

# SYLLABUS: COMM 3442

## VIOLENCE IN SOCIETY AND VIOLENCE IN THE MEDIA

**Catalog Description:** This course examines the causes, consequences, and cures to human aggression and violence. It discusses how aggression and violence are defined and measured, aggression theories, individual risk factors, contextual risk factors, protective factors, and aggression targets. It examines in detail violent media research. It also discusses how to reduce anger, aggression, and violent media effects.

**Prereq:** Not open to students with credit for 442 or 2442. GE soc sci indivs and groups course.

### Instructor

**Instructor:** Sophie L. Kjaervik

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**Office hours:** Thursdays 1:00 PM – 4:00 PM, [Office hours link](#) (ID: 92417230754, PW: 058924). Please read this [NPR article](#) on how to make office hours less scary, and watch the humorous satirical [video](#) in the article.

### Course description and prerequisites

This course examines the causes, consequences, and cures to human aggression and violence. We begin by describing how researchers define and measure aggression and violence. We discuss various theories proposed to explain why humans behave aggressively. We discuss individual risk factors for aggression (e.g., age, gender, trait aggressiveness, “dark” personality traits). We discuss situational factors that promote aggression (e.g., aversive events, global warming, alcohol, social exclusion, guns). Next, we examine in detail the research examining the short- and long-term effects of violent media exposure, and why people deny these effects. We discuss aggression in different domains of life (e.g., school bullying, workplace bullying, aggressive driving and road rage, aggression in the sports world). We discuss aggression in the family (e.g., child maltreatment, intimate partner violence, elder abuse). We discuss sexual aggression, aggression between social groups (e.g., gang violence, hate crimes, crowd behavior), mass shootings, and terrorism. Finally, we discuss how to prevent and reduce anger, aggression, and violence.

## General learning outcomes

This course satisfies the General Education Curriculum requirement for “Health & Wellbeing.” At the conclusion of this course students should be able to:

**Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.**

**Expected Learning Outcome 1.1: Engage in critical and logical thinking about the topic or idea of the theme.**

The assigned 12 quizzes, 2 exams (which include short answer items), and writing assignments (milestone assignment 1, milestone assignment 2, term paper) all encourage critical and logical thinking about the topics discussed in this course.

*Milestone Assignment 1* asks students to: (a) identify their topic of interest, (b) write a paragraph on what they plan to write about this topic, and (c) write an annotated bibliography of at least five references that they plan on using in their final paper (see rubric). For each annotated bibliography students must: (a) Describe the central idea in each source (e.g., the thesis, the arguments, the main findings and conclusions), (b) Critically evaluate the source (e.g., aims, research methods, scope, limitations), and (c) Describe the relevance of the source to their topic. This assignment requires critical and logical thinking about the topic students choose.

**Expected Learning Outcome 1.2: Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.**

Students engage in an advanced, in-depth scholarly exploration of one of the topics we discuss in the course. They write a term paper on this topic that is at least 10 pages long and contains at least 5 peer-reviewed scientific journal articles. The term paper is an integrative paper where they are expected to: (a) provide historical background for topic, (b) relate the topic to at least one aggression theory, (c) discuss the research evidence, and (d) discuss practical implications linked to the health and well-being theme. Prior to completing the term paper, they complete two milestone assignments. Milestone assignment 1 is an annotated bibliography of 5 peer-reviewed scientific journal articles for the term paper. Milestone assignment 2 is detailed outline for the term paper.

**Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.**

**Expected Learning Outcome 2.1: Identify, describe, and synthesize approaches or experiences as they apply to the theme.**

The term paper is a synthesis of research evidence on a topic related to the course, and hence to the health and wellbeing theme. The term paper requires students to apply at least one aggression theory to the topic they have chosen. It also requires them to discuss practical implications linked to the health and well-being theme.

