

Term Information

Effective Term Spring 2014
[Previous Value](#) Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

renumbering course to 3442

What is the rationale for the proposed change(s)?

Per the instructor: I am requesting that COMM 2442 (Violence in the Media and Violence in Society) be renumbered as COMM 3442 because I would like to use a higher level textbook and teach the material at a deeper level. For example, I would like to cover topics such as terrorism, aggression in the family (e.g., child maltreatment, intimate partner violence, elder abuse), aggression in every day life (e.g., bullying at school, workplace aggression, aggressive driving, aggression in the sports world), and aggression between social groups (e.g., gang violence, hate crimes, crowd behavior). Only now has this been possible since a new textbook was published: Krahé, B. (2013). The social psychology of aggression (2nd ed.). New York: Psychology Press. ISBN 978-1-84169-875-5

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

none

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Communication
Fiscal Unit/Academic Org	School Of Communication - D0744
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3442
Previous Value	2442
Course Title	Violence in Society and Violence in the Media
Transcript Abbreviation	Violence in Media
Course Description	Issues in the psychology of media presentations of violence.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 7 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No

Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Not open to students with credit for 442 or 2442.

[Previous Value](#)

Not open to students with credit for 442.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

09.0102

Subsidy Level

General Studies Course

Intended Rank

Junior

[Previous Value](#)

Sophomore

Quarters to Semesters

Quarters to Semesters

Semester equivalent of a quarter course (e.g., a 5 credit hour course under quarters which becomes a 3 credit hour course under semesters)

List the number and title of current course being converted

Comm 442: Media Violence.

Requirement/Elective Designation

General Education course:

Individual and Groups

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Examine the theoretical and empirical connections between media violence (e.g., violence in TV shows, films, video games, pornography) and societal violence
- Examine the nature of aggressive and violent behavior and how it develops
- Consider both situational factors that promote aggression across individuals and personal factors that account for individual differences
- Conduct detailed studies of the research examining the short term and long term effects of violent media exposure
- Discuss societal and individual approaches to controlling violence and to mitigating the effects of media violence

Content Topic List

- Defining Aggression and Violence
- Methods for Studying Aggression and Violence
- Theories of Aggression
- Policy Implications for Media

COURSE CHANGE REQUEST
3442 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
04/10/2013

Attachments

- Viol_Spring2014_Syllabus.doc: Syllabus

(Syllabus. Owner: Hughes, Sarah)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Hughes, Sarah	04/10/2013 10:51 AM	Submitted for Approval
Approved	McDonald, Daniel Gary	04/10/2013 12:33 PM	Unit Approval
Approved	Haddad, Deborah Moore	04/10/2013 12:53 PM	College Approval
Pending Approval	Hanlin, Deborah Kay Hogle, Danielle Nicole Vankeerbergen, Bernadette Chantal Jenkins, Mary Ellen Bigler Nolen, Dawn	04/10/2013 12:53 PM	ASCCAO Approval

Violence in Society and Violence in the Media (COMM 3442)
Spring 2014
MWF 1:50PM – 2:45PM

Instructor:

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E-mail: bushman.20@osu.edu
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Carmen: <https://carmen.osu.edu/>

Description: This course examines the causes and consequences of 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 examine how aggression develops across the lifespan. We consider both situational factors that promote aggression and personal factors that account for individual differences. Next, we examine in detail the research examining the short- and long-term effects of violent media exposure. We examine aggression as part of everyday life (e.g., bullying, workplace aggression, road rage, aggression in sports). We discuss aggression in the family (e.g., child maltreatment, intimate partner violence, elder abuse). We discuss sexual aggression. We examine aggression that occurs within a group setting (e.g., gang violence, hate crimes, crowd behavior). We discuss terrorism and why people support it. Finally, we discuss how to prevent and reduce aggression and violence.

Because 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) understand the application of social science theories to the study of individuals and groups; (b) understand the behavior of individuals, differences and similarities between individuals, and the processes by which groups function; and (c) comprehend and assess individual and group values, and recognize their importance in social problem solving and policy making.

Course format: You are expected to master the basic material covered in the textbook and lectures, and to participate actively in class. The lectures in this course are designed to supplement the textbook. As such, you can expect lectures to present ideas that are not necessarily covered in the textbook. Lecture slides will be available on the Carmen webpage at least 24 hours before each lecture, but not all slides shown in lecture are on Carmen (so come to class). If you miss class, get notes from a classmate.

Prerequisites: None, but Introductory Psychology (PSYCH 1100), Social Psychology (Psych 3325), Introduction to Life Span Developmental Psychology (PSYCH 3340), and Communication in Society (COMM 1100) are recommended. The course draws heavily on psychological research and theory concerning human information processing, social

behavior, development, and learning as well as communication studies research on persuasive communication, media content, and children's use of media.

Course webpage: The course web page is on Carmen: <https://carmen.osu.edu/> It contains the syllabus, announcements, PowerPoint slides, and grades.

