



# THE BULLETIN OF THE INTERNATIONAL SOCIETY FOR RESEARCH ON AGGRESSION

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*The North American Editor produced this issue*

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**Editorial**  
**Eric F. Dubow,**  
**North American *Bulletin* Editor**



**W**elcome to the June 2008 edition of the *Bulletin*. The most exciting news to report is that we look forward with great anticipation to our World Meeting in Budapest in just a few short months. There are many interesting

symposia and presentations in the scientific program, and there are exciting events planned for the social program as well. **We lead this *Bulletin* with a message from our outgoing ISRA President, Menno Kruk, who introduces us to the program for the World Meeting.**

**N**ext, you will find some Important ISRA Notices, including information about our election of officers.

**T**hen, I have included in this *Bulletin* the titles of paper symposia on aggression and violence from the 2008 Biennial Meeting of the Society for Research on Adolescence and the 2008 Annual Convention of the Association for Psychological Science. I provide links to the websites of these associations for more details.

**N**ext, I included announcements about calls for papers from journals and upcoming conferences that may be of interest to our members.

**Y**ou may recall that in last June's *Bulletin*, we published summaries of recent research studies being carried out by our members. I continue that feature in this *Bulletin*. Barbara Krahé and John Knutson have been

gracious enough to share summaries of their ongoing research: Barbara's longitudinal study of exposure to media violence in a large sample of 7<sup>th</sup> and 8<sup>th</sup> graders, that she and Ingrid Möller are undertaking at the University of Potsdam; and John's longitudinal study of the effects of specific components of deficient parenting on children's aggression, in collaboration with colleagues from the University of Iowa and the Oregon Social Learning Center.

**A**nother regular feature of our *Bulletin* is our "Reviews of Books by ISRA Members." We are fortunate to be able to review three books in this issue. If any members are in the process of publishing a book or if you have recently published a book, and would like to have it reviewed in a future *Bulletin*, please let me or Jane know. We will be happy to contact our members and identify one with interests and expertise to review your book.

**F**inally, I have included as the last two pages of this *Bulletin* our new ISRA Flyer designed to describe our society, increase our exposure, and attract new members; **be sure to share this flyer with your colleagues and students and at professional meetings.**

**I**n closing, I want to echo Jane's words from her December 2007 *Bulletin* editorial. Jane noted that the contents of our *Bulletins* reflect a "society" feel: the materials we include reflect our members' interests and our ongoing work. We are happy to consider for inclusion any information that you believe will be of interest to our society. Remember, Jane is responsible for assembling the December *Bulletin*, and I am responsible for the June *Bulletin*. Please email us any materials you would like us to include.

**I** look forward to seeing you in Budapest!

## A Message from Our Outgoing President, Menno Kruk



### Be Nice and Study Aggression!

A few weeks ago, the organizer at a meeting asked me: “*Why is it that students of that awful topic of aggression here are such friendly, sociable persons?*” As president of ISRA, she expected me to know. In a way she was right, for the observation certainly also applies to ISRA meetings. A simple question, but I had no simple answer. That particular meeting was honoring a retiring Dutch neuroanatomist with an excellent record in aggression research. However, it rather looked like a happy reunion of the interdisciplinary group of scientists that started aggression studies in the Netherlands in 1972, exactly in the same year ISRA was founded. What motivated these groups of scientists in places as far apart as Tokyo, the Netherlands, and the USA to seek venues for interdisciplinary cooperation and inspiration? And why would anybody care to study such a nasty, complex behavior? Aren't there many more attractive, simpler, and more prestigious behavioral topics? Yet many ISRA members devote their entire career to studying aggression. Why? On the ISRA-website one can find the motivation of ISRA's founders:

*“In the shadow of the Cold War, the Vietnam War, and social unrest throughout the United States, these researchers discussed how their knowledge, skills, and research efforts might be applied to the very real and very disturbing problems of individual and collective violence”*  
([www.israsociety.com/history.html](http://www.israsociety.com/history.html))

Also, it was understood: “*that any serious study of aggression had to be international in scope and interdisciplinary in character*”.