### **Expected Learning Outcome 2.2: Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.**

One of the main topics of this course is individual differences in aggression. This requires students to engage in self-assessment regarding these whether they possess any of these individual differences that increase or decrease the likelihood that they will engage in aggressive behaviors. We discuss individual differences on aggression in two lectures. One lecture discusses age and gender differences in aggression. The other lecture discusses trait aggressiveness and the “dark tetrad,” which are four dark personality traits that are related to aggression (i.e., psychopathy, narcissism, Machiavellianism, sadism). The various traits are measured using standardized instruments, and students can compare how they score with national and international norms. Students are tested over these concepts in quizzes and exam questions. One of the short answer questions for one of the exams is about individual differences in aggression. In addition, students can choose to write their term paper on one of these topics.

## **Health & wellbeing learning outcomes**

**Goal: Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).**

### **Expected Learning Outcome 1.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.**

At the beginning of the course, we discuss definitions for aggression and violence, different forms of aggression (e.g., physical vs. verbal; indirect vs. direct vs. displaced), different functions of aggression (i.e., reactive aggression is impulsive and annoyance-based; proactive aggression is premeditated and incentive-based), different measures of aggression and violence, and whether the world is more violent now than in the past. One type of aggression we discuss is called appetitive aggression, in which people derive sadistic pleasure by hurting others. COMM 3442 is heavy on theory, and theories are discussed early in the class. Three lectures are devoted to theories of

aggression. The first lecture discusses biological theories of aggression (ethology, sociobiology, behavior genetics, hormonal explanations). The second lecture discusses psychological theories of aggression (Freudian psychoanalysis, frustration-aggression hypothesis, cognitive neoassociationism, excitation transfer theory, social learning theory, social cognitive theory, social information processing model, I-cubed theory, General Aggression Model).

## **Expected Learning Outcome 1.2: Identify, reflect on, and apply the skills needed for resiliency and wellbeing.**

This course focuses on four topics that require students to apply skills needed for resiliency and wellbeing, including: (1) effective (and ineffective) anger management techniques, (2) reducing violent media effects, (3) reducing group aggression, and (4) conceptualizing violence as a contagious disease that can either be prevented or treated. These topics are covered in the textbook, supplemental readings, quizzes, and exams. One of the short answer questions asks students to briefly describe effective anger management techniques. In addition, students can choose to write their term paper on one of these topics. Much of the course is devoted to applying and learning skills that students can use long after the course is over.

## **Course objectives**

Students who complete this course will also:

1. Understand how researchers define and measure aggression and violence.
1. Comprehend theories of aggression.
2. Identify individual risk factors for aggression.
3. Evaluate situational factors that promote aggression.
4. Analyze violent and sexual media effects, why some people deny these effects, and how to reduce these effects.
5. Demonstrate an understanding of aggression in different domains of everyday life.
6. Demonstrate an understanding of aggression in the family.
7. Demonstrate an understanding of sexual aggression,
8. Demonstrate an understanding of aggression between social groups
9. Demonstrate an understanding of mass shootings,
10. Demonstrate an understanding of terrorism.
11. Describe what works to reduce anger and aggression, and what does not.
12. Demonstrate the ability to provide a reasoned and researched analysis on course topics.

## **Mode of delivery**

This asynchronous course will be presented fully online.

## How this course works

This course consists of 17 weekly modules, which are listed on Carmen. Each module specifies the topic discussed, the assigned readings, PowerPoint slides, recorded Zoom lectures, and assignments.

## Course materials

The course textbook is:

Krahé, B. (2021). *The social psychology of aggression*, 3rd ed. Routledge/Taylor & Francis Group.

In addition, supplemental readings will be posted on Carmen.

## Grading

### Graded Assignment Overview

The graded activities are designed to assess basic-level understandings (e.g., remember and understand) as well as higher-level understandings (e.g., apply and analyze). The specific assignments are presented below along with a short description of the general format of the assignment and its relationship to student learning.

**Online quizzes:** There are 12 online quizzes that are worth 12% of your grade; each quiz is worth 1%. You have the entire work week to complete the quiz (i.e., Monday to Friday). Each quiz opens Monday morning (1 minute after midnight Sunday) and closes Friday night (1 minute before midnight). You cannot make up a missed quiz.