Required textbook: Krahe, B. (2013). *The social psychology of aggression* (2nd ed.). New York: Psychology Press. ISBN 978-1-84169-875-5

Exams: There will be four exams, each containing 34 multiple-choice questions (worth 1 point each) and 2 short-answer questions (worth 3 points each). Thus, each exam is worth 40 points. An exam that is missed for **any** reason will require the student to take a **comprehensive** exam on the regularly scheduled final exam day immediately after taking Exam 4. Your score on the comprehensive exam will replace the exam you missed. Only students who miss an exam will take the comprehensive exam; Exam 4 is not comprehensive. **YOU MUST BRING A PHOTO ID AND #2 PENCIL TO EACH EXAM. IF YOU ARRIVE LATE (AFTER THE FIRST PERSON HAS COMPLETED THE EXAM), YOU WILL NOT BE ALLOWED TO TAKE THAT EXAM.**

Quizzes: There will be 12 unannounced quizzes, 3 before each exam. Each quiz includes two multiple choice questions (worth 1 point each), which come from the previous lecture or the assigned chapter for that day. The purpose of these quizzes is to reward those who are attending class and reading the assigned textbook material *before* they come to class. **You cannot make up a missed quiz.**

Academic misconduct: Academic misconduct will not be tolerated. The Ohio State University's (OSU) 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 no excuse for academic misconduct. 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 this committee determines that you have violated the University's Code of Student Conduct, the sanctions for the misconduct could include a failing grade on the exam, a failing grade in the course, or suspension or dismissal from OSU. If you have any questions about this policy or what constitutes academic misconduct, please see the following web page: <http://oaa.osu.edu/coam.html>

Classroom civility: Students should attend every lecture. Students should also be respectful of the professor and other students. Please don't come to class late or leave early. Please don't engage in disrespectful behavior (e.g., listening to iPods, newspaper reading, crossword puzzling, talking, web browsing, eating, drinking, sleeping, snoring). Please turn off cell phones. I reserve the right to dismiss disruptive students.

Grading: Exams allow a maximum score of 160 (4 exams worth 40 points each). Quizzes allow a maximum score of 24 points (12 quizzes worth 2 points each). Thus, 184 points are possible. The following curve will be used to assign grades: A: 25%, B:

30%, C: 25%, D: 13%, and E: 7%. The final curve will also contain + and - grades (e.g., 10% B+, 10% B, 10% B-). This curve is based on OSU norms. The curve is meant to protect YOU in case my exams are too difficult (e.g., the curve guarantees that the top 25% of students will earn an A, regardless of how difficult my exams are). However, if an actual percentage gives you a higher grade, I will use that grade instead. I will use the following standard percentages:

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

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.

Tentative Schedule

MONTH	DATE	DAY	TOPIC	Chapter
JAN	6	MON	Defining and measuring aggression Defining aggression and violence	1
	8	WED	Is violence increasing over time?	
	10	FRI	Theories of aggression Biological theories of aggression	2
	13	MON	Psychological theories of aggression	2
	15	WED	Development of aggression and individual differences Age differences in aggression	3
	17	FRI	Gender differences in aggression	3
	20	MON	MARTIN LUTHER KING JR. DAY: NO CLASS	
	22	WED	The dark triad of personality: Narcissism	3
	24	FRI	Psychopathy	
	27	MON	Machiavellianism	
	29	WED	EXAM 1	
	31	FRI	Situational elicitation of aggression Frustration	4
FEB	3	MON	Heat and other environmental stressors	4
	5	WED	Social exclusion	4
	7	FRI	Alcohol	4
	10	MON	Aggressive cues	4
	12	WED	Media violence and aggression Prevalence and use of violent media	5
	14	FRI	How strong is the link between violent media and aggression?	5
	17	MON	Explaining the short- and long-term effects of media violence use	5
	19	WED	Effects of pornography	5

	21	FRI	Preventing and mitigating the effects of media violence	5
	24	MON	EXAM 2	
	26	WED	Aggression as part of everyday life Bullying at school	6
	28	FRI	Workplace aggression	6
MAR	3	MON	Aggressive driving	6
	5	WED	Aggression in the sports world	6
	7	FRI	Aggression in the family Child maltreatment;	7
	10	MON	SPRING BREAK: NO CLASS	
	12	WED	SPRING BREAK: NO CLASS	
	14	FRI	SPRING BREAK: NO CLASS	
	17	MON	Intimate partner violence	7
	19	WED	Elder abuse; Explaining aggression in the family	7
	21	FRI	Sexual aggression Defining and explaining sexual aggression	8
	24	MON	Vulnerability factors for sexual victimization; Consequences of sexual victimization	8
	26	WED	Women as perpetrators of sexual aggression against men	8
	28	FRI	EXAM 3	
	31	MON	Aggression between social groups Theories of intergroup conflict; Gang violence	9
APR	2	WED	Hate crimes	9
	4	FRI	Crowd behavior	9
	7	MON	Terrorism Defining and explaining terrorism	10
	9	WED	Psychological processes underlying terrorist violence	10
	11	FRI	Why do people support terrorism?	10
	14	MON	Effects of terrorism	10
	16	WED	Preventing terrorism	10
	18	FRI	Preventing and reducing aggression General strategies for preventing and reducing aggression	11
	21	MON	Approaches directed at specific forms of aggression and violence	11
			EXAM 4 & Comprehensive Exam (only for students who missed an exam)	

HELPFUL HINTS ON HOW TO GET THE MOST OUT OF THIS COURSE

ATTEND CLASS. Bright, highly motivated students who have superior study skills can learn alone most of the material in the readings — enough to do quite well on exam questions that cover the material in the readings. However, although I will not review most of the readings material in lectures, a considerable amount of material that is not in the readings will be presented during classes. 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.

