Ridgeway, C.L. (2001). Ch 15: Social status and group structure. *Blackwell Handbook of Social Psychology: Group Processes* (Oxford: Blackwell Publishers Ltd) pp. 352-375.

Assignment Due: choose top 3 research topics from end of syllabus

Class Activities: Discuss readings; how-to topic – writing tips and reverse outlining

Week 4: Types of Groups and Group Members

Does the purpose of a group change its function? Is diversity a boon or a hindrance?

Readings: - *McGrath, J.E. & Kravitz, D.A. (1982). Group research. The *Annual Review of Psychology, 33,* 195-230.
- *Knippenberg, D. & Chippers, M.C. (2007). Work group diversity. *The Annual Review of Psychology, 58,* pp. 515-541.
- Research topic specific readings (see list of readings at end of syllabus)

Assignment Due: reverse outline of topic readings

Class Activities: discuss reverse outlines with topic group; discuss readings; how-to topic - writing a literature review

Week 5: How the Group Context Influences Group Members

Why do people follow orders? How does group membership change personal attitudes? Is intentional social influence ethical?

Readings: - *Osherow, N. (2012). Making sense of the nonsensical: An analysis of Jonestown. In J. Aronson & E. Aronson (Eds.) *Readings about the Social Animal*, pp. 80-97. New York, NY: Worth.
- *Moscovici, S. & Zavalloni, M. (1969). The group as a polarizer of attitudes. *Journal of Personality and Social Psychology, 12(2),* 125-135.
- Brown, R. (2001). Ch 4: Social influence in groups. *Group Processes: Dynamics Within and Between Groups (2nd Ed.)*, pp. 123-166

Assignment Due: literature review draft

Class Activities: Discuss readings; how-to topic - peer review; mid-quarter course evaluation

Week 6: The Group vs. Individual – Which Performs Better?

Is the crowd inherently more wise, or more biased? Are you more creative alone or with a brainstorming group?

Readings: - *Vosoughi, S., Roy, D., & Aral, S. (2018). The spread of true and false news online. *Science, 359(6380),* pp. 1146-1151.
- Brown, R. (2001). Ch 5: Individuals versus groups. *Group Processes: Dynamics Within and Between Groups (2nd Ed.)*, pp. 167-192
- Surowiecki, J. (2005). Ch 2-4 in *The Wisdom of Crowds* (pp. 23-83)

Assignment Due: peer review of literature review drafts

Class Activities: Discuss readings; discuss peer reviews

Week 7: How Groups Make Decisions

Are group decisions an average of opinion, or something more complex? Can group decision processes be modeled like individual decision processes?

Readings:
- Tindale, R.S. et al. (2001). Ch 1: Shared cognition in small groups. *Blackwell Handbook of Social Psychology: Group Processes* (Oxford: Blackwell Publishers Ltd) pp. 1-30.
- Stasser, G. & Dietz-Uhler, B. (2001). Ch 2: Collective choice, judgment, and problem solving. *Blackwell Handbook of Social Psychology: Group Processes* (Oxford: Blackwell Publishers Ltd) pp. 31-55.
- Hinsz, V.B., Tindale, S., & Vollrath, D. (1997). The emerging conceptualization of groups as information processors. *Psychological Bulletin, 121(1),* pp. 43-64.

Assignment Due: brainstorm research topic implementations

Class Activities: Discuss readings; topic groups discuss implementation ideas

Week 8: How Groups Coordinate Members' Behavior

How do we get on the "same wavelength" as someone else? Why do we mimic others? How does mimicry enable interpersonal understanding?

Readings:
- Surowiecki, J. (2005). Ch 5: Shall we dance? Coordination in a complex world. *The Wisdom of Crowds* (pp. 84-107)
- Lakens, D., Schubert, T., & Paladino, M-P. (2016). Ch 13: Social antecedents and consequences of behavioral synchrony. In *Shared Representations* (Obhi, S.S. & Cross, E.S., Eds.) pp. 254-279.
- Obhi, S.S. (2016). Ch 9: Neurocognitive explorations of social mimicry. In *Shared Representations* (Obhi, S.S. & Cross, E.S., Eds.) pp. 171-194.

Assignment Due: implementation draft

Class Activities: Discuss readings; how to topic – making a good presentation

Week 9: How Groups Interact with Other Groups

Why do we have war and conflict? How can we foster more discourse between political parties?

Readings:
- Brown, R. (2001). Ch 6: Intergroup conflict and cooperation. *Group Processes: Dynamics Within and Between Groups (2nd Ed.),* pp. 225-262
- Brown, R. (2001). Ch 8: Social identity and intergroup relations. *Group Processes: Dynamics Within and Between Groups (2nd Ed.),* pp. 309-356

Assignment Due: peer review of implementation drafts

Class Activities: Discuss readings; discuss peer reviews

Week 10: Emergent Phenomena in Social Groups

Is there an overarching "group mind?" Do groups operate like single biological systems?

Readings:
- *O'Connor, T. (1994). Emergent properties. *American Philosophical Quarterly, 31(2),* pp. 91-104
- *Coman, A., Momennejad, I., Drach, R.D., & Gaena, A. (2016). Mnemonic convergence in social networks: The emergent properties of cognition at a collective level. *Proceedings of the National Academy of Sciences, 113(29),* pp. 8171-8176.
- *Meyers, L.A. et al. (2005). Network theory and SARS: Predicting outbreak diversity. *Journal of Theoretical Biology, 232(1),* pp. 71-81.

- *Chatel-Goldman, J., Schwartz, J-L., Jutten, C., & Congedo, M. (2013). Non-local mind from the perspective of social cognition. *Frontiers in Human Neuroscience, 7,* pp. 1-7.
- *Lewis, S., Pea, R., & Rosen, J. (2010). Beyond participation to co-creation of meaning: Mobile social media in generative learning communities. *Social Science Information, 49(3),* pp. 351-369.