1. Each quiz consists of 4 items worth 2 points (0.5 points each). The quiz questions are similar to exam questions but are worth half as much.
2. The quizzes have a 5-minute time limit, so you should study prior to taking the quiz. You will not have time to look up the answers while you take the quiz.
3. You may take each quiz *three* times (only the highest score counts).
4. When you retake the quiz, Carmen randomly selects the questions from a pool of 12 items. Thus, you might (or might not) get the same questions again.
5. The quiz covers the readings and online lectures for the week listed on the schedule.

The purpose of the quizzes is to encourage you to keep up to date on your readings, lecture videos, and to help you understand the course material. The quizzes will also give you practice on the types of questions you will receive on the actual exams.

**Exams:** There will be two exams that are worth 40% of your grade (20% each exam). Each exam is worth 40 points (34 multiple-choice items worth 1 point each and 2 short-answer items worth 3 points each). Exam 1 will be given midterm during Week 8 and

Exam 2 will be given at the end of the semester during Week 16 and is not comprehensive. Both exams are closed book (e.g., no PowerPoint slides, readings, notes, etc.). You will have 80 minutes to complete each exam. The exam will be open for 24 hours to accommodate possible conflicts. The exams will assess students' knowledge of the readings and lectures as well as their ability to apply their knowledge to related contexts.

**Term paper:** The individual term paper will ask each student to write a paper on any of the topics discussed in class. The paper should be at least 10 pages long (excluding references), should apply at least one theory we have discussed, should discuss practical implications, and should include at least five references to scientific studies, which you can find on Google Scholar or a computer database (e.g., PsycINFO, Communication & Mass Media Complete). The references should be in American Psychological Association (APA; 7<sup>th</sup> Edition) format. Information and a rubric will be provided in Carmen at the time of the assignment.

There are two milestone assignments related to the term paper at different points in the semester. These milestone assignments will help you stay on track so that your final product is higher in quality.

- *Milestone Assignment 1* is due during Week 5 and is worth 5% of your grade. This assignment asks students to: (a) identify their topic of interest, (b) write a paragraph on what they plan to write about this topic, and (c) include an annotated bibliography of at least five references that they plan on using in their final paper.
- *Milestone Assignment 2* is due during Week 10 and is worth 10% of your grade. This assignment is an outline of your term paper. By this point, students should have completed the primary research needed to write the term paper. The outline should be at least 4 pages long (double-spaced) and have enough detail that the instructor has a firm understanding of what the student will discuss in their final term paper.

## Grading

Points will be distributed as follows:

Activity	Points	Percent
Online quizzes ( $N=12$ )	24 points (2 points each)	12% (1% each)
Exams ( $N=2$ )	80 (40 points each)	40% (20% each)
Milestone assignment 1	10 points	5%
Milestone assignment 2	20 points	10%
Term paper	66 points	33%
<b>TOTAL</b>	<b>200</b>	<b>100%</b>

The following standard percentages will be used to assign grades:

A: 93-100%	B: 83-86%	C: 73-76%	D: 60-66%
A-: 90-92%	B-: 80-82%	C-: 70-72%	E: < 60%
B+: 87-89%	C+: 77-79%	D+: 67-69%	

**Note.** Grades are not rounded. There is no extra credit in this course. Please do not ask me to raise your grade, even if you just barely missed the next highest grade. It is against OSU policy to change a grade for any reason other than a clerical error.

## Late assignments

Late work is not accepted in this class. Assignments turned in after the deadline will only be accepted with a valid medical or university excuse that is presented within 5 days of the missed deadline. It is the student's responsibility to be sure the assignment submitted correctly and one time. Please check your Carmen folder after submission to ensure the upload is there and complete.

## Attendance, participation, and discussions

### Credit hour and work expectation

This is a 3-credit-hour course. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average. [ASC Honors](#) provides an excellent guide to scheduling and study expectations.

### Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Modules:**  
The module for each week is sorted as Topics, Readings, PowerPoint Slides, Zoom Lectures, and Assignments. The recorded lectures will be posted after class on the day they are given.
- **Office hours:**  
I am available to help you to learn, understand, and grow as individuals. Office hours are digital via CarmenZoom via this [Link](#) (Meeting ID: 924 1723 0754; Passcode 058924).

