

Term Information

Effective Term Autumn 2020
Previous Value Spring 2014

Course Change Information

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

To be able to offer some sections of this course online, 100% at a distance.

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

To offer more flexibility for our students with respect to selecting courses.

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 |
| 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, 12 Week, 8 Week, 7 Week, 6 Week |
| Flexibly Scheduled Course | Never |
| Does any section of this course have a distance education component? | Yes |
| Is any section of the course offered | 100% at a distance |
| <i>Previous Value</i> | <i>No</i> |
| 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 2442.

[Previous Value](#)

Not open to students with credit for 442 or 2442.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

09.0102

Subsidy Level

General Studies Course

Intended Rank

Junior

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

- Apply theories studying the impact of aggression on both individuals and groups
- Recognize differences and similarities between individual differences in behaviors
- Stratify individual, group and intergroup-related aggressive behaviors
- Analyze societal impacts from aggression and violent acts
- [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](#)

[Previous Value](#)

Content Topic List

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

COURSE CHANGE REQUEST
3442 - Status: PENDING

Last Updated: Haddad,Deborah Moore
06/29/2020

Previous Value

- [Defining Aggression and Violence](#)
- [Methods for Studying Aggression and Violence](#)
- [Theories of Aggression](#)
- [Policy Implications for Media](#)

Sought Concurrence

No

Attachments

- COMM 3442OL syllabus.docx: Proposed online course syllabus
(Syllabus. Owner: Butte,Kylie M.)
- Viol_SP20.docx: In-class syllabus
(Syllabus. Owner: Butte,Kylie M.)
- COMM 3442 GE Rationale and Assessment Plan.docx: GE Rationale and Assessment Plan
(GEC Course Assessment Plan. Owner: Butte,Kylie M.)
- Comm 3442 ASC Tech.docx: ASC Tech Review sheet
(Other Supporting Documentation. Owner: Butte,Kylie M.)

Comments

Workflow Information

| Status | User(s) | Date/Time | Step |
|------------------|---|---------------------|------------------------|
| Submitted | Butte,Kylie M. | 06/29/2020 07:57 AM | Submitted for Approval |
| Approved | Slater,Michael D | 06/29/2020 09:06 AM | Unit Approval |
| Approved | Haddad,Deborah Moore | 06/29/2020 09:22 AM | College Approval |
| Pending Approval | Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal | 06/29/2020 09:22 AM | ASCCAO Approval |

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.

Email address: bushman.20@osu.edu

Phone number: 614-688-8779

Office hours: Monday 9am-12 pm on Carmen Zoom (Link)

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 or TA in the virtual office hours room.
 - 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 course of an 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. 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. 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 the Breakout Rooms to discuss course concepts). 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 week to complete the quiz. Each quiz closes at 11:59 AM on Saturday. 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; each exam is worth 20%. 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 during Week 6 and Exam 2 will be given during Week 12. 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. The references should be in 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 2 pages long (single-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. 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 often 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, including discussion posts, 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 HUMAN AGGRESSION AND VIOLENCE*: Defining aggression and violence

Learning outcomes: Understand how researchers define aggression and violence

Readings: None

PowerPoint slides: Online Zoom lecture 1

Lectures: Wednesday, August 25th (11:10 AM to 12:30) on Carmen Zoom

Assignments: Quiz 1

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

Topics: *UNDERSTANDING HUMAN AGGRESSION AND VIOLENCE*: Forms and functions of aggression; violence over time and around the world

Learning outcomes: Understand various forms of aggression (e.g., physical, verbal), and functions (e.g., anger-motivated, incentive motivated). Understand where the violence “hot spots” are around the world. Understand whether humans are more violent now than other periods in history.

Readings: Elbert et al (2018)

PowerPoint slides: Online Zoom lecture 1 (continued)

Lectures: Monday, August 31st and Wednesday, September 2nd (11:10 AM to 12:30) on Carmen Zoom

Assignments: Quiz 2

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

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

Topics: *UNDERSTANDING HUMAN AGGRESSION AND VIOLENCE*: Biological theories of aggression; psychological theories of aggression; meta-theories of aggression

Learning outcomes: Understand how researchers have tried to explain aggression and violence in humans and other animals using different types of theories (e.g., biological theories, psychological theories, meta-theories).

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

PowerPoint slides: Online Zoom lectures 2, 3, and 4

Lectures: Monday, September 7th and Wednesday, September 9th (11:10 AM to 12:30) on Carmen Zoom

Assignments: Quiz 3

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

Topics: *INDIVIDUAL RISK FACTORS FOR AGGRESSION AND VIOLENCE*: age and gender differences in aggression. Understand how males and females differ in how they express aggression.

Learning outcomes: Understand how aggressive behavior changes over the lifespan.

Readings: Lansford (2018); Björkqvist (2018)

PowerPoint slides: Online Zoom lectures 5 and 6

Lectures: Monday, September 14th and Wednesday, September 16th (11:10 AM to 12:30) on Carmen Zoom

Assignments: Quiz 4

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

Topics: *INDIVIDUAL RISK FACTORS FOR AGGRESSION AND VIOLENCE*: 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: Online Zoom lecture 7

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 AND VIOLENCE*: 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: Online Zoom lectures 8, 9, and 10

Lectures: Monday, September 28th and Wednesday, September 30th (11:10 AM to 12:30) on Carmen Zoom

Assignments: **Exam 1**

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

Topics: *CONTEXTUAL RISK FACTORS FOR AGGRESSION AND VIOLENCE*: 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: Online Zoom lectures 11 and 12

Lectures: Monday, October 5th and Wednesday, October 7th (11:10 AM to 12:30) on Carmen Zoom

Assignments: Quiz 5

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

Autumn Break (Thursday October 15th to Friday, October 16th): No classes

Topics: *CONTEXTUAL RISK FACTORS FOR AGGRESSION AND VIOLENCE*: 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: Online Zoom lectures 13 and 14

