

SYLLABUS: “VIOLENCE IN SOCIETY AND VIOLENCE IN THE MEDIA” (COMM 3442), ONLINE AUTUMN 2025

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.

“Kwoosoo” by Mike Stafford (Brad J. Bushman’s nephew)



Instructor

Name: Brad J. Bushman, Ph.D. (pronouns: he/him)

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Phone number: +1 614-688-8779

Office hours: Mondays 8-11 AM (or by appointment) via this [link](#). Please read this [NPR article](#) on how to make office hours less scary, and watch the humorous satirical [video](#) in the article.

Homepage: <http://u.osu.edu/bushman.20/>

Teaching assistant

Name: Katie Snelling (pronouns: she/her)

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Office hours: Tuesdays 2-3 PM (or by appointment) via this [link](#).

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.

Trigger warning: Some content in this course may involve media that may elicit a traumatic response in some students. If needed, please take care of yourself while watching/reading this material (contacting Counseling and Consultation Services at 614-292-5766 if needed).

General learning outcomes

This course satisfies the General Education Curriculum requirement for “Health & Well-being.” 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 16 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 7 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 a 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 well-being 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 & well-being learning outcomes

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

Expected Learning Outcome 1.1 Explore and analyze health and well-being 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. 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 well-being.

This course focuses on four topics that require students to apply skills needed for resiliency and well-being, 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. Identify 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. All lectures are asynchronous. Closed captioning can be turned on by pressing on the “CC” button. Links to lectures for each week are on Carmen under “**Videotaped lectures.**”

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, videotaped lectures, and assignments. Some weeks contain supplemental materials (e.g., personality scales, videos, webpages), which will give you a deeper understanding of the concepts. However, you will **not** be tested over supplemental materials.

Course materials

The textbook/ebook for this course is:

Krahé, B. (2025). *The social psychology of aggression*, 4th ed. Routledge/Taylor & Francis Group.

Your textbook author, [Barbara Krahé](#), Ph.D., is a prominent aggression researcher (and also my good friend). She was President of the [International Society for Research on Aggression](#) (ISRA) from 2018-2020 ([link](#)) and was elected an ISRA Life Fellow in 2024 ([link](#)) — an honor reserved for scholars who “have made distinguished lifetime contributions to research on aggression.”

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 16 online quizzes that are worth 32% of your grade; each quiz is worth 2%. All quizzes open August 18th. Each quiz closes Sunday night (1 minute before midnight).

1. Each quiz consists of 4 items worth 4 points (1 point each). The quiz questions are like exam questions.
2. Each quiz has a 5-minute time limit.
3. You may take each quiz *three* times (only the highest score counts). Even if you get a perfect score the first or second time, I advise you to use all three attempts so you can get more practice taking tests. The quiz items were taken from old exams, so they can help you prepare for actual exams.
4. When you retake the quiz, Items are randomly selected from a pool of 12 items. Thus, you might (or might not) get some of 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. Quiz answers are not revealed (because I reuse some items), but you can review your answers with me during office hours. **No extensions are given for quizzes. You cannot make-up a missed quiz. You cannot redo a quiz for a higher score.**

Exams: There will be two exams that are worth 28% of your grade (14% each exam). Each exam has 24 items and is worth 28 points (22 multiple-choice items worth 1 point each and 2 short-answer items worth 3 points each). **Over 80% of multiple-choice items and 100% of short answer items will come from lecture.** Exam 1 will be given Week 9 on **October 20th** (after Autumn Break) and Exam 2 will be given finals week on **December 12th** and is not comprehensive. All students are required to take Exam 2, including graduating seniors. Both exams are closed book; no external materials are allowed when taking exams (e.g., Google translate, PowerPoint slides, notes, books, articles, computers, handheld devices, communicating with other students, etc.). You will have 80 minutes to complete each exam. The exam will be open for 24 hours to accommodate possible conflicts and different time zones. However, the instructor will only be available to answer your questions on exam days between 9 AM and 5 PM. The exams will assess students' knowledge of the readings and lectures as well as their ability to apply their knowledge to related contexts. Exam answers are not revealed (because I reuse some items), but you can review your answers with me during office hours. **No extensions are given for exams. You cannot make-up a missed exam. You cannot redo an exam for a higher score.**

Milestone assignments: There are two milestone assignments related to the term paper. These milestone assignments will help you with your final term paper.