### Instructor feedback and response time



I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call **614-688-HELP (614-688-4357)** at any time if you have a technical problem.

### **Grading and feedback**

For written assignments, you can expect feedback within **7 days**.

### **E-mail**

I will reply to e-mails within **24 hours**.

## **Encouraging an optimal learning experience**

Previous distance learning courses have provided insights from students on how to improve the learning experience and optimize outcomes. Here are a few tips from previous students to encourage your success in this online course:

- Students kept up with the Schedule and assignment due dates.
- Students made sure they had access to a reliable internet connection.
- Students had access to at least one reliable device and a backup plan in case of a technological issue.
- Students have made plans to back up work. OSU provides free access to data storage through [Microsoft One Drive](#).
- Students reported that completing assigned readings before viewing lectures (or attending synchronous lectures) helped them to be prepared to follow along with lectures and participate in discussions.
- Students scheduled time to complete activities at a steady pace during the week. Keeping a schedule prevented a last-minute rush and kept the workload manageable.
- Students approached the material by thinking about the connections between readings, lectures, and assignments.
- Students followed the instructor's preference for camera and microphone settings during online synchronous meetings.

## **Course technology**

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Carmen:**
  - Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit



[Carmen.osu.edu](https://carmen.osu.edu). Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit [my.osu.edu](https://my.osu.edu).

- Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>
- **This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.**
  - **[Carmen accessibility](#)**
- **CarmenZoom:**
  - Office hours will be held through CarmenZoom.
  - During office hours, students may use the audio and video functions if a webcam and microphone are available. If not, there is still a chat function within CarmenZoom for the student to live chat with the instructor during office hours.
  - Help guides on the use of CarmenZoom can be found at <https://resourcecenter.odee.osu.edu/carmenzoom>
  - A new [study](#) shows that you can reduce your carbon footprint by 96% by turning your camera off during Zoom meetings.
- **Proctorio:** Proctorio, an online proctoring tool, will be used during this course. Proctorio offers you flexibility to take your exams at the time and in the location of your choosing. **Students are required to have a webcam (USB or internal) with a microphone and a strong and stable internet connection.** It uses the Google Chrome web browser. During the exam, Proctorio will record the testing environment, therefore students should select private spaces for the exam session where disruptions are unlikely and where recording devices can be enabled. Instructions for Proctorio use will be provided prior to the exam. To use Proctorio you must be **over 18 years of age**. For students under age 18, please have parents/guardians complete this [consent form](#) if they all you to use Proctorio, and return it to me. Additionally, the tool has **limitations in its accessibility** for students reliant upon screen readers and keyboard navigation. If you have concerns about using an online proctoring tool for the reasons listed above or in general, please work with your instructor to find an equivalent alternative. Additional information on academic integrity at Ohio State and [recommended proctoring options](#) are available. Here is a [guide](#) for installing and using Proctorio. You should not take the exam on a handheld device or iPad; use a laptop or desktop computer.
- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

### **Baseline technical skills necessary for online courses**

- Basic computer and web-browsing skills

- Navigating Carmen

### Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- **Web cam and microphone**

### Necessary software

- Word processor with the ability to save files under .doc, .docx, .rtf, or .pdf. Most popular word processing software programs including Microsoft Word and Mac Pages have these abilities.
- OSU students have access to Microsoft Office products free of charge. To install, please visit [https://osuitsm.service-now.com/selfservice/kb\\_view.do?sysparm\\_article=kb04733](https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733)

## OTHER COURSE POLICIES

### Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, such as Microsoft Word, where you can save your work, and then copying into the Carmen discussion.

### Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic

misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the university’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page ([go.osu.edu/coam](http://go.osu.edu/coam))
- *Ten Suggestions for Preserving Academic Integrity* ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))

## Student services and advising

University Student Services can be accessed through BuckeyeLink. More information is available here:

<https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here:

<http://advising.osu.edu>

## Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources. If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual

exploitation, you may find information about your rights and options at [titleix.osu.edu](https://titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu). Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit [equity.osu.edu](https://equity.osu.edu) or email [equity@osu.edu](mailto:equity@osu.edu).

