

**Psych 483X**  
**Anger and Aggression Seminar**  
**Course Syllabus**  
**Fall, 2008**

**Instructor:** Ryan C. Martin, Ph.D.

**Office:** MAC C318

**Office Hours:**

Tuesday: 3:30 – 5:00

Wednesday: 8:00 – 11:00

Thursday: 12:30 – 2:00

\*I will be happy to schedule time to meet with students if the above times don't work.

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**Website:** www.uwgb.edu/martinr/index.htm

**Description of the Course:**

This is an advanced interdisciplinary writing emphasis Psychology course designed to expose students to the science of anger and aggression. Students will be acquainted with the literature on biological, cognitive, social, cultural, and behavioral causes and consequences of anger and aggression. Students will also be exposed to how anger problems can be assessed and treated. Finally, special topics of anger in children, driving anger, and the prediction of anger-related violence will be discussed.

**Course Objectives:**

By the end of this course, students should be able to:

1. Understand the various causes and consequences of healthy and maladaptive anger and aggression.
2. Compare and contrast various theoretical and philosophical beliefs about anger and aggression.
3. Understand how different groups may experience anger in similar or different ways.
4. Identify the assessment and treatment approaches for maladaptive anger and aggression.
5. Recognize how our understanding of anger and aggression has been informed by research and that our understanding of anger has lagged behind other emotions.

**Departmental Learning Objectives**

Primary Objectives

1. Can identify the assumptions and characteristics of experimental and nonexperimental research in psychology, and the constraints on the inferences that can be made from the results of research.
2. Can understand and critically evaluate published research in psychology and recognize its implications.
3. Corresponding to the team approach taken in work place, graduate school, and learning environments, students will be encouraged to collaborate in the design and execution of research projects.
4. Can design, conduct and statistically analyze basic research, and can report research according to the format adopted by the American Psychological Association (APA).

Secondary Objectives

1. Can access the professional resources in psychology (e.g., Psychological Abstracts, PsychInfo (electronic database), and other professional journals, Annual Reviews of Psychology, etc.)
2. Can communicate clearly in writing about issues and topics in psychology.
3. Understands and can apply the APA guidelines for the ethical treatment of subjects (human or animal).
4. Have the knowledge and skills needed to qualify for entry into graduate study in psychology or related fields.

## Required Readings:

Diguiseppe, R., & Tafrate, R. C. (2006). *Understanding anger disorders*. New York City, NY: Oxford University Press.

Thurman, R. A. F. (2006). *Anger: The seven deadly sins*. New York City, NY: Oxford University Press.

\*\*Some additional readings will be assigned throughout the semester.

## Course Requirements:

Attendance: Attendance is required on group project days. Failure to attend on those days without a valid excuse will mean a loss of 5 points off your grade for the project per missed day. Although I do not keep attendance records on the other days, it is in your best interest to come to all classes. You will be required to know all the material presented in class, including class lectures, guest lectures, group discussions, and movies.

Reaction Essays: Students will write a reaction essay (.5 to 1 page each) for each of the ten chapters of Thurman's (2006) work, *Anger: The seven deadly sins*. Essays (5 points each) will be submitted via the D2L dropbox. More information will be given out in class.

Homework Assignments: There will be a series of writing assignments (1-2 pages each, 50 points total) completed in class. Although they are not listed on the tentative schedule below, they will be announced in class and you will have one week to work on them. These assignments will generally be your response to either an article read for class or an in-class discussion. As this is a writing emphasis class, the first writing assignment will be due during the third week and will be returned to you during the fourth week.

Exams: There will be two in-class exams (50 points each). These exams will be 70% multiple-choice and 30% essay. They will not be specifically cumulative, though you will need to understand certain early terms to understand the latter material. Please note that each exam will contain information from lectures that cannot be found in the text and material from the text that is not covered in class. Make-up exams will be administered only under the most extraordinary circumstances and will be an all essay format. Barring a natural disaster or death in the family, the only excuse that I will accept for missing an exam is a written physician's note. Missed exams without a valid excuse will receive a zero.

Research Project: You will work in a small group to complete a research project on a topic related to anger (50 points total). This project will include an original data collection, data analysis, and a short presentation of your results. Additionally, each student will complete a five-page individual paper based on this project. Your paper will utilize APA style and include an introduction, methods, results, and discussion section. Some class time will be dedicated to working these projects. More information will be provided in class about this assignment. Fifty percent of your grade for your assignment will be based on the group presentation and 50% will be based on the paper.

