

Ped 6121/PubH 6121**Topics Course: Conflict, Aggression, Anger and Violence****Spring 2009****Credits:** 2 credits**Meeting Days:** Tuesdays**Meeting Time:** 10:10 – 12:05 am**Meeting Place:** TBA

Instructors:	Michael Potegal, PhD, LP	Susan Goodwin Gerberich, PhD, MSPH
Office Address:	741 Mayo Medical School, University of Minnesota Mayo Mail Code 807 420 Delaware Street S.E. Minneapolis, Minnesota 55455	1156 Mayo School of Public Health, University of Minnesota Mayo Mail Code 807 420 Delaware Street S.E. Delivery: 1260 Mayo Memorial Building Minneapolis, Minnesota 55455
Phone:	612-625-6964	612-625-5934
Fax:	612-624-7681	612-626-0650
E-mail:	poteg001@umn.edu	gerbe001@umn.edu
Office Hours:	Arranged	Arranged

I. Course Description

This topical course will review areas of research on conflict, aggression, anger and violence in humans and other animals. Students are expected to develop an understanding of current studies of biological bases (e.g., evolutionary adaptation, genetic and physiological substrates), behavioral expression (e.g., roles of environment, development, learning and motivation, personality and psychopathology), and social interactions (e.g., culture, criminal violence, warfare and genocide.) For students in Occupational Health and Safety, this course provides a broad-based foundation for understanding the multiplicity and complexity of the issues.

II. Course Prerequisites

Graduate students and, with permission of the instructor, junior and senior undergraduates in the biological and social sciences, e.g. anthropology, educational psychology, history, political science, psychology, sociology, zoology. Also, students in the Institute for Child Development, Department of Ecology, Evolution and Behavior and School of Social Work are also welcome. Having taken at least one course in psychology is recommended

III. Course Goals and Objectives

At the completion of this course (Ped 6121/PubH 6121), the student will be able to:

1. Understand current scientific views on aggression, including facts and theories about its typology, biological bases, behavioral expression and role in social interactions
2. Frame appropriate questions about aggression, search the scientific literature for relevant information, and use this information to formulate databased answers
3. Critique material in the popular media (newspapers, television, blogs), especially with regard to claims about biological bases, group differences, the inevitability of aggression, and countervailing factors

IV. Methods of Instruction and Work Expectations

Lectures and student presentations. Class participation and at least one class presentation by each student; completion of two take-home exams and the final exam.

V. Course Text and Readings

Required Readings: There is no required text. Required and class presentation/supplementary readings are provided in the syllabus that is to be purchased in the Coffman Bookstore, Ground Floor. The full citations for the required readings are also identified in the next section.

Dates for completing readings are the following:

<u>Reading</u>	<u>Due Date</u>
1) Anderson, C A. and Bushman, B. J. (2002) Human Aggression. Annual Review of Psychology, 53: 27-51	<u>January 20</u>
2) Archer, J. (1995) What Can Ethology Offer the Psychological Study of Human Aggression? AGGR. BEHAV, 21:243-	
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	<u>January 27</u>
1) Kempes, M., Matthys, W. de Vries, H. van Engeland, H. (2005) Reactive and proactive aggression in children. A review of theory, findings and the relevance for child and adolescent psychiatry Eur Child Adoles Psychiatry 14:11-19	
2) Sylvana M. Côté (2007) Sex Differences in Physical and Indirect Aggression: A Developmental Perspective Eur J Crim Policy Res 13:183-200	
<u>Supplementary reading/Class presentation</u>	
Williams, K. Ostracism Annu. Rev. Psychol. 2007. 58:425-52	
Merk, W. Orobio de Castro, B., Koops, W., & Matthys, W. (2005) The distinction between reactive and proactive aggression: Utility for theory, diagnosis and treatment? <u>European J. Developmental Psychology</u> . 2: 197 - 220	
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	<u>February 3</u>
1) Buss, D.M. & Shackelford, T.K. (1997) Human aggression in evolutionary psychological perspective. Clinical Psychology Review. 17, 605-619	
2) Silk, J B (2002) Practice random acts of aggression and senseless acts of intimidation: The logic of status contests. Evolutionary Anthropology, 11, 221-225	
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	<u>February 10</u>
1) Adams, D. B. (2006) Brain mechanisms of aggressive behavior: An updated review. Neuroscience and Biobehavioral Reviews 30, 304-318	
2) Blair, J. (2004) The roles of orbital frontal cortex in the modulation of antisocial behavior Brain and Cognition 55 :198-208	
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	<u>February 17</u>
1) Koevecses, Z (2000) The concept of anger: Universal or culture specific? Psychopathology. 33:159-170.	
2) P Kuppens, I Van Mechelen, M Meulders (2004) Every cloud has a silver lining: interpersonal and individual differences determinants of anger-related behaviors. <i>Personality & social psychology bulletin</i> 30:1550-64	
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	<u>February 24</u>
1) Pruitt DG, Parker JC, Mikolic JM. (1997) Escalation as a reaction to persistent annoyance. International Journal of Conflict Management, 8, 252-270	
2) Bushman B. J. (2002) Does Venting Anger Feed or Extinguish the Flame? Catharsis, Rumination, Distraction, Anger, and Aggressive Responding. Personality & Social Psychology Bulletin, 28, 724-731	
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	<u>March 3</u>
1) Gershoff , EM (2002) Corporal Punishment by Parents and Associated Child Behaviors and Experiences: A Meta-Analytic and Theoretical Review. Psychological Bulletin. 128, 539-579	
2) Broidy et al (2003) Developmental trajectories of childhood disruptive behaviors and adolescent delinquency: a six-site, cross-national study. <i>Developmental Psychology</i> 39, 222 -45	
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March 10