- *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. **No extensions are given for Milestone assignments. You cannot make-up a missed Milestone assignment. You cannot redo a Milestone assignment for a higher score.**

Term paper: The individual term paper will ask each student to write a paper on any of the topics discussed in class. It is due **December 10th** (last day of classes) and is worth 25% of your grade. The paper should be at least 7 pages long (excluding title page and 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; 7th Edition) format. Information and a rubric are on Carmen. **No extensions are given for the Term Paper. You cannot make-up a missed Term Paper. You cannot redo a Term Paper for a higher score.**

If you need help locating articles for your written assignments, the School of Communication has its own librarian: Hillary Bussell <bussell.21@osu.edu> (614) 292-

9437. You can also ask an OSU reference librarian <thospcol@osu.edu> (614) 292-5938

Student Evaluation of Instruction (SEI): At the end of the semester, you will receive an email about completing an SEI for this course. There are three options to access the SEI: (1) a link in the email, (2) a link in Carmen, or (3) via the OSU Mobile App. OSU uses SEIs to evaluate teachers. However, if the response rate is low, SEIs are difficult to interpret. I have received permission from my department chair to offer 1% extra credit to all students **if** the SEI response rate is over 80%. Please complete your SEI.

Grading

Points will be distributed as follows:

Activity	Points	Percent
Online quizzes (N=16)	64 points (4 points each)	32% (2% each)
Exams (N=2)	56 (28 points each)	28% (14% each)
Milestone assignment 1	10 points	5%
Milestone assignment 2	20 points	10%
Term paper	50 points	25%
TOTAL	200	100%

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. No extra credit is offered in this course (other than 1% if at least 80% of students complete the SEI). 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.

Grading curve: I do not use a grading curve. However, if the average total grade at the end of the semester is under 75%, I will add a bonus percentage to everyone's grade (e.g., if it is 73%, I will add 2% to everyone's grade).

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 is submitted correctly and on time. Please check your Carmen folder after submission to ensure the upload is there and complete.

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 (e.g., watching lecture videos) in addition to 6 hours of homework (e.g., reading, assignment preparation) to receive an average grade (i.e., “C”). **Thus, students should expect to spend 9 hours per week for this course if they want to earn a “C” grade.** [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, Videotaped lectures, and Assignments. Note that the PowerPoint slides contain only definitions of concepts rather than all the slides shown in the videotaped lectures.¹
- **Office hours:**
I am available to help you to learn, understand, and grow as individuals. Office hours are digital via CarmenZoom Monday 8-11 AM via this [link](#) on CarmenZoom (no appointment needed).

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**. If you have questions about written assignment grades, contact our teaching assistant.

E-mail

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

Encouraging an optimal learning experience

¹ Sources are given at the bottom of lecture slides

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.
- 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.

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 ([link](#)), which 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](#). Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit [my.osu.edu](#).
 - Help guides on the use of Carmen can be found [here](#).
 - **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 for the instructor and teaching assistant will be held through CarmenZoom.
 - Help guides on the use of CarmenZoom can be found [here](#)
- **Honorlock:** Honorlock, an online proctoring tool, will be used during this course. Honorlock offers you flexibility to take your exams at the time and in the location of your choosing during the exam's availability window. Honorlock is not

used for quizzes in this class. **No access code is needed for Honorlock.** If you previously used Proctorio, please remove it.