Lectures: Monday, October 12th and Wednesday, October 14th (11:10 AM to

Assignments: Quiz 6

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

Topics: *CONTEXTUAL RISK FACTORS FOR AGGRESSION AND VIOLENCE*: 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: Online Zoom lectures 15 and 16

Lectures: Monday, October 19th and Wednesday, October 21st (11:10 AM to 12:30) on Carmen Zoom

Assignments: Quiz 7

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

Topics: *CONTEXTUAL RISK FACTORS FOR AGGRESSION AND VIOLENCE*:

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: Online Zoom lectures 17 and 18

Lectures: Monday, October 26th and Wednesday, October 28th (11:10 AM to 12:30) on Carmen Zoom

Assignments: *Milestone Assignment 2*

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

Topics: *TARGETS OF AGGRESSION AND VIOLENCE*: Aggressive driving and road rage; 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); Krahe (2018)

PowerPoint slides: Online Zoom lectures 19, 20, 21, and 22

Lectures: Monday, November 2nd and Wednesday, November 4th (11:10 AM to 12:30) on Carmen Zoom

Assignments: **Exam 2**

Week 12 (Monday, November 9th to Friday, November 13th)**Veteran's Day observed (Wednesday, November 11th): No classes**

Topics: *TARGETS OF AGGRESSION AND VIOLENCE*: Mass shootings; terrorism

Learning outcomes: Understand extreme forms of aggression such as mass shootings and acts of terrorism.

Readings: Rocque & Duwe (2018); Webber & Kruglanski (2018)

PowerPoint slides: Online Zoom lectures 23 and 24

Lectures: Monday, November 9th (11:10 AM to 12:30) on Carmen Zoom

Assignments: Quiz 8

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

Topics: *TARGETS OF AGGRESSION AND VIOLENCE*: Intergroup aggression

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

Readings: Densley & Peterson (2018)

PowerPoint slides: Online Zoom lecture 25

Lectures: Monday, November 16th and Wednesday, November 18th (11:10 AM to 12:30) on Carmen Zoom

Assignments: Quiz 9

Week 14 (Monday, November 23rd to Friday, November 27th)**Thanksgiving Break (Wednesday, November 25th): No classes****Thanksgiving Day (Thursday, November 26th): No classes****Indigenous Peoples' Day / Columbus Day observed (Friday, November 27th): No classes**

Topics: *REDUCING ANGER AND AGGRESSION*: Physical punishment

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

Readings: Grogan-Kaylor et al (2018)

PowerPoint slides: Online Zoom lecture 26

Lectures: Monday, November 23rd (11:10 AM to 12:30) on Carmen Zoom

Assignments: Quiz 10

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

Topics: *REDUCING ANGER AND 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: Online Zoom lectures 27 and 28

Lectures: Monday, November 30th and Wednesday, December 2nd (11:10 AM to 12:30) on Carmen Zoom

Assignments: Quiz 11

Week 16 (Monday, December 7th to Wednesday, December 9th)

Topics: *REDUCING ANGER AND 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: Online Zoom lecture 29

Lectures: Monday, December 7th and Wednesday, December 9th (11:10 AM to 12:30) on Carmen Zoom

Assignments: Quiz 12

Final Paper Due (Thursday, December 10th)

References

- [Allen, J. J., Anderson, C. A., & Bushman, B. J. \(2018\). The General Aggression Model. *Current Opinion in Psychology*, 19, 75–80. doi:10.1016/j.copsyc.2017.03.034](#)
- [Anwar, F., Fry, D. P., & Grigaitytė, I. \(2018\). Aggression prevention and reduction in diverse cultures and contexts. *Current Opinion in Psychology*, 19, 49–54. doi:10.1016/j.copsyc.2017.03.029](#)
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- [Björkqvist, K. \(2018\). Gender differences in aggression. *Current Opinion in Psychology*, 19, 39–42. doi:10.1016/j.copsyc.2017.03.030](#)
- [Chester, D. S., & DeWall, C. N. \(2018\). The roots of intimate partner violence. *Current Opinion in Psychology*, 19, 55–59. doi:10.1016/j.copsyc.2017.04.009](#)
- [Cukier, W., & Eagen, S. A. \(2018\). Gun violence. *Current Opinion in Psychology*, 19, 109–112. doi:10.1016/j.copsyc.2017.04.008](#)
- [Densley, J., & Peterson, J. \(2018\). Group aggression. *Current Opinion in Psychology*, 19, 43–48. doi:10.1016/j.copsyc.2017.03.031](#)
- [Elbert, T., Schauer, M., & Moran, J. K. \(2018\). Two pedals drive the bi-cycle of violence: Reactive and appetitive aggression. *Current Opinion in Psychology*, 19, 135–138. doi:10.1016/j.copsyc.2017.03.016](#)
- [Finkel, E. J., & Hall, A. N. \(2018\). The I³ Model: A metatheoretical framework for understanding aggression. *Current Opinion in Psychology*, 19, 125–130. doi:10.1016/j.copsyc.2017.03.013](#)
- [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](#)
- [Groves, C. L., & Anderson, C. A. \(2018\). Aversive events and aggression. *Current Opinion in Psychology*, 19, 144–148. doi:10.1016/j.copsyc.2017.03.027](#)
- [Huesmann, L. R. \(2018\). An integrative theoretical understanding of aggression: A brief exposition. *Current Opinion in Psychology*, 19, 119–124. doi:10.1016/j.copsyc.2017.04.015](#)
- [Krahé, B. \(2018\). Violence against women. *Current Opinion in Psychology*, 19, 6–10. doi:10.1016/j.copsyc.2017.03.017](#)