- 1) W F. Arsenio & EA. Lemerise (2001) Varieties of Childhood Bullying: Values, Emotion Processes, and Social Competence. *Social Development* 10: 59 - 73
 - 2) Bushman, BJ & Huesmann LR (2006) Short-term and Long-term Effects of Violent Media on Aggression in Children and Adults. *Arch Pediatr Adolesc Med.*;160:348-352
Supplementary reading/Class presentation
- K.D. & Hamilton-Giachritsi, C.S (2005) The influence of violent media on children and adolescents: a public-health approach *Lancet*; 365: 702–10

Michael Potegal 10/31/08 10:47 AM

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Baumeister, RE, Stillwell A. & Wotman SR (1990) Victim and Perpetrator Accounts of Interpersonal Conflict: Autobiographical Narratives About Anger. *J. Personality and Social Psychology*, 59: 994-1005

SPRING BREAK

March 24

- 1) R Martin, D Watson, CK Wan (2000) A Three-Factor Model of Trait Anger: Dimensions of Affect, Behavior, and Cognition. *Journal of personality* 68: 869-
- 2) Baumeister, RF & Campbell, WK (1999) The intrinsic appeal of evil: Sadism, sensationalism and threatened egotism. *Personality & Social Psychology Review*, 3, 210-221

March 31

- 1) Chapter 3 of Ward, Laws, and Hudson (Eds.) *Sexual Deviance. Issues and Controversies.* Sage Publications, 2003. "Back to the Future? Evolutionary Explanations of Rape"
- 2) Campbell, (1999) Staying alive: Evolution, culture, and women's intrasexual aggression *The Behavioral and Brain Sciences.* 22, 203-

April 7

- 1) SG Gerberich, TR Church, PM McGovern, HE Hansen, NM Nachreiner, MS Geisser, AD Ryan, SJ Mongin, GD Watt (2004). An epidemiological study of the magnitude and consequences of work-related violence: The Minnesota nurses' study, Occupational and Environmental Medicine 61:495-503.
 - 2) C Rayner and H Hoel (1997). A Summary Review of Literature Relating to Workplace Bullying. *Journal of Community and Applied Social Psychology* 7: 181-191
- Supplementary reading/Class presentation
SG Gerberich, TR Church, PM McGovern, HE Hansen, NM Nachreiner, MS Geisser, AD Ryan, SJ Mongin, GD Watt, A Jurek (2005). Risk factors for work-related assaults on nurses, Epidemiology. 16(5):704-709.

April 14

- 1) Arthur Krystal, BOOKS review of James Landale's "The Last Duel: A True Story of Death and Honor." *The New Yorker* March 12, 2007, p.
 - 2) Diamond, J. *Annals of Anthropology*, "Vengeance Is Ours," *The New Yorker*, April 21, 2008, p. 74
- Supplementary reading/Class presentation
Cohen, DN, Bowdle, RE, Brian F. & Schwarz, N (1994) Insult, Aggression, and the Southern Culture of Honor: An experimental ethnography." *Journal of Personality and Social Psychology*, 70: 945-960

April 21

- 1) Wrangham, R. W. & Wilson, M. L. 2004. Collective violence: Comparisons between youths and chimpanzees. *Annals of the New York Academy of Sciences*, **1036**, 233-256.
 - 2) Wilson, M. L. & Wrangham, R. W. 2003. Intergroup relations in chimpanzees. *Annual Rev. Anthropology*, **32**, 363-392.
- Supplementary reading/Class presentation
Ember, C and Ember M (1994) War, Socialization and Interpersonal Violence. *J Conflict Resolution* 38: 620-646
C G. Mesquida and N I. Wiener (1996) Human collective aggression: A behavioral ecology perspective *Ethology and Sociobiology* 17: 247-262
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April 28

