**Human Aggression and Violence  
PSY 244 (W)  
Block 4, 2018-2019**

**Bill Dragon** (Professor of Psychology): Office - Law Hall 106c - 895-4281- wdragon@cornellcollege.edu

**Class Hours**: 9:00 - 11:00 (Monday - Friday); 1:00 – 3:00 PM (Monday-Thursday).  
  
**Office Hours**: Immediately after class or by appointment  
  
**Required Texts**: Geen, R G. (2001*). Human Aggression: Second Edition*  London: Open University Press.

Kail, R.V. (2015). *Scientific writing for psychology: Lessons in clarity and style.*

London: Sage Publishers.

Hacker, D. & Sommers, N. (2016). A pocket style manual: APA version (7th edition).

Boston: Bedford/St. Martin’s.

**Class Schedule – Reading Assignments – Exam Schedule – Papers**

**Date Discussion Topic/Activity**

Nov. 26 (M) The scientific study of human aggression and (Kail – Lesson #1)

27 (T) Introduction to the study of aggression (1) and (Kail – Lesson #2)

28 (W) **(DRI Due at 9:00 AM)** and(Kail – Lesson #3)

29 (Th) *Meetings on writing performance* and (Kail – Lesson #4)

30 (F)The provocation of aggression (2) and **(Rewrite on DRI: due at 9:00 AM)**

Dec. 03 (M) Intervening processes in aggression (3) and (Kail – Lesson #5)

04 (T) **(DRI Due at 9:00 AM)** and(Kail – Lesson #6)

05 (W) *Meetings on writing performance* and(Kail – Lesson #7)

06 (Th) Moderator variables in aggression (4)and **(Rewrite on DRI: due at 9:00 AM)**

07 (F) **Exam 1 (start time 9:00 AM – Due at 11:00 AM)**

10 (M) Aggression in life and society (5)

11 (T) Aggression in entertainment (6)

12 (W) Hostility, health, and adjustment (7)

13 (Th) **Exam 2 (start time 9:00 AM – Due at 11:00 AM)**

14 (F) **Paper #1 due 9:00 AM**

17 (M) *Meetings on writing performance*

18 (T) Meeting*s on writing performance*

19 (W) **Paper #2 due 9:00 AM**

**Goals of the course**: This course has two broad goals. The first goal involves investigating the origins and explanations of human aggression. This journey will take us far back into our evolutionary past to consider the utility of our aggressive behaviors. We will also examine the current state of our species and consider how such expressions may or may not be adaptive in contemporary societies around the globe. Assessment of these current topics will require us to consider public and private forms of aggression as well as the impact that the media, sports, and the gaming industry has on us.

The second goal of the course involves the development and refinement of your writing skills. This goal will be accomplished through multiple writing assignments. Although these assignments will vary in length, as well as format, they will all concern the topic of aggression and use APA writing style. The density and variety of the writing assignments enables this course to fulfill your first year writing requirement.

**Educational Priorities and Outcomes:** This course supports the Educational Priorities and Outcomes of Cornell College with emphases on knowledge, communication, ethical behavior, inquiry, reasoning and intercultural literacy. In this course you will apply psychological (knowledge) to the essays and papers your write. In the evaluation of the original research articles you will have to think creatively (inquiry) and you will need to demonstrate logical thinking skills (reasoning). In addition, because you will be considering the participation of people in a research setting we will consider the academic and professional standards for conducting research (ethical behavior). Finally, the concepts of Psychology were mostly developed using the norms and practices of western civilizations. Whenever possible the issue of generalizing psychology to more diverse cultural groups will be considered in this course.

**Reading assignments**: It is critical that you complete the reading before class so that you will understand the material presented in class and can contribute to the discussion.

**Examinations**: There will be two examinations and each will consist of several essays. Essays will be graded based upon the content of the essays as well as their grammar. I will distribute the questions at 9:00AM in the classroom on the day of the exam. You will write the essays in class on your laptop computers. You will have until 11:00 AM to complete the essays and you must upload them to Moodle on the link created for this assignment. They should be written in MS Word and not Google Documents. Use only your student ID# on the exam as a header on each page to be sure I can read your papers blind. Do not wait until 10:59 PM to send me the file…you know this will end badly. Computer malfunctions are not acceptable excuses and will result in a late penalty of 5% for each 10 minute interval it is late. A make-up exam will be given to students who have missed a scheduled exam for a qualified reason. Make-up exams must be made up with two days of the scheduled exam.

**Developmental Research Ideas (DRIs) – writing to learn:** A large number of research studies in cognitive psychology have shown that deeper or more elaborate processing of information enhances memory (e.g., Hyde & Jenkins, 1973). In the context of this course, the DRIs will provide the "more elaborate" processing and will enhance your encoding and later retrieval of information from the text. Therefore, this process should aid test performance. In addition, this assignment will foster the development of your writing skills by giving you practice at communicating your questions about the nature of aggression in a written format. The DRIs will be assessed on their content as well as grammar.

