

SYLLABUS: COMM 3442

VIOLENCE IN SOCIETY AND VIOLENCE IN THE MEDIA

ONLINE FALL 2020

Catalog Description: Issues in the psychology of media presentations of violence. Prereq: Not open to students with credit for 442 or 2442. GE soc sci indivs and groups course.

“Kwoosoo” by Mike Stafford (my nephew)



Instructor

Instructor: Brad J. Bushman, Ph.D.

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Office hours: Tuesday 9am-12 pm on Carmen Zoom (Passcode 141127)

<https://osu.zoom.us/j/96905011145?pwd=VU1rMmJzU2ZlSkJYMnluVjBhTTVMZz09>

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

Course description and prerequisites

This course is 100% online. Lectures for the course are given on Carmen Zoom Mondays and Wednesdays from 11:10 AM to 12:30 PM. This course examines the causes, consequences, and solutions 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 and violence (e.g., age, gender, trait aggressiveness, “dark” personality traits). We discuss contextual risk factors for aggression and violence (e.g., family influences, aversive events, global warming, social exclusion, alcohol, 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 targets of aggression and violence (e.g., aggressive driving and road rage, domestic violence, animal abuse, mass shootings, intergroup aggression, terrorism). Finally, we discuss how to prevent and reduce anger, aggression, and violence.

Course learning outcomes

This course satisfies the General Education Curriculum requirement “Social Science: Individuals and Groups.” At the conclusion of this course students should be able to:

(a) apply social science theories to the study of individuals and groups;

Course Goal 1: Apply theories studying the impact of aggression on both individuals and groups

This course is grounded in theory and research. Several lectures and readings are devoted to different theories of aggression. We discuss several biological theories of aggression (ethology, sociobiology, behavior genetics, hormonal explanations), several psychological theories of aggression (Freudian psychoanalysis, frustration-aggression hypothesis, cognitive neoassociationism, excitation transfer theory, classical conditioning theory, operant conditioning theory, social learning theory, social cognitive theory, earning theories, social information processing model, social interactionist model), and two meta-theories of aggression (General Aggression Model, I-cubed theory). Readings, lectures, quizzes, exams (multiple choice and short answer), and writing assignments fulfill this learning outcome.

(b) Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.

Course Goal 2: Recognize differences and similarities between individual differences in behaviors

In this course, several lectures and readings are devoted to individual differences in aggression, including age, gender, trait aggressiveness, and the “dark tetrad” of personality (i.e., psychopathy, narcissism, Machiavellianism, and sadism). Readings, lectures, quizzes, exams (multiple choice and short answer), and writing assignments fulfill this learning outcome.

Course Goal 3: Stratify individual, group and intergroup-related aggressive behaviors

This course will discuss several theoretical processes to explain intergroup aggression (e.g., realistic conflict theory, relative deprivation theory, social identity theory, social dominance theory, deindividuation theory). We will also discuss several examples of intergroup aggression (e.g., hate crimes, gang warfare, terrorism, mass shootings). Readings, lectures, quizzes, exams (multiple choice and short answer), and writing assignments fulfill this learning outcome.

(c) Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

Course Goal 4: Analyze societal impacts from aggression and violent acts

The basic value of this course is that aggression and violence are destructive to individuals, families, and societies. Society has proposed the use of punishment to solve the problem of aggression and violence, including the death penalty in some states. We examine in detail the research evidence on the effectiveness of punishment. We discuss effective and ineffective anger management techniques. We also discuss policies and procedures for reducing the harmful effects of violent media on children (e.g., age- and content-based labels, warning labels, media literacy). Readings, lectures, quizzes, exams (multiple choice and short answer), and writing assignments fulfill this learning outcome.

Course Objectives

Students who complete this course will also:

1. Comprehend theories of aggression.
2. Identify individual risk factors for aggression.
3. Evaluate contextual risk factors for aggression.
4. Analyze violent media effects, why some people deny these effects, and how to reduce these effects.
5. Demonstrate understanding of common targets of aggression.
6. Describe what works to reduce anger and aggression, and what does not.
7. Demonstrate the ability to provide a reasoned and researched analysis on course topics.