- [Labella, M. H., & Masten, A. S. \(2018\). Family influences on the development of aggression and violence. *Current Opinion in Psychology*, 19, 11–16. doi:10.1016/j.copsyc.2017.03.028](#)
- [Lansford, J. E. \(2018\). Development of aggression. *Current Opinion in Psychology*, 19, 17–21. doi:10.1016/j.copsyc.2017.03.015](#)
- [Lee, A. H., & DiGiuseppe, R. \(2018\). Anger and aggression treatments: A review of meta-analyses. *Current Opinion in Psychology*, 19, 65–74. doi:10.1016/j.copsyc.2017.04.004](#)
- [Parrott, D. J., & Eckhardt, C. I. \(2018\). Effects of alcohol on human aggression. *Current Opinion in Psychology*, 19, 1–5. doi:10.1016/j.copsyc.2017.03.023](#)
- [Paulhus, D. L., Curtis, S. R., & Jones, D. N. \(2018\). Aggression as a trait: The Dark Tetrad alternative. *Current Opinion in Psychology*, 19, 88–92. doi:10.1016/j.copsyc.2017.04.007](#)
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- [Rocque, M., & Duwe, G. \(2018\). Rampage shootings: An historical, empirical, and theoretical overview. *Current Opinion in Psychology*, 19, 28–33. doi:10.1016/j.copsyc.2017.03.025](#)
- [Webber, D., & Kruglanski, A. W. \(2018\). The social psychological makings of a terrorist. *Current Opinion in Psychology*, 19, 131–134. doi:10.1016/j.copsyc.2017.03.024](#)

**Violence in Society and Violence in the Media (COMM 3442-0010; #31990)
Spring 2020**

Tuesday and Thursday 9:35 AM – 10:55 AM
Cockins Hall 312

“Kwoosoo” by Mike Stafford (my nephew)



Instructor:

Name: Brad J. Bushman, Ph.D.

Address: 3022 Derby Hall, 154 North Oval Mall, Columbus, OH 43210

Phone: (614) 688-8779

FAX: (614) 292-2055

Office hours: Monday 9 AM - 12 PM Monday and by arrangement. My office door is also open when I am in my office, and you are always welcome to just “drop in.” Please read this [NPR article](#) on how to make office hours less scary, and watch the humorous satirical video in the article.

E-mail: bushman.20@osu.edu

Homepage: <http://www.comm.ohio-state.edu/bbushman>

Carmen: <https://carmen.osu.edu/>

Description: 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.

Learning objectives: 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: The course consists of two 80-minute lectures per week. You are expected to master the basic material covered in the readings and lectures. The lectures in this course are designed to supplement the readings. As such, you can expect lectures to present ideas that are not necessarily covered in the readings. 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. You are also expected to participate in class discussion.

Prerequisites: There are no prerequisites, but Introductory Psychology (PSYCH 1100), Social Psychology (PSYCH 2367 or 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 research from the field of communication on persuasion, media content, and children’s use of media.

Required readings: There is no textbook current enough for this class. Thus, current journal articles (posted on Carmen) will be used instead.

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

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, for a total of 160 points. At least 70% of the multiple-choice items and 100% of the short-answer items will be from lecture, so come to class. Exam 4 is the final exam for this course. All students are required to take Exam 4, including graduating seniors. Exam 4 is not comprehensive. Students who miss an exam for **any** reason will be required to take a **comprehensive** exam on the regularly scheduled final exam day immediately after taking Exam 4 (i.e., you will have 1 hour and 45 minutes to take both exams). Your comprehensive exam will replace the exam you missed. The comprehensive exam, like the other exams, consists of 34 multiple-choice items and 2 short-answer items. The items will be equally distributed across the chapters. The comprehensive exam will replace the exam you missed. Only students who miss an exam will take the comprehensive exam. **YOU MUST BRING A PHOTO ID AND #2 PENCIL TO EACH EXAM (PENCILS ARE NOT PROVIDED). IF YOU ARRIVE AFTER THE FIRST PERSON HAS HANDED IN THEIR EXAM, YOU WILL NOT BE ALLOWED TO TAKE THE EXAM. ALL EXAMS ARE GIVEN IN OUR CLASSROOM. EXAMS 1-3 ARE GIVEN DURING REGULAR CLASS TIME. EXAM 4 IS GIVEN AT THE TIME AND DATE LISTED ON THE SYLLABUS.**

Grading: 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.

Bagels with Bushman: In my large classes I have [Bagels With Bushman](#), where I invite a small group of students to join me for bagels so I can get to know them better. Although we have a small class, I would still like to have bagels together. Thus, I will bring bagels to class the last day (Thursday, April 16). Please bring your own drink.

Classroom civility: Students are expected to attend every lecture. Students are also expected to be respectful of the professor and other students. Rude remarks or behavior negatively affect the classroom experience of not only the recipient but the rest of class and disrupt learning and teaching. Please don't come to class late or leave early. Please don't engage in disrespectful behavior. For example, no music listening, newspaper reading, crossword puzzling, talking (unless participating in class discussion), web browsing, eating, drinking, sleeping, and snoring. Please turn off cell phones. I reserve the right to dismiss disruptive students.

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/>.

Disability services: 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; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Information technology (IT) services: For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk for **24-hour support, seven days a week**. Visit their [self service page](#), email them at ServiceDesk@osu.edu, or call 614-688-4357 (HELP).

Mental health services: 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](tel: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](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Sexual misconduct/relationship violence: 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

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

Who can I talk to?

Where can I go for help with emotional distress?

Student Wellness Center

614-292-4527

RPAC, 337 Annie & John Glenn Avenue

Sexual Assault Response Network of Central Ohio

614-267-7020

Buckeye Peer Access Line (PAL)

8 P.M. – Midnight (only)

614-514-3333

Suicide Prevention Lifeline

614-221-5445 or 800-273-8255

Text 4hope to 741741 or call 911 for immediate assistance

Counseling and Consultation Service

614-292-5766

1030 Lincoln Tower, 1800 Cannon Dr.
Younkin Success Center, 1640 Neil Ave.

“Let’s Talk”

Thursday evenings, 6-8 p.m.
Multicultural Center, Ohio Union

Psychology Services Center

614-292-2345

105 Psychology Building, 185 Neil Ave.

Stress Trauma & Resilience

614-293-STAR

Harding Hospital, 1670 Upham Dr.

