

Term Information

Effective Term Autumn 2022
[Previous Value](#) [Autumn 2020](#)

Course Change Information

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

Inclusion of Comm 3442 as part of the new GE theme in Health and Well-being.

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

Course aligns with the expected learning outcomes of this GE theme area.

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	This course examines the causes, consequences, and solutions to human aggression and violence. It discusses how aggression and violence are defined and measured, aggression theories, individual risk factors, contextual risk factors, protective factors, and aggression targets. It examines in detail violent media research. It also discusses how to reduce anger, aggression, and violent media effects.
Previous Value	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
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, Lima, Mansfield, Marion, Newark, Wooster

[Previous Value](#)

Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

[Previous Value](#)

Not open to students with credit for 2442.

Electronically Enforced

No

[Previous Value](#)

Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

09.0102

Subsidy Level

Baccalaureate Course

[Previous Value](#)

General Studies Course

Intended Rank

Junior

Requirement/Elective Designation

General Education course:

Individual and Groups; Health and Well-being

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

[Previous Value](#)

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

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

Sought Concurrence

No

Attachments

- Comm3442 submission-health-well-being.pdf: GE course submission form
(Other Supporting Documentation. Owner: Jackson, Kylie M.)
- Regional campus GE memo.docx: Regional campus memo
(Memo of Understanding. Owner: Jackson, Kylie M.)
- Comm Curriculum Map UPDATED 2020.docx: Curriculum Map
(Other Supporting Documentation. Owner: Jackson, Kylie M.)
- COMM 3442 in-person Syllabus.docx: Syllabus
(Syllabus. Owner: Jackson, Kylie M.)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Jackson, Kylie M.	04/13/2021 11:50 AM	Submitted for Approval
Approved	Slater, Michael D	04/13/2021 12:03 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/18/2021 01:40 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Hilty, Michael Vankeerbergen, Bernadette Chantal	04/18/2021 01:40 PM	ASCCAO Approval



April 7, 2021

MEMO

TO: College of Arts and Sciences Curriculum Committee

FROM: Susan Kline, Undergraduate Program Committee Chair, School of Communication

RE: COMM 3442 GE Theme Submission

Regarding the availability of this course for the OSU regional campuses, it is our understanding that the offering of this course by non-tenure-track faculty on the Ohio State regional campuses requires the approval of the home department.

The School of Communication would request that any regional campus wishing to offer this course first send their proposed course syllabus to the School Director for their review and comments prior to offering the class.

Sincerely,

Dr. Susan Kline
Associate Professor
Undergraduate Program Committee Chair
School of Communication

SYLLABUS: COMM 3442

VIOLENCE IN SOCIETY AND VIOLENCE IN THE MEDIA

Catalog Description: This course examines the causes, consequences, and solutions to human aggression and violence. It discusses how aggression and violence are defined and measured, aggression theories, individual risk factors, contextual risk factors, protective factors, and aggression targets. It examines in detail violent media research. It also discusses how to reduce anger, aggression, and violent media effects. Prereq: Not open to students with credit for 442 or 2442. GE soc sci indivs and groups course.

“Kwoosoo” by Mike Stafford (my nephew)



Instructor

Instructor: Brad J. Bushman, Ph.D.

Email address: bushman.20@osu.edu

Phone number: 614-688-8779

Office hours: Tuesday 9am-12 pm via this [link](#) on CarmenZoom (Passcode 141127)
Please read this [NPR article](#) on how to make office hours less scary, and watch the humorous satirical [video](#) in the article.

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

Course description and prerequisites

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.

General learning outcomes

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

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

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

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

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

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

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

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

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

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

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

One of the main topics of this course is individual differences in aggression. This requires students to engage in self-assessment regarding these whether they possess any of these individual differences that increase or decrease the likelihood that they will engage in aggressive behaviors. We discuss individual differences on aggression in two 80-minute lectures. One lecture discusses age and gender differences in aggression. The other lecture discusses trait aggressiveness and the “dark tetrad,” which are four dark personality traits that are related to aggression (i.e., psychopathy, narcissism, Machiavellianism, sadism). The various traits are measured using standardized instruments, and students can compare how they score with national and international norms. Students are tested over these concepts in quizzes and exam questions. One of the short answer questions for one of the exams is about individual differences in

aggression. Of course, students might also choose to write their term paper on one of these topics.