Course materials

All readings will be provided on Carmen and are listed at the end of this syllabus.

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.
- 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](#)

- **Carmen Zoom:**

- Lectures will be given during class time through Ohio State's conferencing platform, Carmen Zoom.
- Office hours will be held through Carmen Zoom.
- During lectures and 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 Carmen Zoom for the student to live chat with the professor during class time and during office hours.

- Help guides on the use of Carmen Zoom can be found at <https://resourcecenter.odee.osu.edu/carmenzoom>
- **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. 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**. 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.
- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 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

Grading and faculty response

Grades

Lectures

Lectures will be given during class time (Monday and Wednesday 11:10 – 12:30) through Carmen Zoom (Passcode 874107)

<https://osu.zoom.us/j/97489410387?pwd=WEttSWo5K1o5ZXJCWDRlbWdyZUxmQT09>

Attendance at lectures is highly recommended, but not required. You will get more out of the class if you attend lectures (e.g., you will be able to participate in class and Breakout Rooms discussions). Research has shown that one of the best predictors of grades is class attendance, and even the brightest students gain more insight by attending classes regularly. Lectures will be recorded and will be available on Carmen.

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 closes at 11:59 AM on Friday. 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 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. The quiz answers are not displayed because some quiz questions are reused in subsequent semesters.

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. Exam 2 is not

comprehensive. Both exams are closed PowerPoints, readings, notes, etc. You will have 80 minutes to complete each exam, which is the equivalent of one class period. The exam will be open for 48 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 we have 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). The references should be in American Psychological Association (APA) 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) 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 professor has a firm understanding of what the student will present 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%
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. 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.

Faculty 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** 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 on school days**.

Attendance, participation, and discussions

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:

- **Module participation:**
The module for each week will open by Sunday at 12:00 AM of that week. They will be sorted as Topics, Learning Outcomes, Readings, PowerPoint Slides, Lectures, and Assignments. The recorded lectures will be posted after class on the day they are given.
- Please review the weekly overview, found at the beginning of each module, before starting the module. The overview will include announcements and a brief introduction to the topic of the week.
- **Office hours:**

I am available to help you to learn, understand, and grow as individuals. Office hours are digital via Carmen Zoom. Please follow the link listed at the top of the syllabus or within our course Carmen page.

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.

- **Tone and civility:** During Zoom lectures, students will be able to ask question. Students will also be divided into “Breakout Rooms” to discuss topics with classmates. 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. I work very hard to provide a positive learning experience. Please keep this in mind and remain civilized and respectful in your email and other course communications.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For readings, list at least the title and page numbers. For online sources, include a link.)

Other course policies

Student Academic Services

Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website. The site is: <http://advising.osu.edu/welcome.shtml>

Student Services

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.osu.edu>

Copyright Disclaimer

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.

Diversity

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

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 are or someone you know is 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.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24-hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445)

Academic integrity policy

Policies for this online course

- **Written assignments:** Your written assignments should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

Academic Misconduct

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/>

Accessibility accommodations for students with disabilities

Requesting accommodations

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

Course schedule (tentative)

Week 1 (Wednesday, August 25th to Friday, August 28th)

Topics: *UNDERSTANDING AGGRESSION*: Defining aggression and violence; forms and functions of aggression

Learning outcomes: Understand how researchers define aggression and violence. Understand various forms of aggression (e.g., physical, verbal), and functions (e.g., anger-motivated, incentive motivated).

Readings: Elbert et al. (2018)

PowerPoint slides: Lecture 1

Online CarmenZoom lectures: Wednesday, August 25th (11:10 AM to 12:30)

Assignments: Quiz 1

Week 2 (Monday, August 31st to Friday, September 4th)

Topics: *UNDERSTANDING AGGRESSION*: Violence over time and around the world; biological theories of aggression

Learning outcomes: Understand where the violence “hot spots” are around the world. Understand whether humans are more violent now than other periods in history. Understand how researchers have tried to explain aggression using biological theories.