You will turn in four DRIs (developmental research idea) though the first part of the course (see the reading schedule for the due dates of these assignments). The DRIs should start with a research question. After the question you should explain how you think you might be able to test the idea. Your explanation should include a specific hypothesis/prediction and how you will manipulate the variables mentioned in the hypothesis. Each DRI should be no longer than one typed page, double spaced, one inch margins, Times New Roman font 12 pt. They should be written in MS Word and the document file must be uploaded to the Moodle link I have created for it. Use only your student ID# on the DRI as a header to be sure I can read your papers blind. You must upload it to me before 9:00 AM. Late DRIs will not be accepted. More detailed guidelines and a sample DRI will be posted on *Moodle*.

**Papers:** You will write two papers in this course. Each paper will not exceed 5 pages. The first paper involves an article critique on a topic of your choice within the field of aggression. The topic must be approved by me and should be a synthesis of information from the research article and information from your textbook. I will expect to meet with you several times while you are narrowing down your topic and your article from your literature search in the library. The article used in the paper must be approved by me before you start writing and may not be changed after I have given my approval. The final section of the paper is where you will propose a unique research study based upon the article you have critiqued.The second paper will be a complete revision of your first paper, making changes that follow my feedback from your first paper.

Detailed paper guidelines are posted on *Moodle*. However, you should know that the papers should be free of all grammatical and spelling errors, be double spaced, with one inch margins, and written in Times New Roman 12 pt font. The document file must be uploaded to the Moodle link I have created for it. Use only your student ID# on the paper as a header to be sure I can read your papers blind.

In addition to your paper, you must upload a PDF document file the article used in the paper. Do not wait until one minute before the paper is due to upload the files…you know this will end badly. Computer malfunctions are not acceptable excuses. Any paper electronically timed stamped after the time it is due, on the day it is due, will be considered late and lose 50% for the first hour it is late. If the paper is more than one hour late it will not be accepted and you will receive a zero for the assignment.

**Grading:**

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| **Grades will be assigned on a percentage basis using** | |
| A 94% | C 74% |
| A- 90% | C- 70% |
| B+ 87% | D+ 67% |
| B 84% | D 64% |
| B- 80% | D- 60% |
| C+ 77% | F 59% |

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| **Assignment Values** | |
| Essay Exam 1 | 20% |
| Essay Exam 2 | 20% |
| Paper 1 | 20% |
| Paper 2 | 20% |
| DRIs (4 x 5%) | 20% |
| **Total** | 100% |

**Academic honesty:**  *Cornell College expects all members of the Cornell community to act with academic integrity.  An important aspect of academic integrity is respecting the work of others.  A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known.  When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source.  If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College’s requirement for honesty in academic work and may be treated as a case of academic dishonesty.  The procedures regarding how the College deals with cases of academic dishonesty appear in The Compass, our student handbook, under the heading “Academic Policies – Honesty in Academic Work.”*

**Students with Disabilities:** *Students who need accommodations for learning disabilities must provide documentation from a professional qualified to diagnose learning disabilities.  For more information see* [*cornellcollege.edu/disabilities/documentation/index.shtml*](http://www.cornellcollege.edu/disabilities/documentation/index.shtml)

*Students requesting services may schedule a meeting with the disabilities services coordinator as early as possible to discuss their needs and develop an individualized accommodation plan.  Ideally, this meeting would take place well before the start of classes.*

*At the beginning of each course, the student must notify the instructor within the first three days of the term of any accommodations needed for the duration of the course.*

**Classroom behavior:** Anyone that demonstrates behavior that is disrespectful of other students or the instructor, or behavior that is disruptive to the teaching enterprise, will be removed from the class and not permitted to continue to be enrolled in the class. These individuals will be immediately and permanently dropped from the class.

In addition, there are several behaviors that will absolutely not be tolerated in class:

* + SMOKING (the campus is smoke free, so please abide by Iowa State Law….outside as well as inside the building)
  + EATING (do not bring food to class, all food must be consumed outside of the classroom)
  + CRAFTS (your hands should be busy taking notes)
  + CELL PHONES or any other personal electronic devices (e.g., iPods). Cell phones must be turned **off** in your bags/back packs (not on silent mode or “old-person can’t hear this ring” mode) while you are in the classroom.

Laptop computers may be used during class time if doing so does not disturb nearby students and may **only** be used for note-taking (e.g., no email checking, web surfing, Facebook, game playing). You will lose the privilege of having a laptop in class if it is used for anything other than note-taking.