Health & wellbeing learning outcomes

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

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

At the beginning of the course, we discuss definitions for aggression and violence, different forms of aggression (e.g., physical vs. verbal; indirect vs. direct vs. displaced), different functions of aggression (i.e., reactive aggression is impulsive and annoyance-based; proactive aggression is premeditated and incentive-based), different measures of aggression and violence, and whether the world is more violent now than in the past. One type of aggression we discuss is called appetitive aggression, in which people derive sadistic pleasure by hurting others (Elbert et al., 2018). COMM 3442 is heavy on theory, which are discussed early in the class. Three 80-minute lectures are devoted to theories of aggression. The first lecture discusses biological theories of aggression (ethology, sociobiology, behavior genetics, hormonal explanations). The second lecture discusses psychological theories of aggression (Freudian psychoanalysis, frustration-aggression hypothesis, cognitive neoassociationism, excitation transfer theory, classical conditioning theory, operant conditioning theory, social learning theory, social cognitive theory, earning theories, social information processing model, social interactionist model; Huesmann, 2018). The third lecture discusses two meta-theories of aggression: the General Aggression Model (Allen et al., 2018) and I-cubed theory (Finkel & Hall, 2018).

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

This course focuses on four topics that require students to apply skills needed for resiliency and wellbeing: (1) effective (and ineffective) anger management techniques (Lee & DiGiuseppe, 2018), (2) reducing violent media effects (Bender et al., 2018), (3) reducing group aggression (Anwar et al., 2018), and (4) conceptualizing violence is like a contagious disease that can either be prevented or treated (Bond & Bushman, 2017). These topics are covered in quizzes and exams. One of the short answer questions asks students to briefly describe effective anger management techniques. Some students might also choose one of these topics for their term paper, and hence

milestone 1 and milestone 2 assignments. Much of the course is devoted to applying and learning skills that students can use long after the course is over.

Course objectives

Students who complete this course will also:

1. 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](#)

- **Top Hat:** We will use Top Hat for sample test questions and in class activities. The Join Code for our class is 554106. Please read the Top Hat student guide: <https://resourcecenter.odee.osu.edu/top-hat/using-top-hat-students>
- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Grading and faculty response

Grades

Graded Assignment Overview

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

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

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

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

Exams: There will be two exams that are worth 40% of your grade (20% each exam). Each exam is worth 40 points (34 multiple-choice items worth 1 point each and 2 short-answer items worth 3 points each). Exam 1 will be given midterm during Week 8 and Exam 2 will be given at the end of the semester during Week 16 and is not comprehensive. Both exams are closed book (e.g., no PowerPoint slides, readings, notes, etc.). You will have 80 minutes to complete each exam, which is the equivalent of one class period. The exam will be open for 48 hours to accommodate possible

conflicts. The exams will assess students' knowledge of the readings and lectures as well as their ability to apply their knowledge to related contexts.

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

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

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

Grading

Points will be distributed as follows:

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

The following standard percentages will be used to assign grades:

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

Note. Grades are not rounded. There is no extra credit in this course. Please do not ask me to raise your grade, even if you just barely missed the next highest

grade. It is against OSU policy to change a grade for any reason other than a clerical error.

Late assignments

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

Faculty feedback and response time

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

Grading and feedback

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

E-mail

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

Attendance, participation, and discussions

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 lectures, students will be able to ask question. 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 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 Interim Ohio State Title IX Coordinator, Molly Peirano, 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 Younklin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766.

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

Academic integrity policy

Policies for this online course

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

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>

Accessibility accommodations for students with disabilities

Requesting accommodations

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

Course schedule (tentative)

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

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

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

Readings: Elbert et al. (2018)

PowerPoint slides: Lecture 1

Assignments: Quiz 1

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

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

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

Readings: None

PowerPoint slides: Lecture 1 (continued); Lecture 2

Assignments: Quiz 2

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

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

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

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

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

PowerPoint slides: Lectures 3, and 4

Assignments: Quiz 3

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

Topics: *INDIVIDUAL RISK FACTORS FOR AGGRESSION*: Age and gender differences in aggression.