Readings: None

PowerPoint slides: Lectures 1 (continued); Lecture 2

Online CarmenZoom lectures: Monday, August 31st and Wednesday, September 2nd (11:10 AM to 12:30)

Assignments: Quiz 2

Week 3 (Monday, September 7th to Friday, September 11th)

Labor Day (Monday, September 7th): No classes

Topics: *UNDERSTANDING AGGRESSION*: Psychological theories of aggression; meta-theories of aggression

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

Readings: Huesmann (2018); Allen et al. (2018); Finkel & Hall (2018)

PowerPoint slides: Lectures 3, and 4

Online CarmenZoom lectures: Monday, September 7th and Wednesday, September 9th (11:10 AM to 12:30)

Assignments: Quiz 3

Week 4 (Monday, September 14th to Friday, September 18th)

Topics: *INDIVIDUAL RISK FACTORS FOR 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: Lansford (2018); Björkqvist (2018)

PowerPoint slides: Lectures 5 and 6

Online CarmenZoom lectures: Monday, September 14th and Wednesday, September 16th (11:10 AM to 12:30)

Assignments: Quiz 4

Week 5 (Monday, September 21st to Friday, September 25th)

Topics: *INDIVIDUAL RISK FACTORS FOR AGGRESSION*: Dark tetrad of personality

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

Readings: Paulhus et al. (2018)

PowerPoint slides: Lecture 7

Online CarmenZoom lectures: Monday, September 21st and Wednesday, September 23rd (11:10 AM to 12:30) on Carmen Zoom

Assignments: *Milestone Assignment 1*

Week 6 (Monday, September 28th to Friday, October 2nd)

Topics: *CONTEXTUAL RISK FACTORS FOR AGGRESSION*: Family influences; aversive events; global warming

Learning outcomes: Understand how the family context can influence aggressive behavior. 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: Labella & Masten (2018); Groves & Anderson (2018); Rinderu et al. (2018)

PowerPoint slides: Lectures 8, 9, and 10

Online CarmenZoom lectures: Monday, September 28th and Wednesday, September 30th (11:10 AM to 12:30)

Assignments: Quiz 5

Week 7 (Monday, October 5th to Friday, October 9th)

Topics: *CONTEXTUAL RISK FACTORS FOR AGGRESSION*: Social exclusion; alcohol

Learning outcomes: Understand how excluded people often behave aggressively and why. Understand the link between alcohol and aggression, and different theories to explain that link.

Readings: Ren et al. (2018); Parrott & Eckhardt (2018)

PowerPoint slides: Lectures 11 and 12

Online CarmenZoom lectures: Monday, October 5th and Wednesday, October 7th (11:10 AM to 12:30)

Assignments: Quiz 6

Week 8 (Monday, October 12th to Friday, October 16th)

Topics: *CONTEXTUAL RISK FACTORS FOR AGGRESSION*: The “weapons effect”; violent media effects

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

separate violent media effects (i.e., aggressor effect, victim effect, appetite effect, bystander effect)

Readings: Benjamin & Bushman (2016); Bender et al. (2018)

PowerPoint slides: Lectures 13 and 14

Online CarmenZoom lectures: Monday, October 12th and Wednesday, October 14th (11:10 AM to 12:30)

Assignments: **Exam 1**

Week 9 (Monday, October 19th to Friday, October 23rd)

Topics: *CONTEXTUAL RISK FACTORS FOR AGGRESSION*: Violent media myths; why people deny media effects

Learning outcomes: Understand violent media myths (e.g., the level of violence in the media simply mirrors the level of violence in the real world, viewing violence has a cathartic effect that reduces aggression). Understand why people who consume violent media often deny violent media effects.