### Concern Rather than Personal Glory

Clearly ISRA's founders didn't go into aggression research for personal glory, but rather out of a deep social concern. And they were prepared to work together right from the start. That is why I see them as the pioneering elite I was happy to join. Many lasting friendships developed across disciplines and nations. That may be one reason why ISRA meetings may look like a happy reunion between old-time friends. They are that, but the appearance is deceptive. The discussions were--and are--just as sharp and to the point as in other scientific societies. Often they were even sharper, since there is always the need for cross-disciplinary validation. In Budapest we will honor ISRA's past by appointing 3 Life Fellows and one “John Paul Scott” Awardee. But we will also look to the future, as the pioneering generation of members is gradually fading away.

### New Challenges

Today our motivation and dedication to aggression research isn't too different, we are equally concerned, and we are still a nice crowd. Research methods, however, have rapidly advanced, creating new chances as well as challenges. Just one arbitrary example: tracing changes in the brain of adolescents watching media violence is now a distinct option. We can even try to relate

the results to development and genotype. That was way beyond our capabilities 36 years ago. As a society devoted to advancing interdisciplinary research and cooperation, we should try to actively promote contributions on such novel approaches to our meetings. It will require a lasting, dedicated effort. There is too much good aggression research outside ISRA. However, I just received the concept schedule of our World Meeting in Budapest, and I am proud to say that our scientific committee did a great job in this respect.

### **Catching and Keeping Young Talent**

There is also a darker side to these rapid advances in technology. Young students, now entering aggression research, often need to master the most sophisticated techniques of modern endocrinology, genetics, genomics, imaging, recording, and statistics, on top of the complex behavioral methodology of conflict. That means that they need to attend meetings that help them advance such skills. But, for students, funds to attend meetings are often limited to just one meeting or less per year. A multi-disciplinary ISRA meeting may receive a lower priority under such conditions. It becomes increasingly clear that ISRA faces serious competition here. Moreover, students trained in the complex concepts of social conflict can be easily persuaded to apply these advanced novel technologies to behaviorally less complicated tasks. This is a challenge that will need our attention. Such students are precisely the ones that may derive the inspiration for a life-long attachment to aggression research from our ISRA meetings. The lively discussions between senior scientists in different disciplines certainly enhanced my own resolve to stay in aggression research in the early 1970s.

### **Increasing our Exposure: A New ISRA Flyer**

It seems a worthwhile task for our members to try to make talented young students join ISRA and attend our meetings. A new attractive flyer has recently been printed to assist our members with that task. *Please find it reproduced as the last two pages in this Bulletin, or mail a request to [m.kruk@lacdr.leidenuinv.nl](mailto:m.kruk@lacdr.leidenuinv.nl).* We suggest that our members take a few flyers along to meetings where aggression is part of the scientific program.

### **Facilitating Student Participation**

ISRA welcomes young students by offering reduced registration rates and membership to students. There are presentation awards and certificates for the 5 best posters and 5 best oral presentations. The awardees get a free membership and a free subscription to our journal *Aggressive Behavior* for one year. This year, in addition, we succeeded to raise extra funds allowing 10 US students to attend the Budapest Meeting. This success should inspire us to try to make fundraising for young upcoming talent a permanent feature of our meeting preparations.

### **The World's Trouble Spots**

Our website mentions "*the Vietnam War*" as a concern of our founders. That war is now history, but there are many other troubled areas in the world today. Yet, ISRA membership remains largely restricted to Anglo-Saxon and European countries, and the issues addressed at our meetings reflect that distribution. The scientific coverage of the conflicts in those troubled areas, subject to some of the worst forms of violence such as terrorism and torture, remains limited. It may well be that there is very little systematic scientific study available from those areas. However, that should only encourage us to try to get hold of the few observational studies that are available. We

had only very limited success here. It may be a worthwhile task for individual members to find opportunities to enhance ISRA's geographic impact.