SCHOOL OF COMMUNICATION CARES

Tentative Schedule

| MONTH | DATE | DAY | TOPIC | Reading |
|-------|-----------|-------------|--|--|
| JAN | 7 | TUE | <i>UNDERSTANDING HUMAN AGGRESSION AND VIOLENCE</i> Defining aggression and violence; Forms and functions of aggression | Elbert et al (2018) |
| | 9 | THUR | Violence over time and around the world | |
| | 14 | TUE | Biological theories of aggression | |
| | 16 | THUR | Psychological theories of aggression | Huesmann (2018) |
| | 21 | TUE | Meta-theories of aggression | Allen et al (2018); Finkel & Hall (2018) |
| | 23 | THUR | <i>INDIVIDUAL RISK FACTORS FOR AGGRESSION AND VIOLENCE</i> Age and gender differences in aggression | Lansford (2018); Björkqvist (2018) |
| | 28 | TUE | Dark tetrad of personality | Paulhus et al (2018) |
| | 30 | THUR | EXAM 1 | |
| FEB | 4 | TUE | <i>CONTEXTUAL RISK FACTORS FOR AGGRESSION AND VIOLENCE</i> Family influences | Labella & Masten (2018) |
| | 6 | THUR | Aversive events; Global warming | Groves & Anderson (2018); Rinderu et al (2018) |
| | 11 | TUE | Social exclusion | Ren et al (2018) |
| | 13 | THUR | Alcohol | Parrott & Eckhardt (2018) |
| | 18 | TUE | The “weapons effect” | Benjamin & Bushman (2016) |
| | 20 | THUR | Violent media effects | Bender et al (2018) |
| | 25 | TUE | EXAM 2 | |
| | 27 | THUR | Violent media myths; Why people deny media effects | |
| MAR | 3 | TUE | Linking violence to sex, humor, and religion | |
| | 5 | THUR | Gun violence | Cukier & Eagen (2018) |
| | 10 | TUE | SPRING BREAK: NO CLASS | |
| | 12 | THUR | SPRING BREAK: NO CLASS | |
| | 17 | TUE | SPRING BREAK: NO CLASS | |
| | 19 | THUR | SPRING BREAK: NO CLASS | |
| | 24 | TUE | <i>TARGETS OF AGGRESSION AND VIOLENCE</i> Aggressive driving and road rage | |

| | | | | |
|-----|-----------|-------------|---|----------------------------|
| | 26 | THUR | Domestic violence; animal abuse | Chester & DeWall (2018) |
| | 31 | TUE | Violence against women | Krahé (2018) |
| APR | 2 | THUR | EXAM 3 | |
| | 7 | TUE | Mass shootings | Rocque & Duwe (2018) |
| | 9 | THUR | Intergroup aggression | Densley & Peterson (2018) |
| | 14 | TUE | Terrorism | Webber & Kruglanski (2018) |
| | 16 | THUR | <i>REDUCING ANGER AND AGGRESSION</i> Physical punishment | Grogan-Kaylor et al (2018) |
| | 21 | TUE | Anger management | Lee & DiGiuseppe (2018) |
| | 23 | THUR | Reducing violent media effects; reducing aggression and violence | Anwar et al (2018) |
| | 30 | THUR | EXAM 4 for all students & Comprehensive Exam for students who missed an exam, 8:00-9:45 AM | |

References

- [Allen, J. J., Anderson, C. A., & Bushman, B. J. \(2018\). The General Aggression Model. *Current Opinion in Psychology, 19*, 75–80. doi:10.1016/j.copsyc.2017.03.034](#)
- [Anwar, F., Fry, D. P., & Grigaitytė, I. \(2018\). Aggression prevention and reduction in diverse cultures and contexts. *Current Opinion in Psychology, 19*, 49–54. doi:10.1016/j.copsyc.2017.03.029](#)
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- [Krahé, B. \(2018\). Violence against women. *Current Opinion in Psychology*, 19, 6–10. doi:10.1016/j.copsyc.2017.03.017](#)
- [Labella, M. H., & Masten, A. S. \(2018\). Family influences on the development of aggression and violence. *Current Opinion in Psychology*, 19, 11–16. doi:10.1016/j.copsyc.2017.03.028](#)
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- [Lee, A. H., & DiGiuseppe, R. \(2018\). Anger and aggression treatments: A review of meta-analyses. *Current Opinion in Psychology*, 19, 65–74. doi:10.1016/j.copsyc.2017.04.004](#)
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- [Webber, D., & Kruglanski, A. W. \(2018\). The social psychological makings of a terrorist. *Current Opinion in Psychology*, 19, 131–134. doi:10.1016/j.copsyc.2017.03.024](#)

Helpful Hints on How to Get the Most Out of This Course (and All Courses)

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 reading 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. **To remember about 100% of new information, interact (re-read/discuss/write/engage) with your notes within 24 hours, do a second repetition within a day, and a third repetition within a week.** There are four stages to good note taking: (1) Note taking, (2) Note making, (3) Note interacting, and (4) note reflecting. Research shows that is more effective to take notes with pencil and paper than with a laptop computer.

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 chapters, 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 6-9 hours per week outside of class learning the course material, depending on how high you want your grade to be.

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 (e.g., they perceive chapter 2 differently after having studied chapters 3 and 4).

STUDY TECHNIQUES THAT WORK — AND (SURPRISINGLY) DON'T

Least Effective Study Techniques

- Highlighting and underlining textbooks and other materials
- Rereading
- Summarization
- Use of keywords and mnemonics to help remind students of course material
- Imagery use for text learning (e.g., creating mental images to remember material)

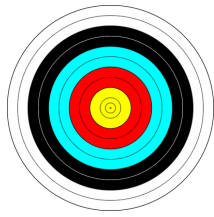
Moderately Effective Study Techniques

- Elaborative interrogation — uses “why” questions to make connections between new and old material.
- Self-explanation — use of own explanations for problems while learning material
- Interleaved practice — mixing different kinds of problems or material in one study session

Most Effective Study Techniques

- Practice testing (e.g., using actual or virtual flashcards, doing problems or questions at the end of textbook chapters, taking practice tests).
- Distributed practice — studying material over a number of relatively short sessions.