Readings: None

PowerPoint slides: Lectures 15 and 16

Online CarmenZoom lectures: Monday, October 19th and Wednesday, October 21st (11:10 AM to 12:30)

Assignments: Quiz 7

Week 10 (Monday, October 26th to Friday, October 30th)

Topics: *CONTEXTUAL RISK FACTORS FOR AGGRESSION*: Linking violence to sex, humor, and religion; gun violence

Learning outcomes: Understand that violent media effects are often more harmful when the violence is linked or associated with something pleasant (e.g., sex, humor, and religion for some people).

Readings: Cukier & Eagen (2018)

PowerPoint slides: Lectures 17 and 18

Online CarmenZoom lectures: Monday, October 26th and Wednesday, October 28th (11:10 AM to 12:30)

Assignments: *Milestone Assignment 2*

Week 11 (Monday, November 2nd to Friday, November 6th)

Topics: *TARGETS OF AGGRESSION*: Aggressive driving; domestic violence; animal abuse; violence against women

Learning outcomes: Understand frequent targets of aggression (e.g., motorists on the road, family members, animals, women).

Readings: Chester & DeWall (2018); Krahé (2018)

PowerPoint slides: Lectures 19, 20, 21, and 22

Online CarmenZoom lectures: Monday, November 2nd and Wednesday, November 4th (11:10 AM to 12:30)

Assignments: Quiz 8

Week 12 (Monday, November 9th to Friday, November 13th)

Veteran's Day observed (Wednesday, November 11th): No classes

Topics: *TARGETS OF AGGRESSION*: Mass shootings; intergroup aggression
Learning outcomes: Understand extreme forms of aggression such as mass shootings and acts of terrorism. Understand why people often divide other people into “us” and “them” categories and show more aggression against “them” than “us.”
Readings: Rocque & Duwe (2018); Densley & Peterson (2018)
PowerPoint slides: Lectures 23 and 24
Online CarmenZoom lectures: Monday, November 9th (11:10 AM to 12:30)
Assignments: Quiz 9

Week 13 (Monday, November 16th to Friday, November 20th)

Topics: *TARGETS OF AGGRESSION*: Terrorism
REDUCING AGGRESSION: Physical punishment
Learning outcomes: Understand the limitations and unintended consequences of punishment, including capital punishment (i.e., the death penalty).
Readings: Webber & Kruglanski (2018); Grogan-Kaylor et al. (2018)
PowerPoint slides: Lectures 25 and 26
Online CarmenZoom lectures: Monday, November 16th and Wednesday, November 18th (11:10 AM to 12:30)
Assignments: Quiz 10

Week 14 (Monday, November 23rd to Friday, November 27th)

Thanksgiving Day (Thursday, November 26th): No classes

Indigenous Peoples' Day / Columbus Day observed (Friday, November 27th): No classes

Topics: *REDUCING AGGRESSION*: Anger management; reducing violent media effects
Learning outcomes: Understand effective and ineffective anger management techniques. Understand how to reduce violent media effects.
Readings: Lee & DiGiuseppe (2018)
PowerPoint slides: Lectures 27 and 28
Online CarmenZoom lectures: Monday, November 23rd and Wednesday, November 25th (11:10 AM to 12:30)
Assignments: Quiz 11

Week 15 (Monday, November 30th to Friday, December 4th)

Topics: *REDUCING AGGRESSION*: Reducing aggression and violence
Learning outcomes: Understand effective techniques for reducing both anger-motivated aggression. Understand effective techniques for reducing both incentive-motivated aggression.
Readings: Anwar et al. (2018); Bond & Bushman (2017)
PowerPoint slides: Lecture 29
Online CarmenZoom lectures: Monday, November 30th and Wednesday, December 2nd (11:10 AM to 12:30)
Assignments: Quiz 12

Week 16 (Monday, December 7th to Friday, December 11th)

Assignments: **Exam 2 (Wednesday, December 9th to Thursday, December 10th);
Final Paper (Due date: Thursday, December 10th)**

References

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