### **Meeting You in Budapest**

As you read this it will be only a few weeks until we will hopefully meet at the World Meeting in Budapest. I just heard that already more than 150 participants have registered. I am working on my presidential address. As always when preparing for such audiences my main concern is to reach out to as many disciplines as possible. I am sure the other plenary speakers will have similar intentions. As for the sessions and symposia, I spotted many interesting topics, like *empathy deficits, exposure to political violence, anger, forensic aggression, development, religious issues, rape in the criminal system, and threats to ego*. There will be also *intimate-, family-, school-, and workplace aggression*. And of course there will be *media aggression, animal studies, endocrinology, and gender differences*, too. There is even a session on *climate*. This is just to show you that ISRA is like the

proverbial healthy animal—"up, alive, and doing".

### **Looking Outside our Own Box**

For most of my career, I was a behavioral neuroscientist, working with drugs and hormones in animals. However, when I go to an ISRA meeting, I get most of my inspiration by attending the sessions outside my own specialization. ISRA meetings help me to see how my own modest contributions relate to the wider field. I trust the same applies to you. It is a good way to work towards an integrated interdisciplinary perspective on aggression, the ideal so eloquently expressed by our founders 36 years ago.

I am now proud to present a tentative schedule for the upcoming World Meeting in July. I look forward to meeting you soon in Budapest,

*Menno R. Kruk,*  
ISRA President

## **International Society for Research on Aggression XVIII. World Meeting, Budapest, Hungary, July 8-13, 2008**



## 2008 ISRA World Meeting Tentative Schedule

This is a tentative abbreviated schedule for the upcoming World Meeting in July. The complete schedule should be available on the conference website no later than the end of May.

World Meeting Website: <http://www.isra2008-budapest.hu/pages/conference.php>

### Wednesday, 9 July

**09:00 – 09:50**

David Farrington, “Risk factors and development of violence from childhood to adulthood”

**10:00 – 10:20** Coffee break

**10:20 – 12:20**

Symposium: “Effects of exposure to political violence...”

Symposium: “Media violence...” (Part 1)

Symposium: “Empathy deficits...”

Symposium: “Sex differences in aggression”

**12:20 – 14:00** Lunch

**14:00 – 16:20**

Symposium: “Media violence” (Part 2)

Symposium: “Effects of exposure to TV...”

Paper Session: School Bullying

Invited Symposium: “Rape in the criminal justice system...” White

**16:20 – 16:40** Break

**16:40 – 17:40**

Paper Session: Global Perspectives

Paper Session: Aggression Concepts

Paper Session: Aggression in Institutional Settings

**17:40 – 18:30**

Kip Williams, “Ostracism and Aggression”

### Thursday, 10 July

**09:00 – 09:50**

Mike Potegal, “A Brief History of Anger (and a little bit about its future)”

**10:00 – 11:00**

Symposium: Climate and violent crime

Paper Session: Religious Issues

Paper Session: Aggression and the Endocrine System

**11:00 – 11:20** Break

**11:20 – 12:20**

Symposium: Autonomic risk factors

Paper Session: School violence

Paper Session: Gender-related issues

**12:30 – 14:00** Lunch

**14:00 – 14:50**

Mary Koss, Violence in seven American Indian tribes

**15:00 – 16:20**

Symposium: Aberrant neuroendocrine responses

Symposium: Forensic Aggression

Symposium: Coping with aggression I

**16:20 – 16:40** Break  
**16:40 – 18:00**  
Paper Session: Development in the Family  
Symposium: Threats to ego  
Symposium: Coping II  
**18:00 – 19:00** Poster Session & Reception

**Friday, 11 July**

**09:00 – 09:50**  
Ken Leonard, “Alcohol and intimate partner violence: The converging evidence on causality and vulnerability”  
**10:00 – 11:00**  
Paper Session: Gender differences  
Symposium: Family Violence  
Paper Session: Adolescence  
**11:00 – 11:20** Break  
**11:20 – 12:20**  
Paper Session: High Levels of Aggression in animals  
Paper Session: School Violence  
**12:30 – 14:00** Lunch  
**14:00 – 14:50**  
Stephen Maxson, “The genetics of aggression: From flies and mice to humans and back again”  
**15:00 – 16:20**  
Paper Session: Animal Neurobiology  
Symposium: Models of indirect aggression, Part I  
Symposium 155: Youth violence prevention  
**16:20 – 16:40** Break  
**16:40 – 18:00**  
Symposium: Bullying in Australian schools  
Symposium: Indirect aggression, Part II  
Paper Session: Impulsive Aggression  
**18:00 – 19:00** Session 19: Posters & Reception