- **Technology requirements:** Students are **required** to have a webcam (USB or internal) with a microphone, allow for screen recording, and have a strong and stable internet connection. (If your computer does not have a webcam and microphone, borrow one that does.)
- **Testing environment:** During the course of an exam, Honorlock 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 Honorlock use will be provided.
- **Limitations:** To use Honorlock you must be **over 18 years of age** or have the Online Course Recording Waiver on file. Additionally, the tool has **limitations in its accessibility** for students reliant upon screen readers and keyboard navigation. Additional information on academic integrity at Ohio State and [recommended proctoring options](#) are available.
- **Academic integrity and academic misconduct:** Please note that while Honorlock settings may flag suspected cheating during exams, these automatic measures do not constitute a determination of academic misconduct. Any suspicion of misconduct will be referred to the [Committee on Academic Misconduct](#) and evaluated through a fair and transparent process.
- Students may request an in-person proctoring alternative to Honorlock or other online proctoring tools. The student is expected to contact the instructor as soon as possible to coordinate the accommodation.
- Students will not be permitted to take remotely proctored exams in their homes or residence halls unless they are willing to conduct a room scan. By choosing to take the exam in their home or residence hall, the student is consenting to the room scan of the area in which they take the exam.

Honorlock support is available 24/7/365. If you encounter any issues, you may contact them through live chat on the [support page](#) or within the exam itself. Or you can also reach out to carmen@osu.edu or call 614-688-HELP and talk to the Carmen eLearning team.

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 [here](#).

OTHER COURSE POLICIES

Academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's [Code of Student Conduct](#), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct. Carmen also includes a module titled "Avoiding Plagiarism" that you should review.

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.

Artificial intelligence and academic integrity policy

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite and others. These tools will help shape the future of work, research and technology but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State. All students have important obligations under the [Code of Student Conduct](#) to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor

codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional. To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor. In this course, AI tools are **not approved** for written assignments.

Student services and advising

University Student Services can be accessed through BuckeyeLink ([link](#)). Advising resources for students are available [here](#).

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 or by contacting the Ohio State Title IX Coordinator at 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 or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

Intellectual diversity statement

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Religious accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential. With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations

and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance. A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy. If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the **Office of Institutional Equity**. Policy: **Religious Holidays, Holy Days and Observances**

Creating an environment free from harassment, discrimination, and sexual misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at **equity.osu.edu**,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email **equity@osu.edu**

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: (1) Any human resource professional (HRP); (2) Anyone who supervises faculty, staff, students, or volunteers; (3) Chair/director; and (4) Faculty member.

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 learning, 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. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th floor of the Younkin Success Center and 10th floor of Lincoln Tower. 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 by dialing 988 to reach the Suicide and Crisis Lifeline.

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; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course uses 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 \(link\)](#)
- Streaming audio and video
- CarmenZoom accessibility ([link](#))
- Collaborative course tools

Course schedule

Week 1 (Tuesday, August 26th to Friday, August 29th).

First day of regularly scheduled classes: Tuesday, August 26th

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, September 1st to Friday, September 5th).

Labor Day (Monday, September 1st): No classes, offices closed.

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 8th to Friday, September 12th).

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 15th to Friday, September 19th).

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 22nd to Friday, September 26th).

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: Quiz 5, *Milestone Assignment 1*.

Week 6 (Monday, September 29th to Friday, October 3rd).

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 6.

Week 7 (Monday, October 6th to Friday, October 10th).

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 7.

Week 8 (Monday, October 13th to Friday, October 17th).

Autumn Break (Thursday, October 16th and Friday, October 17th): 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: Quiz 8.

Week 9 (Monday, October 20th to Friday, October 24th).

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: **Exam 1 (Monday, October 20th) using Honorlock**; Quiz 9.

Week 10 (Monday, October 27th to Friday, October 31st).

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: Quiz 10, *Milestone Assignment 2*.

Week 11 (Monday, November 3rd to Friday, November 7th).