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

Readings: Lansford (2018); Björkqvist (2018)

PowerPoint slides: Lectures 5 and 6

Assignments: Quiz 4

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

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

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

Readings: Paulhus et al. (2018)
PowerPoint slides: Lecture 7
Assignments: *Milestone Assignment 1*

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

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

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

Readings: Labella & Masten (2018); Groves & Anderson (2018); Rinderu et al. (2018)

PowerPoint slides: Lectures 8, 9, and 10

Assignments: Quiz 5

Anonymous survey: Social acceptance

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

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

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

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

PowerPoint slides: Lectures 11 and 12

Assignments: Quiz 6

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

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

Learning outcomes: Understand how just seeing weapons can increase aggression even if nobody is using the weapons (called the “weapons effect”). Understand four separate violent media effects (i.e., aggressor effect, victim effect, appetite effect, bystander effect)

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

PowerPoint slides: Lectures 13 and 14

Assignments: **Exam 1**

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

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

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

Readings: None

PowerPoint slides: Lectures 15 and 16

Assignments: Quiz 7

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

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

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

Readings: Cukier & Eagen (2018)

PowerPoint slides: Lectures 17 and 18

Assignments: *Milestone Assignment 2*

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

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

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

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

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

Assignments: Quiz 8

Anonymous survey: Invisible person

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

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

Topics: *TARGETS OF AGGRESSION*: Mass shootings; intergroup aggression

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

Readings: Rocque & Duwe (2018); Densley & Peterson (2018)

PowerPoint slides: Lectures 23 and 24

Assignments: Quiz 9

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

Topics: *TARGETS OF AGGRESSION*: Terrorism

REDUCING AGGRESSION: Physical punishment

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

Readings: Webber & Kruglanski (2018); Grogan-Kaylor et al. (2018)

PowerPoint slides: Lectures 25 and 26

Assignments: Quiz 10

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

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

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

Topics: *REDUCING AGGRESSION*: Anger management; reducing violent media effects;

Learning outcomes: Understand effective and ineffective anger management techniques.

Readings: Lee & DiGiuseppe (2018)

PowerPoint slides: Lectures 27 and 28

Assignments: Quiz 11

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

Topics: *REDUCING AGGRESSION*: reducing aggression and violence

Learning outcomes: Understand how violence is like a contagious disease. Understand effective techniques for reducing anger-motivated aggression. Understand effective techniques for reducing incentive-motivated aggression.

Readings: Anwar et al. (2018); Bond & Bushman (2017)

PowerPoint slides: Lecture 29

Assignments: Quiz 12; **Exam 2**

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

Assignments: **Final Paper (Due date: Thursday, December 10th)**

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Communication

Curriculum map, indicating how program goals are accomplished via specific courses.

Program learning goals

Goal 1. Students demonstrate knowledgeable of communication concepts, theories, and principles within a social science framework to understand the role of communication in society.

Goal 2. Students are competent in practicing communication for a range of purposes, audiences, contexts and modalities.

Goal 3. Students are sufficiently trained and prepared to obtain employment in the field of communication or related to the field of communication.