TEST TAKING TIPS. Use what I call the “bullseye approach” to test taking. First go through the entire exam and answer the items you are certain you know. This is like hitting the bullseye of a target. Answering these items first can increase your confidence. In contrast, spending a lot of time thinking about difficult items can frustrate you and increase test anxiety. Numerous studies have shown that test anxiety decreases test performance. Save the difficult items for last. Second, go through the entire exam and cross out the response options you think are false. This is like hitting the second ring of the target; you have a 50% chance of getting these items correct. Third, go back to items that you could cross out two options. This is like hitting the third ring of the target; you have a 33% chance of getting these correct. Finally, go back to the items that you could not cross out any options. This is like hitting the fourth ring of the target; you have a 25% chance of getting these items correct. Never leave an item blank. This is like not even shooting at the target; you have a 0% chance of getting these items correct.



You’ve probably heard the adage, “Don’t change your answer. Your first guess on a multiple-choice question is usually right.” This adage is wrong. According to the data from many studies (Benjamin et al., 1984), you’re nearly three times more likely to switch from a wrong response to a correct one! If you can make a good case for changing your answer, change it. If you’re changing your answer because you’re second-guessing yourself experiencing test anxiety, leave it. If you start feeling anxious, take some deep breaths and try to relax.

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. If you do poorly on an exam, see me at that time (instead of later in the course). After each exam, you can go over the questions and discuss the answers during my office hours.

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 614-292-3307 in room 098 Baker Hall, 113 W. 12th Avenue to coordinate reasonable accommodations for students with documented disabilities.

GENERAL EDUCATION (GE) RATIONALE AND ASSESSMENT PLAN

Communication 3442: Violence in Society and Violence in the Media

General Education Rationale

Violence in Society and Violence in the Media (COMM 3442) satisfies the General Education Curriculum requirement “Social Science: Individuals and Groups” and meets each individual expected learning outcome will be met in most or all of the following: (a) the course objectives, (b) the readings, (c) the topics, (d) the written assignments, and (e) other course components.

Expected Learning Outcomes (ELOs)

ELO 1. Students should be able to understand the application of social science theories to the study of individuals and groups.

(a) Course objectives:

Course goal 1 “ Course goal 1: Apply theories studying the impact of aggression on both individuals and groups” and three course objectives fulfil ELO 1. Objective 1 states students will “Comprehend theories of aggression” and Objective 4 states students will “Analyze violent media effects, why some people deny these effects, and how to reduce these effects.” Additionally, Objective 2 states that students will be able to “Identify individual risk factors for aggression.” These objectives serve as the foundation for all of the other theories and ideas presented in the course. Understanding at a base level how aggression impacts the individual or group provides an understanding for the larger impact of violence and aggression in our society.

(b) Readings:

Three readings focus specifically on theories of aggression, specifically social cognitive theories of aggression¹, the General Aggression Model², and the I-cubed theory of aggression³ These readings cover the most important theories of aggression. They will help students “*understand the application of social science theories to the study of individuals and groups*” (ELO 1) with regards to aggressive behavior. For example, the General Aggression Model proposes there are three routes to aggression: (1) through aggressive thoughts, (2) through angry feelings, and (3) through physiological arousal (e.g., heart rate, blood pressure). Understanding the route of influence can help us understand the behavior of individuals and groups. For instance, research has shown that the mere presence of weapons can increase aggression — called the “weapons effect.”⁴ But why? Research shows that weapons increase aggression primarily through the cognitive route (i.e., seeing a weapon can prime or activate aggressive thoughts in memory.⁵ One implication is that parents who own guns should keep them out of sight (e.g., in an opaque cabinet rather than in a glass one). All other readings also mention theories of aggression.

(c) Topics:

Three lecture topics are devoted to theories of aggression. Lecture 2 discusses biological

theories of aggression (ethology, sociobiology, behavior genetics, hormonal explanations). Lecture 3 discusses 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, learning theories, social information processing model, social interactionist model). Lecture 4 discusses meta-theories of aggression (General Aggression Model, I-cubed theory).

(d) Written assignments:

In this course, each student is required to write a term paper about one of the topics discussed in the course. Part of the grade for the paper (10%) will depend on how well the student ties the topic to theory. For example, if the student chooses the topic of intergroup aggression, they could discuss one or more of the five theories proposed to explain intergroup aggression (i.e., realistic conflict theory, relative deprivation theory, social identity theory, social dominance theory, deindividuation theory).

(e) Course components:

Other course components included quizzes and exam questions. All 12 items for Quiz 3 cover the aggression theories listed in (c) above. Exam 1 will include 1 short answer item about three theories used to explain gender differences in aggression, and at least 5 multiple choice items about some of the different theories named in (c) above. Some examples are given in the assessment plan (see below).

ELO 2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.

(a) Course objectives:

Course goal 2 “Course Goal 2: Recognize differences and similarities between individual differences in behaviors” and Course Goal 3: Stratify individual, group and intergroup-related aggressive behaviors” provide the broader context for course objectives 2 “Identify individual risk factors for aggression” and 5 “Demonstrate understanding of common targets of aggression” and fulfil the objective of ELO 2. Recognizing the differences in this type of behavior allows us to study the potential for someone to become violent or the victim of violence. Identifying the social and cultural contexts will highlight how the study of the issue can potentially improve the human experience.

(b) Readings:

Three readings focus specifically on individual risk factors for aggression, including age differences in aggression⁶, gender differences in aggression⁷, and four “dark” personality traits that have been shown to relate to aggression (i.e., psychopathy, narcissism, Machiavellianism, sadism)⁸. The readings address the first part of ELO 2 (i.e., *Students understand the behavior of individuals, differences and similarities in social and cultural contexts*).