- 1) Dutton, D, Boyanowsky E & Bond MH Extreme mass homicide: From military massacres to genocide. *Aggression & Violent Behavior* 10, 437-473
- 2) HARFF B. (2003) No Lessons Learned from the Holocaust? Assessing Risks of Genocide and Political Mass Murder since 1955 *American Political Science Review* 97: 57-73

Supplementary reading/Class presentation

Laban Hinton, A. 1998 Why Did You Kill?: The Cambodian Genocide and the Dark Side of Face and Honor *The Journal of Asian Studies* 57: 93-122

Fry, D. (2007) *The Human Potential for Peace*, Oxford University Press

May 5

- 1) Chapter 3: Taken for granted: The human potential for peace
 - 2) Chapter 4: Making the invisible visible
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VI. Course Outline/Weekly Schedule

NOTE: The course will progress through a series of linked topics beginning with various competing definitions of aggression. We then consider the biological roots of aggression in people and other animals. Evolutionary, adaptive functions and brain mechanisms will be reviewed. We then address aggression at the level of individual psychology, considering the roles of environment, development, learning and motivation, personality and psychopathology. We then examine studies of aggression in social context in small group interactions (e.g., families and hunter-gatherer groups) and then in larger contexts (warfare and genocide.) The last session will review the evidence that people can overcome tendencies for aggression and violence & develop non-violent lifestyles and cultural practices. There will be one or two 5-10 min student presentations of the supplementary readings per class.

SCHEDULE:

Day/Date	Topic	Faculty	Time (a.m.)
Tuesday, January 20	Course Introduction and Overview: Definitions and models of aggression. Ethology: Instinctual/drive models Human ethology	M. Potegal	10:10-12:05
Tuesday, January 27	Psychology: Reflex and operant models Aggression typologies at the individual level 1) Direct vs indirect; proactive vs reactive 2) Comparisons between humans and other animals	M. Potegal	10:10-12:05
Tuesday, Feb. 3	Biology of aggression I Evolution: Aggression as adaptation, game theory of conflicts, paleohistory and sociobiology of human aggression	M. Potegal	10:10-12:05
Tuesday, February 10	Biology of aggression II Brain mechanisms & the encephalization of aggression, neurochemistry, hormones	M. Potegal	10:10-12:05
Tuesday, February 17	Anger 1) Appraisal models of anger 2) Subjective experience/linguistic universals 3) Cross-cultural facial & vocal expression 4) Autonomic activation 5) Optimism, impulse, and aggression 6) Emotion/behavior feedback & escalation 7) Anger in the world a-Gender differences in anger "scripts" b-Anger as a function of social status c-Effects of anger on judgment and risk-taking	M. Potegal	10:10-12:05

Tuesday, February 24	Learning, reinforcement, & temporal dynamics of aggression: Persistence, escalation, redirection, displacement, & catharsis	M. Potegal	10:10-12:05
Tuesday, March 3	Development I 1) Genetics & gene-environment interactions 2) Tantrums 3) Developmental trajectories of aggression 4) Punishment and abuse 5) Bullying 6) Social information processing models	M. Potegal	10:10-12:05
Tuesday, March 10	Development II 1) Social-ecological framework of adolescent aggression. 2) Violence in the media 3) Intervention programs	Rachel Widome TBA	10:10-12:05
Tuesday, March 17	SPRING BREAK		
Tuesday, March 24	Personality, psychopathology, & criminology. 1) Authoritarian, Machiavellian & narcissistic personality types. The problem of evil. 2) DSM-IV ODD, CD & ASP. Psychopathy 3) Protective factors: anxiety vs. empathy?	M. Potegal	10:10-12:05
Tuesday, March 31	Sex differences in aggression Sexual and family violence, typology of batterers	Guest TBA	10:10-12:05
Tuesday, April 7	Workplace violence	S. Gerberich	10:10-12:05
Tuesday, April 14	Small group violence 1) Duels, feuds & vendettas 2) Teams & gangs-groupthink 3) Differences between cultures	M. Potegal	10:10-12:05
Tuesday, April 21	Origins of war	Michael Wilson	10:10-12:05
Tuesday, April 28	Genocide	Ellen Kennedy	10:10-12:05
Tuesday, May 5	Keep hope alive: Non-violent/anti-violent groups and cultures	M. Potegal	10:10-12:05

FACULTY

Michael Potegal, Ph.D., L.P.

