

**ArtSci 1137 Analyzing Fear: Honing our survival instincts**  
**Semester:**  
**Time and Location: Once a week for 55 min TBA**  
**First-Year Seminar: One-credit (A-E)**

**Instructor:** Lynette Martin  
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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 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 maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

### **Religious Accommodations**

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course.

Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the **Office of Institutional Equity**.

### **Policy: Religious Holidays, Holy Days and Observances**

#### **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