STUDY READINGS EARLY. Some lectures overlap information from the readings, but even for lecture material that is not redundant with the readings, you will learn best by reading and studying the assigned readings by the date on which they are indicated on the syllabus. I will assume in lectures that you have studied the assigned readings, and hence will not focus unnecessarily on terms and concepts that are well defined in the readings. There will be exceptions to this because in some lectures I choose to emphasize particular concepts that are covered in the readings or concepts that the readings do not cover very well. However, lack of emphasis or coverage during lectures does not mean lack of importance of material in the readings. You should also try to complete assigned readings several days before an exam. Studying early leaves much more time for resolving difficulties and reviewing the material -- repetition is a fundamental principle of learning.

READ, STUDY, AND TAKE NOTES "ACTIVELY." Research shows that many individuals read and write passively, that is, without thinking about the meaning of what they are reading. In reading and studying textbook-type material, everyone (professors included) must read actively and as a result somewhat slowly. You must try to understand what you are trying to learn within the framework of what you have already learned. Research shows that learning is much more effective if new information is related to old information. Not only must you work on reading material actively, but you must also stay mentally active during class. Passively writing down what is on the screen or what I say in class without thinking about it — about how it fits with previous material in earlier classes or earlier in that lecture — will not help you learn or understand the material. **You should also rewrite your notes as soon after class as possible.** This takes time, but it will help you remember the material.

BEFORE BEGINNING A READING, ACTIVELY STUDY THE SUMMARY FIRST. Page through the reading, looking at headings and illustrations (e.g., tables, figures) actively to gain a good general understanding of major themes and ideas before you carefully read it. These major ideas serve as part of the framework for you to organize the more detailed information if you are to gain a good overall understanding.

OUTLINE EACH READING. By outline, I mean that you should take organized notes on the reading as you go through it the first time, just as if you were taking notes on a lecture. **Research shows that taking good notes requires active thinking and is much superior to helping you learn any material to underlining or highlighting text.** If you take good notes on readings, you should be able to study primarily from these notes without having to reread material. In the long run, that will save you time, particularly as you become more and more skilled (through practice) at taking quality

notes on readings. These notes and your lecture notes should be reviewed as many times as feasible in preparation for each exam.

ALTER YOUR EXPECTATIONS FOR STUDYING. Research consistently shows that college students greatly underestimate the effort and time it takes to do a quality job of learning the new and complex material that is a part of most of your courses. Academic experts generally agree spending **at least 2-3 hours per week outside of class per credit hour** is the norm for good achievement. However, if the course is particularly difficult or if your skills are not as great as the typical students', you will likely need to spend even more time to do well in the course. Thus, in this course you should spend **at least 10-15 hours per week outside of class** learning the course material.

KEEP THE BIG PICTURE IN MIND. Not only must you learn quite an amount of information that you might consider rather detailed, but you should also strive to understand the broader themes and context at all times. Keep in mind what you have learned in previous readings and lectures. Themes work best when understood together rather than in isolation. In fact, individuals who, after a course is completed, have gone back and reread the textbook, report considerably greater understanding of material partly because the context has changed.

IF YOU HAVE QUESTIONS, ASK THEM. Class time is not the appropriate time for specific questions about reading material that you are unclear about, although good questions that extend or broaden what you have read or heard in the lectures are strongly encouraged during classes. Such questions enrich class in general. For more detailed questions, seek me out after class, during office hours, or make an appointment.

IF YOU HAVE PROBLEMS, SEEK SOLUTIONS EARLY. For example, if you do poorly on an exam, see me at that time (instead of later in the course). In addition, the office of Counseling and Consultation Service offers a variety of services aimed at helping students resolve personal difficulties and acquire the skills, attitudes, and knowledge that will enable them to take full advantage of their experiences at the Ohio State University. It is located at the Younkin Success Center (4th Floor), 1640 Neil Avenue, Columbus, OH 43210, phone: 614-292-5766, email: ccs@studentlife.osu.edu, web page: <http://www.ccs.ohio-state.edu/> If I can help you or point you in the right direction, I certainly will, but you must ask for help first.

This syllabus is available in alternative formats upon request. Students with disabilities are responsible for making their needs known to the instructor and seeking available assistance in a timely manner. Any student who feels he/she may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the office for disability services at 292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.