Associate Professor of Pediatrics and Neurology
741 Mayo, Medical School, University of Minnesota
Mayo Mail Code 486
420 Delaware Street S.E., Minneapolis, MN 55455
Telephone 612-625-6964; Fax 612-624-7681; E-mail: poteg001@umn.edu

Susan Goodwin Gerberich, Ph.D., M.S.P.H.

Mayo Professor, Division of Environmental Health Sciences
School of Public Health, and Director,
Midwest Center for Occupational Health and Safety;
Co-Director: Regional Injury Prevention Research Center,
Center for Violence Prevention and Control, and
Occupational Injury Prevention Research Training Program,
University of Minnesota
1156 Mayo Memorial Building
MMC 807 - 420 Delaware Street S.E., Minneapolis, Minnesota 55455
Telephone: 612-625-5934; Fax: 612-626-0650; E-mail: gerbe001@umn.edu

VII. Evaluation and Grading [<http://www1.umn.edu/usenate/policies/gradingpolicy.html>]

A/F

- 4.00 = A Represents achievement that is outstanding relative to course requirements
3.67 = A-
3.33 = B+
3.00 = B Represents achievement that is significantly above course requirements
2.67 = B-
2.33 = C+
2.00 = C Represents achievement that meets course requirements in every respect
1.67 = C-
1.33 = D+
D Represents achievement that fails to meet fully the course requirements but is worthy of credit
0 = F* Represents failure and signifies that the work was either completed but at a level of achievement not worthy of credit or was not completed and no agreement was made between the instructor and the student to award an Incomplete (I)

S/N

- S = 2.00 or above
N* = below 2.00

Incomplete Grade

A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances, the student was prevented from completing the work of the course on time. The assignment of an incomplete requires a written agreement between the instructor and student specifying the time and manner in which the student will complete the course requirements. In no event may any such written agreement allow a period of longer than one year to complete the course requirements.

University of Minnesota Uniform Grading and Transcript Policy

A link to the policy can be found at onestop.umn.edu.

Course Grade Components:

- Take-home exams 50%
Final examination 30%
Participation 20%

Students are expected to be on time for class, attend all classes for the entire time allocated, and participate in discussions. Each student will be required to make at least one 10 minute, in class, presentation of an assigned reading

Take-home exams

There will be 2 take-home exams, each worth 25% of grade. Students will be given a choice of questions on each exam and will select a subset to answer, writing 1-2 pages per question. Questions will be a mix of short answers, detailed reviews of individual papers or integrating the results of several different papers. In the latter case, emphasis will be on making thoughtful connections among papers, especially with regard to material presented earlier in the course.

Final examination

The final exam will consist of several integrative questions, as before, and a 2-4 page critique of the "Seville Statement on Violence." Emphasis will be on citing experimental data for or against each of the propositions of the Seville Statement. The exam will be due at the end of exam week.

VIII. Other Course Information and Policies

Grade Option Change (if applicable)

For full-semester courses, students may change their grad option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester) can be found at onestop.umn.edu.

Course Withdrawal

Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Student Services Center at sph-ssc@umn.edu for further information

Student Conduct, Scholastic Dishonesty and Sexual Harassment Policies

Students are responsible for knowing the University of Minnesota, Board of Regents' policy on Student Conduct and Sexual Harassment found at www.umn.edu/regents/polindex.html.

Students are responsible for maintaining scholastic honesty in their work at all times. Students engaged in scholastic dishonesty will be penalized, and offenses will be reported to the Office of Student Academic Integrity (OSAI, www.osai.umn.edu).

The University's Student Conduct Code defines scholastic dishonesty as "plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis." Plagiarism is an important element of this policy. It is defined as the presentation of another's writing or ideas as your own. Serious, intentional plagiarism will result in a grade of "F" or "N" for the entire course. For more information on this policy and for a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity: <http://writing.umn.edu/tww/plagiarism/>. Students are urged to be careful that they properly attribute and cite others' work in their own writing. For guidelines for correctly citing sources, go to <http://tutorial.lib.umn.edu/> and click on "Citing Sources". In addition, original work is expected in this course. It is unacceptable to hand in assignments for this course for which you receive credit in another course unless by prior agreement with the instructor. Building on a line of work begun in another course or leading to a thesis, dissertation, or final project is acceptable.

If you have any questions, consult the instructor.

Disability Statement

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have a documented disability (e.g., physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Disability Services to have a confidential discussion of their individual needs for accommodations. Disability Services is located in Suite 180 McNamara Alumni Center, 200 Oak Street. Staff can be reached by calling 612/626-1333 (voice or TTY).