

**The Ohio State University
First-Year Seminar Program
Course Proposal**

Course Information

1. Attach a syllabus that includes the following (sample syllabi can be found at <http://firstyearseminars.osu.edu>):

- the course goals
- a brief description of the content
- the distribution of meeting times
- a weekly topical outline
- a listing of assignments
- grade assessment information (A-E or S/U)
- required textbooks and/or reading list
- the academic misconduct and disability services statements (sample statements can be found at <http://ascas.osu.edu/curriculum/asc-syllabus-elements>)

Instructor Information

2. Attach a brief biographical paragraph that includes the current research interests, teaching awards and honors, and undergraduate courses taught by the participating instructor(s).

Lynette Martin Department of Sociology

Proposer's Name and Primary Academic Unit (please print)

Senior Lecturer

Proposer's Title

Martin.1466@osu.edu

Proposer's e-mail Address

3/1/2024

Submission Date

Kristi Williams

Approval of Department Chair of Academic Unit (please print)

Please return this form and any attachments to Todd Bitters, bitters.4@osu.edu, no later than MARCH 1.

ArtSci 1137 Embracing Fear: Honing our survival instincts
Semester:
Time and Location:
First-Year Seminar: One-credit (A-E)

Instructor: Lynette Martin
Office: 143 Townshend Hall
Email: martin.1466@osu.edu

Office Hours: _____ or by appointment. The best way to reach me is through email. Please identify the class you are enrolled in when contacting me.

Required Texts:

De Becker, Gavin. (2021). *The Gift of Fear: Survival Signals that Protect Us from Violence*. Back Bay Books.

Ripley, Amanda. (2008). *The Unthinkable: Who Survives when Disaster Strikes – and Why*. Crown Archetype Books.

Far too many people are walking around in a constant state of vigilance, their intuition misinformed about what really poses danger. There are certainly plenty of reasons to be fearful of others from time to time. The question is, when are those times? How do we identify and evaluate intuitive signals to allow us to respond effectively in these environments and situations, and in so doing, keep ourselves safe? How may cultural and social factors affect the responses that are available to us? This class will explore the survival signals and strategies that can help protect us from the threat of violence.

Course Objectives:

1. Analyze intuition and the instinctual nature of fear and its role in personal safety.
2. Critically assess the cultural and societal factors that influence individuals' ability to trust their instincts and respond to fear appropriately, considering how diverse backgrounds shape individuals' reactions and recovery processes.
3. Using real life cases and examples, as well as guest presentations, we will explore the psychological and physiological aspects of fear, and how they contribute to our survival instincts.
4. Engage in critical discussions about the limitations and challenges associated with relying on intuition and fear as a guide to personal safety. Critically evaluate other available responses and survival skills in high-stress situations.
5. Taking into account cultural and societal factors, develop effective communication skills related to setting boundaries, recognizing red flags, and promoting personal safety in various contexts.
6. Encourage self-reflection on personal preparedness for emergencies.

Assignments:

Class Participation (30 points): Students will be expected to attend all classes and participate in discussions. Your participation grade will depend on how active and prepared you are in contributing to small group and class discussions.

Diary (30 points): Students will be required to keep a daily diary of any occasion where you may have felt a tinge of fear, and record how you responded to it. We will randomly use these as examples in class discussions.

Final Project (40 points): Students will work in pairs to evaluate a potential or real violent situation. This could be real-life situations (e.g. news) or situations depicted in media (e.g. movie/tv series/documentary). Students will be required to find a short clip/clips from any media source to: 1) identify and analyze the fear, intuition, and survival responses in that situation; 2) discuss the effectiveness of the responses shown; and 3) think critically about other possible responses that may have worked better. Using material we discussed in class and readings, students will present their findings in a 10-minute presentation at the end of the semester along with any clips used in this project. You will be graded on the clarity of your presentation and your ability to connect it to our class readings and discussions.

Grading (OSU Grading Scale)

Class Participation	30 points
Diary	30 points
<u>Final Project and presentation</u>	<u>40 points</u>
Total	100 points

Course Syllabus:

Week One	Introduction to Fear and Personal Safety	DB Chpt. 1; R Introduction
Week Two	The Technology of Intuition	DB Chpt. 2; R Part 1
Week Three	The Academy of Prediction	DB Chpt. 3
Week Four	Survival Signals	DB Chpt. 4
Week Five	Imperfect Strangers and Stereotypes	DB Chpt. 5
Week Six	Bias and High Stakes Predictions	DB Chpt. 6
Week Seven	Evaluating and Interpreting Threats	DB Chpt. 7

Week Eight	Persistence and Stalking Behaviors	DB Chpt. 8
Week Nine	Violence in Schools and Workplaces	DB Chpt. 9
Week Ten	Intimate Violence	DB Chpt. 10
Week Eleven	Violence in the Home	R Part 2
Week Twelve	Countering Biases and Other survival skills and responses	R. Part 3
Week Thirteen	Safety in Politics	DB Chpt. 13
Week Fourteen	Reflections on Personal preparedness	DB Chpt. 14 and 15
Week Fifteen	Final Project Presentations	
Week Sixteen	Final Project Presentations	

ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)

- <http://oaa.osu.edu/coamfaq.html>

- Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s *Code of Student Conduct* and this syllabus may constitute “Academic Misconduct.”
- The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.
- If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s *Code of*

Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

- If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Plagiarism and Use of Artificial Intelligence

Plagiarism is the act of representing directly or indirectly another person's work as your own. It can involve presenting someone's speech, wholly or partially, as yours, quoting without acknowledging the true source of the quoted material, copying, and handing in another person's work with your name on it, and similar infractions. Even indirect quotations, paraphrasing, etc., can be considered plagiarism unless sources are properly cited. Any student suspected of plagiarism or academic misconduct will have their assignment(s) referred to COAM (The Committee on Academic Misconduct) for evaluation.

If you are unsure of what constitutes plagiarism, please check out these websites:

<http://www.plagiarism.org/>

<http://snl.depaul.edu/writing/plagiarism.html>

Student 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. You may also register with Student Life Disability Services to establish reasonable accommodations. After registration, please 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: 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Biographical Statement:

I have been at the Ohio State University for 20 years, and am a Senior Lecturer with the Sociology Department where I tend to teach undergraduate courses on deviance and violent behaviors. My background is in Forensic Psychology and Criminology, specifically in the intersection of victimization and offending behaviors. My focus is on violence and violent crime, especially in domestic violence, sexual assault, serial killings, and mass shootings. I have had

guest speakers from local organizations as well as field trips so that students are able to solidify class material with real life situations.

Grants and Awards

2021 Recipient of Provost's Award for Distinguished Teaching by a Lecturer, Ohio State University

2017 Recipient of Outstanding Lecturer Award – Department of Sociology, Ohio State University