**Saturday, 12 July**

**09:00 – 10:40**  
Paper Session: Intimate Violence  
Symposium: Self-views and aggression  
Paper Session: Media  
**10:40 – 11:00** Break  
**11:00 – 11:50**  
Menno Kruk, Presidential Address  
**12:00 – 14:00** Lunch  
**14:00 – 15:00**  
Symposium: Violent offenders  
Paper Session: Intimate Violence  
Paper Session: Urban Violence  
**15:00 – 15:20** Break  
**15:20 – 16:20**  
Leonard Berkowitz, Scott Award Address  
**16:20 – 17:20** Business Meeting

## Important ISRA Notices

### UPCOMING ELECTIONS OF ISRA OFFICERS

Keep an eye on your mail box. ISRA members will soon receive a ballot for our election of President-Elect, Treasurer, and members of Council. The nominating committee will soon put the ballot together, and we welcome self-nominations as well as suggestions of others we might include on the ballot. The officer duties are described below. Note also that, according to our Constitution, “Any group of five members may submit an additional nominee for any office, if the nomination is received before the date set for the mail ballot.”

“The President-Elect shall serve for a period of two years and then succeed the President in that office; shall carry on the functions of the President in the absence or incapacity of the President, and shall be a voting member of the Council.”

“The Treasurer shall serve for four years, shall collect dues and disburse funds to meet the obligations of the Society, shall prepare an annual written report on the Society's finances for the Council, present a similar biennial report to the Membership at its biennial meeting, and be a voting member of the Council.”

“Councilors shall be chosen to represent different scientific disciplines and regions of the world. The Council shall be the principal decision-making body of the Society, and shall conduct its business either at regular meetings of the Society or by mail.”

Please send nominations to President-Elect Deborah South Richardson at [drichardson@aug.edu](mailto:drichardson@aug.edu).

### CHANGE IN ISRA WEBMASTER

Our new ISRA webmaster is Yvon Delville, Dept. of Psychology, The University of Texas, Austin, TX 78712. Yvon has promised a new look for the web site with many new features so be sure to visit [www.ISRASociety.com](http://www.ISRASociety.com) in the months to come. This would be a good time to offer suggestions for new features and options for the website. Please contact Yvon at [Delville@psy.utexas.edu](mailto:Delville@psy.utexas.edu).

Roger has been ISRA webmaster for almost 9 years going back to when he started it for the 1998 World Meeting at Ramapo College in New Jersey. Roger has recently retired and is now Professor Emeritus. He has moved to San Clemente, California and welcomes contacts from ISRA members all over the world ([rjohnson@ramapo.edu](mailto:rjohnson@ramapo.edu)).

## Highlights of the 2008 Biennial Meeting of the Society for Research on Adolescence, Chicago, IL, USA, March 6-9, 2008

The 2008 Biennial Meeting of the Society for Research on Adolescence (SRA) was held from March 6-9 in Chicago, IL. Below, I have included listings of the paper symposia linked to the keywords “aggression” and “violence.” For space considerations, I did not include the listings of the numerous posters on this topic, but you can access those from the SRA website that includes the 2008 Online Program ([http://www.s-r-a.org/biennial\\_archives/2008\\_chicago/2008\\_meeting.html](http://www.s-r-a.org/biennial_archives/2008_chicago/2008_meeting.html)). If you wish to obtain more information about these papers, you can find the email addresses of the authors of those papers using the SRA website’s search engine: <http://www.s-r-a.org/meeting/schedule/2008/search.cfm>. I hope you find these listings helpful!