One reading focuses specifically on intergroup aggression.⁹ The family is a specific and very important type of group, and two readings focus on aggression that can occur within families^{10 11}. Several other readings are also relevant to ELO 2. For example, individuals can be ostracized by groups¹². Rampage shootings can target groups of people (e.g., school shooters sometimes target “jocks”)¹³. Terrorists also target groups of innocent bystanders¹⁴. These readings address the second part of ELO 2 (i.e., *and the processes by which groups function*). Together, this collection of readings does an excellent job meeting ELO 2.

(c) Topics:

Three lecture topics are directly relevant to the first part of ELO 2 (i.e., *Students understand the behavior of individuals, differences and similarities in social and cultural contexts*). Lecture 5 discusses how aggression changes over the lifespan. Lecture 6 discusses gender differences in aggression. Lecture 7 discusses how four dark personality traits are related to aggression (i.e., psychopathy, narcissism, Machiavellianism, sadism).

Three lecture topics are directly relevant to the second part of ELO 2 (i.e., *and the processes by which groups function*). Lecture 24 discusses intergroup aggression. Lecture 8 discusses family influences on aggression. Lecture 20 discusses domestic violence. Two other lecture topics are also relevant to ELO 2, but less directly. Lecture 23 discusses mass shootings. Lecture 25 discusses terrorism.

(d) Written assignments:

Assessment of ELO2 will be through the exams and quizzes, not written assignments.

(e) Course components:

Other course components included quizzes and exam questions. Quiz 4 all of it? covers individual differences in aggression. Exam 1 will include 1 short answer item and 5 multiple choice items about the role of individual differences on aggression. Quiz 9 all of it? covers intergroup aggression. Exam 2 will include 1 short answer item and 5 multiple choice items about the role of group processes on aggression. Some examples are given in the assessment plan (see below).

ELO 3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

(a) Course objectives:

In virtually every society on earth, aggression and violence are viewed as destructive to individuals, families, and societies. Aggression is a serious social problem (e.g., each year since 2015 the number of gun-related deaths have exceeded the number of motor vehicle-related deaths), and policy makers can be part of the solution (e.g., gun laws). Course Goal 4 requires students to be able to “Analyze societal impacts from aggression and violent acts.” In relation, course objective 6 states that students will “Demonstrate what works to reduce anger and aggression, and what does not” and Course objective 7 “Demonstrate the ability to provide a reasoned and researched analysis on course topics” fulfil the requirements of ELO 3. In this ELO, students are looking at the broader picture of the impacts of aggression and violence and are able to relate this to our current societal issues.

(b) Readings:

Six readings directly focus on the social values and social problem solving portion of ELO 3. One discusses the harmful effects of corporal punishment¹⁵, one discusses gun violence¹⁶, one discusses effective and ineffective anger management techniques¹⁷, two discuss how reduce aggression in people who belong to different groups¹⁸ and different cultures¹⁹, and one discusses how violence is like a contagious disease that can be prevented or cured²⁰. The first two readings (i.e., corporal punishment, gun control) are directly relevant to the policy making part of ELO 3. Nearly all the other readings are indirectly related to ELO 3 because they also discuss how to reduce aggression.

(c) Topics:

Four lecture topics are directly relevant to the social values and problem solving aspects of ELO 3. Lecture 26 discusses physical punishment. Lecture 27 discusses anger management. Lecture 28 discusses reducing violent media effects. Lecture 29 discusses how to reduce aggression. Almost all the other lectures also discuss how to reduce aggression.

(d) Written assignments: In this course, each student is required to write a term paper about one of the topics discussed in the course. Part of the grade for the paper (10%) will depend on how well the student discusses the practical implications (e.g., social problem solving, policy implications). For example, if the student chooses the topic of violent media, they could discuss whether lawmakers should require film producers to provide a gun warning label for films that contain guns.

(e) Course components: Quizzes 10 and 11 cover techniques used to reduce anger and aggression. Exam 2 will include 1 short answer item and 5 multiple choice items about how to reduce aggression. Some examples are given in the assessment plan (see below).

Assessment Plan

Assessing the effectiveness of Violence in Society and Violence in the Media (COMM 3442) in meeting each expected learning outcome will be directly evaluated using: (a) quizzes, (b)

multiple choice test items, (c) short answer test items, and (d) a term paper. For quiz and multiple choice items, the source of the item is given at the beginning of the item (e.g., lecture, specific reading).

In formulating the assessment plan, I made use of Bloom's (1956) taxonomy. It has six levels: (1) knowledge, (2) comprehension, (3) application, (4) analysis, (5) synthesis, and (6) evaluation.¹ I will give items for each learning objective. Because this is a 3000-level course, quiz and exam items will be written at higher levels. The individual term paper is at the highest levels of Bloom's taxonomy (i.e., synthesis, evaluation).

Quizzes: Students complete 12 quizzes (worth 2 points each). Each quiz consists of 4 items, drawn randomly from a pool of 12 items. Students have 5 minutes to take each quiz, and they can take it three times (the highest score counts). This provides students with a low-stakes opportunity to assess their knowledge of the materials presented that week.

Exams. Students complete 2 exams, each with 2 short answer items (worth 3 points each) and 34 multiple choice items (worth 1 point each).

Term paper: Each student completes a term paper (worth 66 points) about one of the topics in the course, which must apply at least one aggression theory (worth 6 points) and include a discussion of practical implications (e.g., social problem solving, policy implications).

Achievement of each ELO is denoted by an average of 80% for all the direct methods for that ELO.

ELO 1. Students should be able to understand the application of social science theories to the study of individuals and groups.

ELO 1 will be directly assessed using Quiz 3, a short answer item from Exam 1, 5 multiple choice items from Exam 1, and discussion of theory in the individual term paper.

Sample quiz item:

(lecture) Bogdan had a hard day at the office. Even after he gets home, Bogdan still feels wound up. When his wife remarks in passing that he forgot to mail a letter, Bogdan becomes verbally abusive. Bogdan's over-reaction to his wife's remarks illustrates _____.