Assignment Due: group presentation
Class Activities: group presentations

Finals Week:
No Class Meeting!
Assignment Due: final paper; extra credit group process analysis

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Research Topics

Below are the possible research topics you may choose from for your project, along with the specific reading that accompanies each topic. * indicates that reading can be found on CCLE.

Protests

- *Drury, J. & Stott, C. (2011). Contextualizing the crowd in contemporary social justice. *Journal of the Academy of Social Sciences, 6(3),* 275-288.

Businesses

- McGrath, J.E. & Argote, L. (2001). Ch 25: Group processes in organizational contexts. *Blackwell Handbook of Social Psychology: Group Processes* (Oxford: Blackwell Publishers Ltd) pp. 603-627.

Music Groups

- *Waclawik, K., Watson, S., & Grahn, J.A. (2016). Ch 29: Musical synchronization, social interaction and the brain. In *Shared Representations* (Obhi, S.S. & Cross, E.S., Eds.) pp. 603-626.

Sports Teams

- *Collins, D. & Hill, Andy. (2016). Ch 28: Shared mental models in sport and refereeing. In *Shared Representations* (Obhi, S.S. & Cross, E.S., Eds.) pp. 588-602.

Dance

- *Orgs, G., Caspersen, D., & Haggard, P. (2016). Ch 30: You move, I watch, it matters: Aesthetic communication in dance. In *Shared Representations* (Obhi, S.S. & Cross, E.S., Eds.) pp. 627-654.

Neuro-Atypical Group Members

- *Cook, J. (2016). Ch 23: Disorders of shared representations. In *Shared Representations* (Obhi, S.S. & Cross, E.S., Eds.) pp. 480-502.

Traffic

- Surowiecki, J. (2005). Ch 7: Traffic: What we have here is a failure to coordinate. *The Wisdom of Crowds* (pp. 145-157)

Markets

- Surowiecki, J. (2005). Ch 11: Markets: Beauty contests, bowling alleys, and stock prices. *The Wisdom of Crowds* (pp. 224-258)

Social Media

- *Pfeffer, J., Zorbach, T., & Carley, K.M. (2014). Understanding online firestorms: Negative word-of-mouth dynamics in social media networks. *Journal of Marketing Communications, 20(1-2),* pp. 117-128.

Democracy

- Surowiecki, J. (2005). Ch 12: Democracy: Dreams of the common good. *The Wisdom of Crowds* (pp. 259-272)

Therapy

- Forsyth, D.R. (2001) Ch 26: Therapeutic groups. *Blackwell Handbook of Social Psychology: Group Processes* (Oxford: Blackwell Publishers Ltd) pp. 628-659.

Juries

- Tindale, R.S. et al. (2001). Ch 24: Procedural mechanisms and jury behavior. *Blackwell Handbook of Social Psychology: Group Processes* (Oxford: Blackwell Publishers Ltd) pp. 574-602.

UCLA Course Inventory Management System

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New Course Proposal

Psychology 98TA
The Psychology of the Mob: How and Why Groups Behave the Way They Do

Course Number Psychology 98TA

Title The Psychology of the Mob: How and Why Groups Behave the Way They Do

Short Title

Units Fixed: **5**

Grading Basis Letter grade only

Instructional Format Seminar - 3 hours per week

TIE Code SEMT - Seminar (Topical) [T]

GE Requirement Yes

Major or Minor Requirement No

Requisites Enforced: Satisfaction of entry-level Writing requirement. Freshmen and sophomores preferred.

Course Description Seminar, three hours. Requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred. This class takes an interdisciplinary approach to understanding human group behavior. It will investigate why people form into groups, how groups guide individual attitudes, how groups coordinate members' behavior, and the emergent phenomena that come from the group context.

Justification Part of the series of seminars offered through the Collegium of University Teaching Fellows

Syllabus File *PSYCH 98TA_Burns_Syllabus.docx* was previously uploaded. You may view the file by clicking on the file name.

Supplemental Information Instructor (Shannon Burns) UID: 904587511

Professor Matthew Lieberman is the faculty mentor for this course. UID: 702892665

Approved by the Collegium of University Teaching Fellows Faculty Advisory Committee on April 19, 2019

Grading Structure Weekly readings responses ????????. 15 points
In-class discussion/activity participation ??? 15 points
2 Peer reviews ????????????? 10 points
Final project ?????????????? 60 points
- research topic/implementation ideas ? 5 points
- reverse outline ? 5 points
- lit review/implementation drafts ? 10 points
- final paper ? 25 points
- group presentation ? 15 points

Effective Date Winter 2020

Discontinue Date Summer 1 2020

Instructor

Name	Title
Shannon Burns	Teaching Fellow

Quarters Taught ☐ Fall ☑ Winter ☐ Spring ☐ Summer

Department **Psychology**

Contact

Name	E-mail
MICHELLE CHEN	**mchen@teaching.ucla.edu**

Routing Help

ROUTING STATUS

Role: L&S FEC Coordinator - Ries, Mary (mries@college.ucla.edu) - 61225
Status: Pending Action

Role: CUTF Coordinator - Chen, Michelle L (mchen@teaching.ucla.edu) - 53042
Status: Approved on 8/14/2019 1:34:40 PM
Changes: Grading Structure
Comments: on behalf of Professor Kathleen L. Komar, Chair, CUTF Faculty Advisory Committee

Role: Initiator/Submitter - Chen, Michelle L (mchen@teaching.ucla.edu) - 53042
Status: Submitted on 8/12/2019 12:14:37 PM
Comments: Initiated a New Course Proposal

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