### New Directions in Research on the Ecology of Adolescents' Peer Relationships

Chairs: Karen P. Kochel, Gary W. Ladd

1. Prospective Relations Among Victimization, Rejection, and Depression in Early Adolescence  
*Karen P. Kochel, Gary W. Ladd* [Peers, Adjustment/Maladjustment, Victimization]
2. Friendship and Culture Moderate the Association Between Victimization and Depression in Early Adolescence  
*Clairneige Motzoi, William M. Bukowski, Shari Beth Mayman, Luz Stella Lopez* [Peers, Victimization, Friendship]
3. The Friendship Quality of Bullies and Victims  
*Catherine L. Bagwell, Michelle Schmidt* [Peers, Friendship, Aggression]
4. Individual Predictors of Adolescents' Involvement in Aggressive Social Networks  
*Antonius H. N. Cillessen, Casey Borch* [Peers, Aggression, Popularity]

### A Methodologically Diverse Examination of Risk Factors to Predict Violence Among Girls: From Susceptibility to Consequences

Chair: Kelly N. Graves

Discussant: James M. Frabutt

1. Urban, African American, Female Adolescents' Assessment of Positive and Negative Outcomes in Risky Dating Situations  
*Sarah W. Helms, Terri Norton Sullivan, Amie F. E. Bettencourt, Corinne David-Ferdon* [Risk taking, Violence, Dating]
2. Predicting Physical Aggression Among Adolescent Girls Using a Risk-Protection Interaction Framework  
*Kelly N. Graves, Terri L. Shelton, James M. Frabutt* [Aggression, Violence, Gender]
3. Prediction of Suicidality in Adjudicated Adolescent Females: Contribution of Diagnosis, Psychopathy, Risk-Taking, and Impulsivity  
*Natalie C. Arnette, Steven K. Shapiro* [Suicide, Risk-taking, At-risk populations]

### Critical Analysis of Measurement Advances in Bullying and Victimization Research

Chairs: Philip C. Rodkin, Dan Olweus

1. Who Bullies Whom? Social Status Asymmetries by Victim Gender  
*Philip C. Rodkin, Claire F. Garandau, Hai-Jeong Ahn* [Bullying, Gender, Popularity]
2. Identifying the Victims, Bullies, and Defenders: Comparing Three Approaches  
*Christina Salmivalli* [Bullying, Measurement]
3. Complexity in Aggressive Behavior: Assessing Forms and Intentions of Aggression  
*Dorothy Lynn Espelage, Paul Potrat* [Aggression, Assessment]
4. Peer Nominations of Bullies and Victims: What Do They Actually Measure?  
*Dan Olweus* [Bullying, Measurement, Victimization]

## **Distinguishing Forms and Functions of Relational Aggression to Understand Sex Differences, Social Interactions and Mental Health**

Chair: Rhiarne E. Pronk

Discussant: Noel A. Card

1. Forms and Functions of Aggression and Social-Psychological Adjustment  
*Jamie Miles Ostrov, Rebecca J. Houston* [Aggression, Interpersonal aggression, Peers]
2. Relational Aggression and "Rough and Tumble" Social Interactions: Differential Relations With Emotional Adjustment  
*Amy E. Luckner, Peter E. L. Marks, Nicki R. Crick* [Aggression, Interpersonal aggression, Peers]
3. Early Adolescents' Views on Relational Aggression: Experience, Motivation, Interpretation and Gender  
*Rhiarne E. Pronk, Melanie J. Zimmer-Gembeck* [Aggression, Interpersonal aggression, Peers]