## **Commitment to a diverse and inclusive learning environment**

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach their own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## **Land acknowledgement**

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land. More information on OSU's land acknowledgement can be found here: <https://mcc.osu.edu/about-us/land-acknowledgement>

## **Wellness**

As a student, your health and wellness can have an impact on your academic success. Common wellness concerns during your time at the university may include high levels of stress, sleep and diet behaviors, alcohol and other drug use, depression and anxiety, and interpersonal relationship issues. The Office of Student Life has numerous resources and services available to you at no charge to help you address those concerns. You can learn more about health and wellness resources available on campus by visiting the websites for the [Student Wellness Center](#), [Wilce Student Health Center](#), [Recreational Sports](#) and [Counseling and Consultation Service](#). For students in recovery or seeking recovery from substance use disorders, learn more about support on campus by visiting

the [Collegiate Recovery Community](#). For students facing food insecurity, learn more about the free on-campus food pantry by visiting the [Buckeye Food Alliance](#). For students interested in speaking with a peer to learn more about campus resources, call the [Buckeye Peer Access Line](#). For students interested in meeting with a peer and setting holistic wellness goals, learn more about [Wellness Coaching](#).

## Your mental health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at [go.osu.edu/ccsondemand](https://go.osu.edu/ccsondemand). You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org). The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](https://go.osu.edu/wellnessapp).

## ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

### Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility ([go.osu.edu/canvas-accessibility](https://go.osu.edu/canvas-accessibility))
- Streaming audio and video
- CarmenZoom accessibility ([go.osu.edu/zoom-accessibility](https://go.osu.edu/zoom-accessibility))
- Collaborative course tools

# Course schedule (tentative)

## Week 1 (Tuesday, August 23<sup>rd</sup> to Friday, August 26<sup>th</sup>)

Topics: *AGGRESSION AS SOCIAL BEHAVIOR: DEFINITION AND MEASUREMENT:*

Defining aggression; different forms of aggression; different functions of aggression; measuring aggression; defining violence; measuring violence; violence over time; violence around the world

Learning outcomes: Understand how researchers define aggression. Understand different forms of aggression. Understand different functions of aggression. Understand how researchers measure aggression. Understand how researchers define violence. Understand how researchers measure violence. Understand whether humans are more violent now than other periods in history. Understand where the violence “hot spots” are around the world.

Readings: Chapter 1

PowerPoint slides: Lectures 1 and 2

Assignments: Quiz 1

## Week 2 (Monday, August 29<sup>th</sup> to Friday, September 2<sup>nd</sup>)

Topics: *THEORIES OF AGGRESSION: WHY DO HUMANS SHOW AGGRESSIVE BEHAVIOR:* Biological theories of aggression; psychological theories of aggression

Learning outcomes: Understand how researchers have tried to explain aggression using biological and psychological theories.

Readings: Chapter 2

PowerPoint slides: Lectures 3 and 4

Assignments: Quiz 2

## Week 3 (Monday, September 5<sup>th</sup> to Friday, September 9<sup>th</sup>)

***Labor Day (Monday, September 5<sup>th</sup>): No classes, offices closed***

Topics: *INDIVIDUAL DIFFERENCES IN AGGRESSION:* Age and gender differences in aggression.

Learning outcomes: Understand how aggressive behavior changes over the lifespan. Understand how males and females differ in how they express aggression.

Readings: Chapters 3 and 4

PowerPoint slides: Lectures 5 and 6

Assignments: Quiz 3

## Week 4 (Monday, September 12<sup>th</sup> to Friday, September 16<sup>th</sup>)

Topics: *INDIVIDUAL DIFFERENCES IN AGGRESSION:* Dark tetrad of personality

Learning outcomes: Understand how four dark personality traits are related to aggression (i.e., psychopathy, narcissism, Machiavellianism, sadism)

Readings: Chapter 4; Paulhus et al. (2018) PowerPoint slides: Lecture 7

Assignments: Quiz 4

## Week 5 (Monday, September 19<sup>th</sup> to Friday, September 23



Topics: *SITUATIONAL FACTORS PROMOTING AGGRESSIVE BEHAVIOR*: Aversive events; global warming

Learning outcomes: Understand how various aversive events can increase aggression (e.g., provocation, crowding, foul odors, loud noises). Understand how global warming can have direct and indirect effects on aggression and violence.