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 11.

Week 12 (Monday, November 10th to Friday, November 14th).

Veterans Day observed (Tuesday, November 11th): 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 12.

Week 13 (Monday, November 17th to Friday, November 21st).

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 13.

Week 14 (Monday, November 24th to Friday, November 28th).

Thanksgiving Break begins (Wednesday, November 26th): No classes, offices open.

Thanksgiving Day (Thursday, November 27th): No classes, offices closed.

Indigenous Peoples' Day / Columbus Day observed (Friday, November 28th): No classes, offices closed.

Topics: *PREVENTING AND REDUCING AGGRESSIVE BEHAVIOR*: Physical punishment; anger management.

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

Readings: Grogan-Kaylor et al. (2018), Chapter 12.

PowerPoint slides: Lectures 25 and 26.

Assignments: Quizzes 14 and 15.

Week 15 (Monday, December 1st to Friday, December 5th).

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: Quiz 16.

Week 16 (Monday, December 8th to Wednesday, December 10th).

Last day of regularly scheduled classes: Wednesday, December 10th

Topics: None.

Learning outcomes: None.

Readings: None.

PowerPoint slides: None.

Assignments: **Term Paper due Wednesday, December 10th.**

Final Exam (Friday, December 12th).

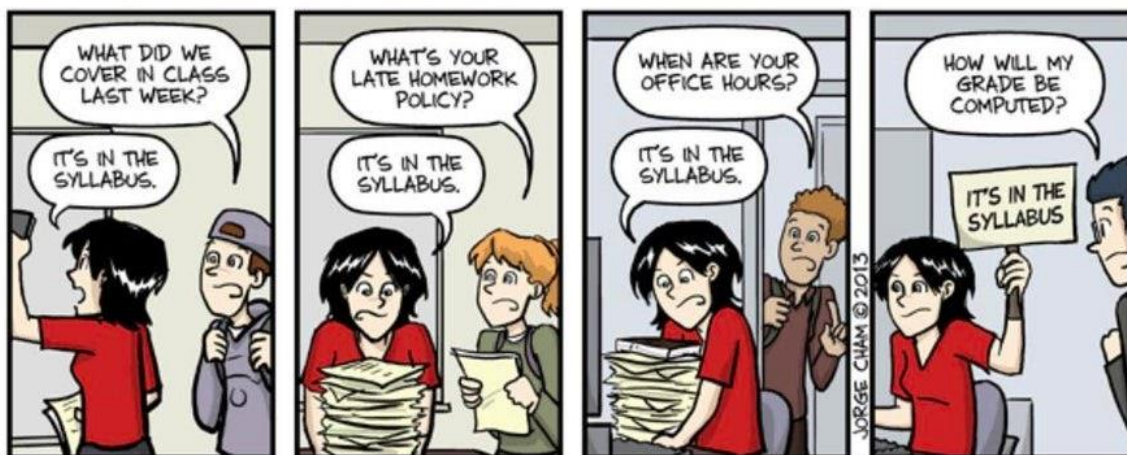
Assignments: **Exam 2 using Honorlock. Note. You can take Exam 2 any time December 12th until 11:59 PM.**

References

- Bond, R. M., & Bushman, B. J. (2017). The contagious spread of violence through social networks in U.S. adolescents. *American Journal of Public Health, 107*(2), 288-294. doi:10.2105/AJPH.2016.303550
- Grogan-Kaylor, A., Ma, J., & Graham-Bermann, S. A. (2018). The case against physical punishment. *Current Opinion in Psychology, 19*, 22-27. doi:10.1016/j.copsyc.2017.03.022
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- Rinderu, M. I., Bushman, B. J., & Van Lange, P. A. M. (2018). Climate, aggression, and violence (CLASH): A cultural-evolutionary approach. *Current Opinion in Psychology, 19*, 113-118. doi:10.1016/j.copsyc.2017.04.010
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