## **Biopsychosocial Considerations on Relational Aggression and Related Aggressive and Antisocial Behaviors**

Chair: Keeva T. Blades

1. Neuroendocrine Regulation and Relational Aggression: The Moderating Role of Child Maltreatment  
*Dianna K. Murray-Close, Georges Han, Dante Cicchetti, Nicki R. Crick, Fred A. Rogosch* [Biological factors, Aggression, Child maltreatment/abuse]
2. Aggressive Parenting, Sympathetic Arousal, and Aggression During Late Adolescence  
*Elana B. Gordis, Christy L. Oleszki, Daniel Minns* [Biological factors, Aggression, Family conflict]
3. Cortisol, Timing of Puberty, Depressive Symptoms and Relational Aggression in Early Adolescence  
*Keeva T. Blades, Samantha Dockray, Elizabeth J. Susman* [Biological factors, Aggression, Pubertal timing]
4. Cortisol Responses to Daily Interpersonal Hassles: Sex Differences, Depression, and Cortisol Reactivity  
*Samantha Dockray, Jodi Heaton, Elizabeth J. Susman* [Biological factors, Depression, Sex differences]

## **New Perspectives on Violent Media Use in Adolescence: Risk, Protection, and the Moderation and Mediation of Effects on Behavior**

Chairs: Paul Boxer, Merle Edward Hamburger

1. Violent Media Effects on Violent and Nonviolent Antisocial Behavior in Delinquent Adolescents and High School Students  
*Paul Boxer, L. Rowell Huesmann, Maureen J. O'Brien, Dominic C. Moceris* [Delinquency, Media, Violence]
2. The Relation of Violent Video Game Play to Aggressive Behavior and Cognition in Adolescence: Contextual and Personal Moderators  
*Brad J. Bushman, L. Rowell Huesmann, Craig A. Anderson, Douglas A. Gentile, Maureen J. O'Brien* [Media, Moderators, Aggression]
3. Family Rules and Parental Monitoring in the Association Between Adolescents' Violent Video Game Play and Engagement in Violence  
*Merle Edward Hamburger, Michele Ybarra, Philip Leaf, Marie Diener-West* [Media, Violence, Family]
4. Developmental and Sex Differences Across Adolescence in Playing Web-Based Violent Video Games  
*Eric F. Dubow, Jason A. Drummond, Kelly M. Lister* [Media, Social behavior, School functioning]

## **Bullying Perpetration and Victimization: Does Involvement in Special Education Matter?**

Chairs: Dorothy Lynn Espelage, Susan M. Swearer

Discussant: Lisa E. Monda-Amaya

1. Bullying and Victimization Rates Among Students in General and Special Education: A Comparative Analysis  
*Chad Allen Rose, Dorothy Lynn Espelage* [Bullying, Disabilities, Antisocial behavior]
2. Risky Business: Are Students With Disabilities at Greater Risk for Involvement in Bullying Than Their Nondisabled Peers?  
*Susan M. Swearer, John W. Maag, Amanda B. Siebecker, Lynae A. Frerichs, Cixin Wang* [Bullying, Disabilities, Antisocial behavior]
3. The Nature and Correlates of Bullying on the Grounds of Special Needs  
*Nathalie Noret, Ian Rivers* [Bullying, Disabilities, Aggression]

## **A Methodologically Diverse Examination of Risk Factors to Predict Violence Among Girls: From Susceptibility to Consequences**

Chair: Kelly N. Graves

Discussant: James M. Frabutt

1. Urban, African American, Female Adolescents' Assessment of Positive and Negative Outcomes in Risky Dating Situations  
*Sarah W. Helms, Terri Norton Sullivan, Amie F. E. Bettencourt, Corinne David-Ferdon* [Risk taking, Violence, Dating]
2. Predicting Physical Aggression Among Adolescent Girls Using a Risk-Protection Interaction Framework  
*Kelly N. Graves, Terri L. Shelton, James M. Frabutt* [Aggression, Violence, Gender]
3. Prediction of Suicidality in Adjudicated Adolescent Females: Contribution of Diagnosis, Psychopathy, Risk-Taking, and Impulsivity  
*Natalie C. Arnette, Steven K. Shapiro* [Suicide, Risk-taking, At-risk populations]