- (a) catharsis
- (b) disinhibition
- (c) desensitization
- (d) excitation-transfer**

Sample short answer item:

¹ Bloom, B. S. (1956). *Taxonomy of educational objectives: Cognitive domain*. New York: David McKay Co., Inc.

(lecture; Allen, Anderson, & Bushman) According to the General Aggression Model, there are three routes to aggression. Briefly describe each route and explain how aggression might be increased via that route (1 point each; 0.5 points for explaining what the route is and 0.5 points for explaining how aggression could be increased via that route).

Sample multiple choice item:

(lecture; Huesmann, 2018) Lisa is dressed in formal attire while waiting for a ticket to the opera. While in line, the person behind her shoves her and shouts at her, "Pay attention, move forward." Because of the _____ Lisa has for this situation, she probably will not retaliate against this person.

- (a) associations
- (b) financial investment
- (c) negative affect
- (d) script**

Term paper: Application of aggression theory will be worth 11% of term paper (i.e., 6 points).

ELO 2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.

ELO 2 will be directly assessed using Quizzes 4 and 9, a short answer item from Exam 1, 5 multiple choice items from Exam 1, a short answer item from Exam 2, 5 multiple choice items from Exam 2.

Sample quiz item:

Sample short answer item:

(lecture; Densley & Peterson, 2018) In class we discussed five theories that have been used to explain intergroup aggression. Briefly describe any THREE of these theories and explain how the theory can be applied to reduce aggression between any two groups. (1 point each; 0.5 points for describing the theory and 0.5 points for explaining how to apply that theory).

Sample multiple choice item:

(lecture; Densley & Peterson, 2018) Jamal, a Vietnam War veteran, takes great pride in belonging to a veteran's group and condemns anyone who opposed the war. Jamal's feelings exemplify the effects of a _____.

- (a) realistic conflict
- (b) relative deprivation
- (c) social identity**
- (d) social role

ELO 3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

ELO 3 will be directly assessed using Quizzes 10 and 11, a short answer item from Exam 2, and 5 multiple choice items from Exam 2, and discussion of practical implications (e.g., social problem solving, policy implications) in the individual term paper.

Sample quiz item:

(lecture; Grogan-Kaylor et al., 2018) Punishment may actually increase aggression because the person administering the punishment is a _____.

- (a) model of aggression**
- (b) negative reinforcer
- (c) source of habituation
- (d) target of displacement

Sample short answer item:

(lecture; Lee & DiGiuseppe, 2018) In class we discussed eight effective methods to reduce anger. Briefly discuss any THREE of these anger management procedures and explain how you would use that theory to reduce angry feelings (1 point each; 0.5 points for explaining the method and 0.5 points for explain how to use that method to reduce anger).

Sample multiple choice item:

(lecture) Carolyn is concerned about the effects that playing violent video games will have on her grandson. So, when her grandson is playing video games, Carolyn sits next to him to monitor what he is doing. She just watches; she does not say anything to him. Carolyn is engaging in _____.

- (a) active mediation
- (b) co-viewing**
- (c) passive mediation
- (d) restrictive mediation

Term paper: Discussion of practical implications (e.g., social problem solving, policy implications) of will be worth 11% of term paper (i.e., 6 points).

Reviewing the Process

At the end of each year, the instructors who teach Violence in Society and Violence in the Media (COMM 3442) will provide a written report of the percentages for the direct methods used to assess ELO 1, ELO 2, and ELO 3 to the Chair of the Undergraduate Studies Committee. The instructors and the Chair of the Undergraduate Studies will confer to determine if students are meeting the learning outcomes and if improvements could be made to better the course or assignments on the learning outcomes.

| GE Expected Learning Outcomes (ELO) COMM 3442 | Methods of Assessment <i>*Direct methods are required. Additional indirect methods are encouraged.</i> | Level of student achievement expected for the GE ELO. <i>(for example, define percentage of students achieving a specified level on a scoring rubric)</i> | What is the process that will be used to review the data and potentially change the course to improve student learning of the GE ELOs? |
|--|--|---|--|
| ELO 1: Students understand the application of social science theories to the study of individuals and groups. | <u>Direct methods:</u> Quiz 3 covers aggression theories. Exam 1 will also include 1 short answer item and 5 multiple choice items about aggression theories. The term paper must apply at least one theory. | A minimum average of 80% on these items will be the direct measure of achievement of the learning outcome. | The direct methods used to assess the three ELOs will be evaluated annually by the Instructors who teach this course and the Chair of the Communication Undergraduate Studies committee. These individuals will determine if students are meeting the learning outcomes and if improvements could be made to better the course or assignments on the learning outcomes. This evaluation will be archived and evaluated |
| ELO 2: Students understand the behavior of individuals, differences and similarities between individuals, and the processes by which groups function. | <u>Direct methods:</u> Quiz 4 covers individual differences in aggression. Exam 1 will include 1 short answer item and 5 multiple choice items about of the role of individual differences on aggression. Quiz 9 covers intergroup aggression. Exam 2 will include 1 short answer item and 5 multiple choice items about of the role of group processes on aggression. | A minimum average of 80% on these items will be the direct measure of achievement of the learning outcome. | for further review to ensure learning outcomes are being met regardless of the method of delivery (face-to-face, hybrid, online). |
| ELO 3: Students comprehend and assess individual and group values, and recognize their importance in social problem solving and policy making. | <u>Direct methods:</u> Quizzes 10 and 11 cover techniques used to reduce anger and aggression. Exam 2 will include 1 short answer item and 5 multiple choice items about how to reduce aggression. The term paper must discuss practical implications (e.g., social problem solving, policy implications). | A minimum average of 80% on these items will be the direct measure of achievement of the learning outcome. | for further review to ensure learning outcomes are being met regardless of the method of delivery (face-to-face, hybrid, online). |