Readings: Chapter 5; Rinderu et al. (2018) PowerPoint slides: Lectures 8 and 9

Assignments: *Milestone Assignment 1*

### **Week 6 (Monday, September 26<sup>th</sup> to Friday, September 30<sup>th</sup>)**

Topics: *SITUATIONAL FACTORS PROMOTING AGGRESSIVE BEHAVIOR*: Alcohol, social exclusion

Learning outcomes: Understand the link between alcohol and aggression, and different theories to explain that link. Understand *who* is most likely to become aggressive when intoxicated. Understand *when* alcohol is most likely to increase aggression. Understand how excluded people often behave aggressively and why.

Readings: Chapter 5

PowerPoint slides: Lectures 10 and 11

Assignments: Quiz 5

### **Week 7 (Monday, October 3<sup>rd</sup> to Friday, October 7<sup>th</sup>)**

Topics: *SITUATIONAL FACTORS PROMOTING AGGRESSIVE BEHAVIOR*: The “weapons effect”; gun violence

Learning outcomes: Understand how just seeing weapons can increase aggression even if nobody is using the weapons (called the “weapons effect”).

Readings: Chapter 5

PowerPoint slides: Lectures 12 and 13

Assignments: Quiz 6

### **Week 8 (Monday, October 10<sup>th</sup> to Friday, October 14<sup>th</sup>)**

*Autumn Break (Thursday, October 13<sup>th</sup> and Friday, October 14<sup>th</sup>): No classes, offices open*

Topics: *MEDIA VIOLENCE AND AGGRESSION*: Violent media effects; sexual media effects; why people deny violent media effects

Learning outcomes: Understand four separate violent media effects (i.e., aggressor effect, victim effect, appetite effect, bystander effect); Understand the effects of nonviolent and violent sexual media on aggression; Understand why people often deny media effects.

Readings: Chapter 6

PowerPoint slides: Lectures 14, 15, and 16

Assignments: **Exam 1**

### **Week 9 (Monday, October 17<sup>th</sup> to Friday, October 21<sup>st</sup>)**

Topics: *MEDIA VIOLENCE AND AGGRESSION*: Violent media myths; reducing violent media effects

Learning outcomes: Understand violent media myths. Understand how to reduce violent media effects.

Readings: Chapter 6

PowerPoint slides: Lectures 17 and 18

Assignments: Quiz 7

### **Week 10 (Monday, October 24<sup>th</sup> to Friday, October 28<sup>th</sup>)**

Topics: *AGGRESSION IN DIFFERENT DOMAINS OF EVERYDAY LIFE*:

School bullying; workplace bullying; aggressive driving and road rage; aggression in the sports world.

Learning outcomes: Understand aggression in different domains of everyday life (e.g., in schools, in the workplace, on the roads, in sports).

Readings: Chapter 7 PowerPoint slides: Lecture 19

Assignments: *Milestone Assignment 2*

### **Week 11 (Monday, October 31<sup>st</sup> to Friday, November 4<sup>th</sup>)**

Topics: *AGGRESSION IN THE FAMILY*: Child maltreatment, intimate partner violence, elder abuse.

*SEXUAL AGGRESSION*

Learning outcomes: Understand aggression against family members (e.g., children, partners, elderly parents). Understand definition and scale of sexual aggression. Understanding why sexual aggression occurs. Understand vulnerability factors for sexual victimization. Understand consequences of sexual victimization. Understand women as perpetrators of sexual aggression against men.

Readings: Chapters 8 and 9

PowerPoint slides: Lectures 20 and 21

Assignments: Quiz 8

### **Week 12 (Monday, November 7<sup>th</sup> to Friday, November 11<sup>th</sup>)**

*Veteran's Day observed (Friday, November 11<sup>th</sup>): No classes, offices closed*

Topics: *AGGRESSION BETWEEN SOCIAL GROUPS*

Learning outcomes: Understand why people often divide other people into "us" and "them" categories and show more aggression against "them" than "us."