## **Dimensions of Conduct Problems in Adolescence**

Chairs: Barbara Maughan, Pol A. C. Van Lier

1. Age Variation in the Contribution of Behavior Problem Types to DSM-IV Conduct Disorder  
*Pol A. C. Van Lier, Frank Vitaro, Hans M. Koot, Richard E. Tremblay* [Conduct disorder, Violence, Age differences]
2. Neurocognitive Heterogeneity Underlying Adolescent Physical Violence and Theft  
*Edward D. Barker, Jean R. Séguin, Richard E. Tremblay* [Violence, Neuropsychology, Antisocial behavior]
3. Heterogeneity in Antisocial Behaviors and Comorbidity With Depressed Mood: A Behavioral Genetic Approach  
*Richard Rowe, Barbara Maughan, Thalia Eley* [Antisocial behavior, Genetics, Depression]
4. Childhood Conduct Symptoms and Young Adult Criminality: A Test of Specificity  
*William Copeland, Shari Miller-Johnson, Keeler Gordon, Adrian Angold, Elizabeth Jane Costello* [Antisocial behavior, Delinquency, Violence]

## Community Violence Exposure During Adolescence: Behavior Consequences and Collective Efficacy Buffers

Chair: Patricia M. Sullivan

Discussant: John F. Knutson

1. Violence Exposure in Adolescent Mothers: Relationship to Child Behavior  
*Jill G. Joseph* [Violence, Community, Mental health]
2. The Contingent Consequences of Exposure to Community Violence  
*Christopher Browning* [Violence, Community, Mental health]
3. Adolescents' Exposure to Community Violence: Are Neighborhood Youth Organizations Protective?  
*Margo M. Gardner* [Violence, Community, Mental health]

### Highlights of the 2008 20<sup>th</sup> Annual Convention of the Association for Psychological Science, Chicago, IL, USA, May 22-25, 2008

The 2008 Annual Convention of the Association for Psychological Science was held from May 22-25 in Chicago, IL. There were many papers and posters on aggression and violence. Below, I have included listings of the paper symposia linked to the keywords “aggression” and “violence.” For space considerations, I did not include the listings of the numerous poster sessions on this topic, but you can access those from the website. Please go to the APS website that includes the 2008 Online Program ([http://www.psychologicalscience.org/convention/Program\\_2008/](http://www.psychologicalscience.org/convention/Program_2008/)).

#### [Effects of Violence/Sex Media: Mediators and Moderators](#)

Chair: Neil M. Malamuth

Presenters: Eric F. Dubow, Douglas A. Gentile, L. Rowell Huesmann, Neil M. Malamuth, Paul Boxer, Katherine E. Buckley, Dara N. Greenwood, Eileen Pitpitan, Craig A. Anderson, Jeremy Ginges, Carlin Yuen, Gert Martin Hald, Mary Koss, Violet Souweidane, Maureen O'Brien, Samantha Hallman

Symposium

#### Abstract

Media effects research is advanced by focusing on the psychological mechanisms responsible for such effects. Using various content areas (fictional and real media violence, pornography, and video games) and varied methodologies and samples, the roles of personality, identification/idealization and environmental context are highlighted as mediators and moderators of effects.

#### [New Insights Into Impulsivity: Contributions From Neuroscience, Behavioral and Self-Report Studies](#)

Chair: Ralph E. Schmidt

Presenters: Antoine Bechara, Drew J. Miller, Lauren R. Pryor, Martial Van der Linden, Thomas R. Kwapil, Donald R. Lynam, Alana Seibert, Joshua D. Miller, Gregory Smith, Amos Zeichner, Ralph E. Schmidt, Charles S. Carver

Symposium

#### Abstract

Impulsivity occupies a prominent place in every major model of personality and constitutes a common feature of a wide range of clinical disorders and problematic behaviors. This symposium offers an integrative view of relevant findings from cognitive neuroscience, behavioral and self-report studies. Converging evidence corroborates a multi-dimensional model of impulsivity.

### [Media Effects on the Health of Children and Adolescents](#)

Chair: Craig A. Anderson

Presenters: Soledad L. Escobar-Chaves, Edward L. Swing, Kanae Suzuki, Craig A. Anderson  
Symposium

#### **Abstract**

Children and adolescents in many countries spend more time on electronic media than in school. Four presentations report recent findings concerning the effects of electronic media on physical and social health. Included are effects on risky health behaviors, attention, aggressive attitudes and behaviors, and prosocial behaviors.