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- ¹ [Huesmann, L. R. \(2018\). An integrative theoretical understanding of aggression: A brief exposition. *Current Opinion in Psychology*, 19, 119–124. doi:10.1016/j.copsyc.2017.04.015](#)
- ² [Allen, J. J., Anderson, C. A., & Bushman, B. J. \(2018\). The General Aggression Model. *Current Opinion in Psychology*, 19, 75–80. doi:10.1016/j.copsyc.2017.03.034](#)
- ³ [Finkel, E. J., & Hall, A. N. \(2018\). The I³ Model: A metatheoretical framework for understanding aggression. *Current Opinion in Psychology*, 19, 125–130. doi:10.1016/j.copsyc.2017.03.013](#)
- ⁴ [Berkowitz, L., & LePage, A. \(1967\). Weapons as aggression-eliciting stimuli. *Journal of Personality and Social Psychology*, 7, 202–207. doi:10.1037/h0025008](#)
- ⁵ Benjamin, A. J., Jr., Kepes, S., & Bushman, B. J. (2018). Effects of weapons on aggressive thoughts, angry feelings, hostile appraisals, and aggressive behavior: A meta-analytic review of the weapons effect literature. *Personality and Social Psychology Review*, 22(4), 347–377. doi:10.1177/1088868317725419
- ⁶ [Lansford, J. E. \(2018\). Development of aggression. *Current Opinion in Psychology*, 19, 17–21. doi:10.1016/j.copsyc.2017.03.015](#)
- ⁷ [Björkqvist, K. \(2018\). Gender differences in aggression. *Current Opinion in Psychology*, 19, 39–42. doi:10.1016/j.copsyc.2017.03.030](#)
- ⁸ [Paulhus, D. L., Curtis, S. R., & Jones, D. N. \(2018\). Aggression as a trait: The Dark Tetrad alternative. *Current Opinion in Psychology*, 19, 88–92. doi:10.1016/j.copsyc.2017.04.007](#)
- ⁹ [Densley, J., & Peterson, J. \(2018\). Group aggression. *Current Opinion in Psychology*, 19, 43–48. doi:10.1016/j.copsyc.2017.03.031](#)
- ¹⁰ [Chester, D. S., & DeWall, C. N. \(2018\). The roots of intimate partner violence. *Current Opinion in Psychology*, 19, 55–59. doi:10.1016/j.copsyc.2017.04.009](#)
- ¹¹ [Labella, M. H., & Masten, A. S. \(2018\). Family influences on the development of aggression and violence. *Current Opinion in Psychology*, 19, 11–16. doi:10.1016/j.copsyc.2017.03.028](#)
- ¹² [Ren, D., Wesselmann, E. D., & Williams, K. D. \(2018\). Hurt people hurt people: Ostracism and aggression. *Current Opinion in Psychology*, 19, 34–38. doi:10.1016/j.copsyc.2017.03.026](#)
- ¹³ [Rocque, M., & Duwe, G. \(2018\). Rampage shootings: An historical, empirical, and theoretical overview. *Current Opinion in Psychology*, 19, 28–33. doi:10.1016/j.copsyc.2017.03.025](#)

¹⁴ Webber, D., & Kruglanski, A. W. (2018). The social psychological makings of a terrorist. *Current Opinion in Psychology*, 19, 131–134. doi:10.1016/j.copsyc.2017.03.024

¹⁵ 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

¹⁶ Cukier, W., & Eagen, S. A. (2018). Gun violence. *Current Opinion in Psychology*, 19, 109–112. doi:10.1016/j.copsyc.2017.04.008

¹⁷ Lee, A. H., & DiGiuseppe, R. (2018). Anger and aggression treatments: A review of meta-analyses. *Current Opinion in Psychology*, 19, 65–74. doi:10.1016/j.copsyc.2017.04.004

¹⁸ Densley, J., & Peterson, J. (2018). Group aggression. *Current Opinion in Psychology*, 19, 43–48. doi:10.1016/j.copsyc.2017.03.031

¹⁹ Anwar, F., Fry, D. P., & Grigaitytė, I. (2018). Aggression prevention and reduction in diverse cultures and contexts. *Current Opinion in Psychology*, 19, 49–54. doi:10.1016/j.copsyc.2017.03.029

²⁰ 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

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: COMM 3442

Instructor: Brad Bushman

Summary: Violence in Society and Violence in the Media

| Standard - Course Technology | Yes | Yes with Revisions | No | Feedback/Recomm. |
|---|-----|--------------------|----|---|
| 6.1 The tools used in the course support the learning objectives and competencies. | X | | | <ul style="list-style-type: none"> Office 365 Carmen |
| 6.2 Course tools promote learner engagement and active learning. | X | | | <ul style="list-style-type: none"> CarmenZoom Proctorio |
| 6.3 Technologies required in the course are readily obtainable. | X | | | All tools are available via OSU site license free of charge. |
| 6.4 The course technologies are current. | X | | | All are updated regularly. |
| 6.5 Links are provided to privacy policies for all external tools required in the course. | X | | | No external tools are used. |
| Standard - Learner Support | | | | |
| 7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it. | X | | | Links to 8HELP are provided |
| 7.2 Course instructions articulate or link to the institution's accessibility policies and services. | X | | | a |
| 7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them. | X | | | b |
| 7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them. | X | | | c |
| Standard – Accessibility and Usability | | | | |
| 8.1 Course navigation facilitates ease of use. | X | | | Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content. |
| 8.2 Information is provided about the accessibility of all technologies required in the course. | X | | | No 3 rd party tools are used. |
| 8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners. | X | | | Instructions are provided to obtain materials in another format. |
| 8.4 The course design facilitates readability | X | | | |
| 8.5 Course multimedia facilitate ease of use. | X | | | All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser |

Reviewer Information

- Date reviewed: 6/24/20
- Reviewed by: Ian Anderson

Notes: Good to go!

^aThe following statement about disability services (recommended 16 point font):
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.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.
<http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.