Readings: Chapter 10 PowerPoint slides: Lecture 22 Assignments: Quiz 9

### **Week 13 (Monday, November 14<sup>th</sup> to Friday, November 18<sup>th</sup>)**

Topics: *MASS SHOOTINGS TERRORISM*

Learning outcomes: Understand mass shootings. Understand terrorism. Readings:

Rocque & Duwe (2018); Chapter 11

PowerPoint slides: Lectures 23 and 24

Assignments: Quiz 10

**Week 14 (Monday, November 21<sup>st</sup> to Friday, November 25<sup>th</sup>)**

*Thanksgiving Break begins (Wednesday, November 23<sup>rd</sup>): No classes, offices open*

*Thanksgiving Day (Thursday, November 24<sup>th</sup>): No classes, offices closed Indigenous*

*Peoples' Day / Columbus Day observed (Friday, November 25<sup>th</sup>): No classes, offices closed*

Topics: *PREVENTING AND REDUCING AGGRESSIVE BEHAVIOR*: Physical punishment

Learning outcomes: Understand the limitations and unintended consequences of punishment, including capital punishment (i.e., death penalty).

Readings: Grogan-Kaylor et al. (2018) PowerPoint slides: Lecture 25 Assignments: Quiz 11

**Week 15 (Monday, November 28<sup>th</sup> to Friday, December 2<sup>nd</sup>)**

Topics: *PREVENTING AND REDUCING AGGRESSIVE BEHAVIOR*: Anger management

Learning outcomes: Understand effective and ineffective anger management techniques.

Readings: Chapter 12 PowerPoint slides: Lecture 26 Assignments: Quiz 12

**Week 16 (Monday, December 5<sup>th</sup> to Wednesday, December 7<sup>th</sup>)**

Topics: *PREVENTING AND REDUCING AGGRESSIVE BEHAVIOR*: Violence as a contagious disease

Learning outcomes: Understand how violence is like a contagious disease, which can be prevented or cured.

Readings: Chapter 12; Bond & Bushman (2017) PowerPoint slides: Lecture 27

Assignments: **Exam 2**

**Week 17 (Friday, December 9<sup>th</sup> to Thursday, December 15<sup>th</sup>)**

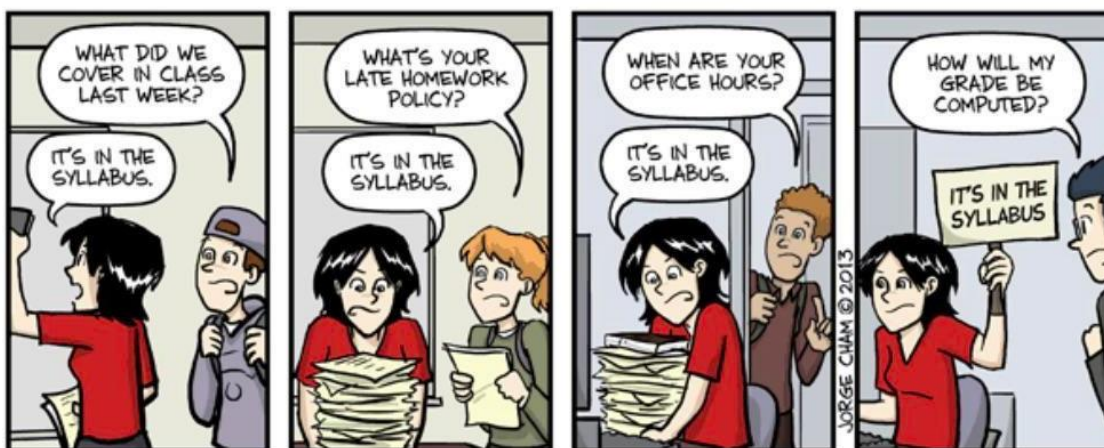
Assignments: **Final Paper** (Due date: Thursday, December 15<sup>th</sup>)

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