

# PS374-15 Aggression and Violence

**21/22**

**Department**

Psychology

**Level**

Undergraduate Level 3

**Module leader**

Kirsty Lee

**Credit value**

15

**Module duration**

12 weeks

**Assessment**

33% coursework, 67% exam

**Study location**

University of Warwick main campus, Coventry

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## Description

### Introductory description

Aggression and violence are prevalent across countries and contexts. Although such behaviour is often viewed as learned, research shows that aggression develops in infancy and early childhood and has strong roots in our evolutionary history. This course will give students a breadth of understanding on key aspects of human aggression and violence across the lifecourse, including topics such as sibling aggression, peer bullying, domestic violence, child maltreatment.

### Module aims

The aim of this module is to provide students with foundational knowledge of human aggression and violence across the life span, guided by theoretical frameworks.

### Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

This module will cover a range of topics on human aggression and violence, including: Theoretical frameworks for the study of aggression and violence; Sex differences; Developmental trajectories; Intergenerational transmission; Environmental and genetic influences; Sibling aggression; Peer bullying; Intimate partner violence; Child maltreatment.

## Learning outcomes

By the end of the module, students should be able to:

- Demonstrate knowledge of the strengths and limitations of theoretical frameworks for the study of aggression and violence
- Identify and evaluate research on the topic of aggression and violence
- Compare and critically assess a range of research methodologies for examining aggression and violence
- Review and discuss real-world interventions for aggression and violence
- Evaluation of risk and protective factors for aggression and violence

## Indicative reading list

Vazsonyi, A. T., Flannery, D. J., & DeLisi, M. (Eds.). (2018). *The Cambridge handbook of violent behavior and aggression*. Cambridge University Press.

Tremblay, R.E., Hartup, W.W., and Archer, J. (2005). *Developmental Origins of Aggression*. New York, Guilford Press.

## Subject specific skills

Wide ranging knowledge and understanding of aggression and violence across the lifespan.

Evaluation of risk and protective factors for aggression and violence.

Application of theoretical frameworks to the study of aggression and violence.

Examination of effective strategies to prevent aggression and violence.

## Transferable skills

Critical evaluation of research.

Knowledge of a range of research methodologies.

Written and verbal communication.

Critical thinking.

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## Study

### Study time

Type	Required
Lectures	11 sessions of 2 hours (24%)
Seminars	10 sessions of 1 hour (11%)
Private study	58 hours (64%)
Total	90 hours

## Private study description

Private learning before and after lectures.

## Costs

No further costs have been identified for this module.

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## Assessment

You must pass all assessment components to pass the module.

### Assessment group D

	<b>Weighting</b>	<b>Study time</b>
Infographic	33%	20 hours
<p>Students will work in groups to prepare an infographic. Eight topics will be available to choose from and infographics will be presented in the seminars from weeks 3-10. The infographic should serve as a public service announcement (i.e., a message in the public interest with the objective of raising awareness of and changing attitudes toward a specific issue). Each group will be given 10 minutes to present their infographic and will be asked questions from the audience following their presentation. The infographic will be marked collectively. Along with the infographic, each student will be required to submit a 1-page document that contains a "References" section of the sources they used for their infographic (following APA formatting) and an "Author Contributions" section, where the contribution of each student in the group is outlined (e.g., literature review, graphics production, group leader, presentation speaker). Note that each student can have more than one contribution.</p>		
Online Examination	67%	40 hours
<p>Unseen essay-based examination on content from the lectures. A total of four questions will be provided and students must choose two to answer.</p>		

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- Online examination: No Answerbook required

## Feedback on assessment

Online feedback will be provided on the presentation.

[Past exam papers for PS374](#)

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## Availability

### Courses

This module is Optional for:

- Year 3 of UPSA-C800 Undergraduate Psychology
- Year 4 of UPSA-C801 Undergraduate Psychology (with Intercalated year)
- Year 3 of UPSA-C804 Undergraduate Psychology with Education Studies
- Year 4 of UPSA-C806 Undergraduate Psychology with Education Studies (with Intercalated Year)

This module is Option list A for:

- Year 3 of UPSA-C804 Undergraduate Psychology with Education Studies

This module is Option list B for:

- Year 3 of UPHA-VL78 BA in Philosophy with Psychology
- Year 4 of UPHA-VL79 BA in Philosophy with Psychology (with Intercalated year)
- Year 1 of TPSS-C8P9 Postgraduate Taught Psychological Research

This module is Option list C for:

- Year 3 of UPSA-C802 Undergraduate Psychology with Linguistics