Class Expectations: My goal is to create a comfortable learning atmosphere for all students. Thus, you are expected to be polite, attentive, and not be a distraction to the instructor or any other students. This includes visiting with other students, reading, sleeping, etc. You are also asked to please turn off cell phones and pagers during this class. Additionally, I ask you to note the following class expectations.

- All assignments or take-home exams are due at the time of class on the day they are due and will be considered late if turned in after this.

- I will not accept any assignment or take-home exam that is E-mailed to me for any reason. If you cannot make it to class on the day something is due, you should either turn it in ahead of time, have someone else bring it to class, or make sure your absence from class the day it is due is excused so you can turn it in at the next class without a penalty.
- Please take care in putting together your assignments and take-home exams. They should be typed, stapled, printed in black ink, and printed on a printer that isn't running out of ink.

**Grading:**

Assignment	Due Date	Total Points	Grading Scale
Reaction Essays	--	50	A 92%-100%
Writing Assignments	--	50	AB 88%-92%
Exam 1	10/16/08	50	B 82%-88%
Exam 2	12/09/08	50	BC 78%-82%
Research Project-Group	Week 14	25	C 70%-78%
Research Project-Individual	12/16/08	25	D 60%-70%
Extra Credit	--	5	F less than 60%
Total		250	

**Tentative Semester Schedule**

Date	Topic	Chapter
<u>Week 1</u>		
9/2/08 9/4/08	Introduction to Anger and Aggression	
<u>Week 2</u>		
9/9/08 9/11/08 ( <b>Group Meeting</b> )	Philosophical Perspectives on Anger	
<u>Week 3</u>		
9/16/08 9/18/08 ( <b>Group Meeting</b> )	Psychodynamic Perspectives	
<u>Week 4</u>		
9/23/08 9/25/08	Physiological Perspectives	
<u>Week 5</u>		
9/30/08 10/2/08	Trait Perspectives	Campbell et al., 2007
<u>Week 6</u>		
10/7/08 ( <b>Group Meeting</b> ) 10/9/08	Cognitive/Behavioral Perspectives	Moons et al., 2007 Chap 7&8
<u>Week 7</u>		
10/14/08 10/16/08 ( <b>Exam 1</b> )	Cognitive/Behavioral Perspectives (continued)	
<u>Week 8</u>		
10/21/08 10/23/08	Social/Cultural Perspectives	Brescoll, 2008
<u>Week 9</u>		
10/28/08 10/30/08	Assessment and Diagnosis	Chap 12-15
<u>Week 10</u>		
11/4/08	Treatment	Robb, 2007

11/6/08 ( <b>Group Meeting</b> )		Chap 17 & 19
<u>Week 11</u>		
11/11/08 11/13/08	Special Topics: Children and Anger	
<u>Week 12</u>		
11/18/08 11/20/08 ( <b>Group Meeting</b> )	Special Topics: Driving Anger	
<u>Week 13</u>		
11/25/08 11/27/08 ( <b>No Class</b> )	Special Topics: Prediction of Violence	Louw, et al., 2005 Chapter 5
<u>Week 14</u>		
12/2/08 ( <b>group presentations</b> ) 12/4/08 ( <b>group presentations</b> )		
<u>Week 15</u>		
12/9/08 ( <b>Exam 2</b> )		
<u>Final Exams Week</u>		
12/16/08 ( <b>Research Paper Due</b> )		

**Final Notes:**

- Consistent with the federal law and the policies of the University of Wisconsin, it is the policy of the University of Wisconsin-Green Bay to provide appropriate and necessary accommodations to students with documented physical and learning disabilities. If you anticipate requiring any auxiliary aids or services, you should contact me or the Coordinator of Services for Students with Disabilities at 465-2849 as soon as possible to discuss your needs and arrange for the provision of services.
- Using someone else's ideas or phrasing and representing those ideas or phrasing as our own, either on purpose or through carelessness, is a serious offense known as plagiarism. "Ideas of phrasing" includes written or spoken material, of course – from whole papers and paragraphs to sentences, and, indeed, phrases – but it also includes statistics, lab results, art work, etc. "Someone else" can mean a professional source, such as a published writer or critic in a book, magazine, encyclopedia, or journal; an electronic resource such as material we discover on the World Wide Web; another student at our school or anywhere else; a paper-writing "service" (online or otherwise) which offers to sell written papers for a fee.