	Goal 1: Comm Principles	Goal 2: Comm Practice	Goal 3: Career Preparation
Premajor			
1100	Basic		
1101	Basic		
Research Methods (4 cr. req.)			
3160(H)	Intermediate	Intermediate	
3163	Intermediate		
3165	Intermediate		
Core Requirements			
<i>Comm Analysis & Engagement</i>			
2110	Basic	Intermediate	
2367(H)	Basic	Intermediate	
3440	Intermediate	Intermediate	
3620	Intermediate	Intermediate	
<i>Comm Tech</i>			
2367(H)	Basic	Intermediate	Intermediate
2511	Basic	Intermediate	Intermediate
2540	Basic	Basic	Basic
3554	Intermediate	Intermediate	Intermediate
<i>Strategic Comm</i>			
2321	Basic	Intermediate	Intermediate
2331	Basic	Intermediate	Intermediate
3333 <i>or</i>	Basic	Intermediate	Intermediate
3444	Intermediate	Intermediate	Basic
3334	Basic	Advanced	Intermediate
4337	Basic	Advanced	Intermediate
Experiential Learning (3 cr. req.)			
3188	Intermediate	Intermediate	Advanced
3800	Intermediate	Advanced	Advanced
4191			Advanced
4998	Advanced	Advanced	
4999(H)	Advanced	Advanced	
Focus Area Electives			
<i>Comm Analysis & Engagement (15 credit hours required)</i>			
2131	Basic	Intermediate	
2596	Basic	Basic	
3325	Intermediate	Intermediate	Intermediate

	Goal 1: Comm Principles	Goal 2: Comm Practice	Goal 3: Career Preparation
3330	Basic	Intermediate	Basic
3331	Intermediate	Intermediate	
3332	Intermediate	Intermediate	Basic
3340	Intermediate	Intermediate	
3402	Intermediate	Basic	
3403	Intermediate		
3404	Intermediate		
3413	Intermediate		
3415	Basic	Intermediate	
3442	Intermediate		
3450	Intermediate	Basic	
3466	Intermediate		
3597.01	Intermediate		
3597.02	Intermediate		
3624	Intermediate	Intermediate	Intermediate
3628	Advanced	Intermediate	Intermediate
3629	Intermediate	Intermediate	Intermediate
3662	Intermediate	Intermediate	
3667	Intermediate	Intermediate	Basic
3668	Intermediate	Intermediate	Basic
4240		Intermediate	
4401	Intermediate		
4445	Intermediate	Intermediate	
4600		Intermediate	
4635		Intermediate	Intermediate
4736	Intermediate	Intermediate	
4737	Intermediate	Intermediate	Basic
4738	Intermediate	Intermediate	
4814	Intermediate	Intermediate	
4820	Intermediate	Intermediate	
<i>Comm Tech (6 credit hours required)</i>			
3513	Intermediate	Intermediate	Basic
3558	Intermediate	Intermediate	
4557	Advanced	Advanced	Intermediate
4558	Advanced	Advanced	Intermediate
4665	Advanced	Advanced	Intermediate
4738	Advanced	Advanced	Intermediate
<i>Strategic Comm (9 credit hours required)</i>			
2367(H)	Basic	Intermediate	Intermediate
2511	Basic	Intermediate	Intermediate
3325	Intermediate	Intermediate	Intermediate
3330	Basic	Intermediate	Intermediate
3332	Intermediate	Intermediate	Intermediate
3333	Basic	Intermediate	Intermediate
3340	Intermediate	Intermediate	Intermediate
3345	Basic	Intermediate	Intermediate
3444	Intermediate	Intermediate	Intermediate
3558	Intermediate	Intermediate	
3628	Advanced	Intermediate	Basic
3668	Intermediate	Intermediate	Basic

	Goal 1: Comm Principles	Goal 2: Comm Practice	Goal 3: Career Preparation
4445	Intermediate	Intermediate	Intermediate
4558	Basic	Advanced	Intermediate
Special Topic Elective			
<i>Comm Tech (9 credit hours required)</i>			
3330	Basic	Intermediate	Intermediate
3331	Intermediate	Intermediate	Intermediate
3513	Intermediate	Intermediate	Basic
3545	Intermediate	Intermediate	Intermediate
4511	Intermediate	Advanced	Intermediate
4555	Advanced	Advanced	Intermediate
4556	Advanced	Advanced	Intermediate
4557	Advanced	Advanced	Intermediate
4665	Advanced	Advanced	Intermediate
CS&E 2123			
<i>Strat Comm (3 credit hours required)</i>			
2110	Basic	Intermediate	Basic
2131	Basic	Intermediate	Intermediate
2367 (H)	Basic	Intermediate	Intermediate