### [Too Hot to Handle? Teaching the Psychology of Mass Violence](#)

Linda M. Woolf

APS-STP Teaching Institute

#### **Abstract**

Around the globe, psychologists engage in research, practice, and advocacy concerning issues such as genocide, war, and terrorism. However, teachers may be reticent to discuss these politically-charged topics. This presentation will highlight concrete strategies aimed at integrating mass violence issues into the psychology curriculum with a focus on research.

### [New Frontiers in Research on Aggression in Organizations](#)

Chair: Theresa Glomb

Presenters: Lilia M. Cortina, Anne M. O'Leary-Kelly, Julian Barling, Manon Leblanc, E. Kevin Kelloway  
Invited Symposium

#### **Abstract**

The past 20 years has witnessed an increase in research on aggression in organizations. Lilia Cortina, Julian Barling, Kevin Kelloway, and Anne O'Leary Kelly are noteworthy contributors to this research base. These world renowned scholars will discuss their work at the frontier of research on aggression in organizations.

## **Call for Papers for *Terrorism Research* (the Flagship Journal of the Society for Terrorism Research)**

The Society for Terrorism Research (STR; [www.societyforterrorismresearch.org](http://www.societyforterrorismresearch.org)) would like to announce a call for papers for its flagship journal, *Terrorism Research*. Papers that are accepted for publication will appear in both an internet and paper-bound journal that will be distributed internationally. The purpose of the journal is to provide a timely, consistently scientifically and theoretically sound, set of papers addressing terrorism from an interdisciplinary, integrative, behavioral science perspective. Papers will be accepted if they reflect one or more of the following:

- 1) Empirical research
- 2) Systematic theory-based model building
- 3) Applications of classic and contemporary theory

You may find out more about the journal, including submission procedures, at our website:

<http://www.societyforterrorismresearch.org/pages/strjournal.html>.

Please also feel free to contact the journal's Co-Editor, Samuel Justin Sinclair, Ph.D. with any questions ([jsincl@post.harvard.edu](mailto:jsincl@post.harvard.edu)).

We look forward to your submissions!

**Call for Papers for a Special Issue of  
*The European Journal of Developmental Science***

**Developmentally Appropriate Preventions and Interventions for Aggression and Antisocial Behavior in Children and Adolescents – Developmental Science as an Integrative Framework**

From a Developmental Science Perspective, only an integrative framework, integrating findings from normal and abnormal development and considering complex biopsychosocial interactions has the potential to explain the development and function, prevention and intervention respectively, of aggression and antisocial behavior exhaustively. Developmentally appropriate preventions or interventions can be conceptualized as “true experiments” in modifying the course of adaptive and maladaptive development thereby providing insight into the etiology and pathogenesis of aggression and antisocial behavior. Thus, examples of relevant topics of the special issue may include, but are not limited to

- Descriptions of developmentally focused interventions or preventions — that is, they should build on empirically- or theoretically-derived models of developmental pathways, and on evidence about those factors that facilitate and promote child development, and those that hinder or alter it and put children at risk for aggressive/antisocial behavior.
- Empirical studies on developmental pathway models of aggressive/antisocial behavior which focus on the description of appropriate ways to prevent aggression/antisocial behavior.
- Preventions and/or interventions with a focus on biopsychosocial risk and/or protective factors – that is, they should target not only psychosocial but also biological factors.

- Studies using developmentally appropriated study designs (e.g., following children and adolescents longitudinally to cover changes from one to another developmental level).
- Developmentally appropriated efficacy and effectiveness research on intervention and prevention programs and empirical research that informs the development of such preventions and/or interventions.

*Special Issue Editors:* Herbert Scheithauer (Free University Berlin, Germany), Tina Malti (Harvard Medical School, USA) and Gil Gabriel Noam (Harvard Medical School, USA).

*Scope of the journal:* *The European Journal of Developmental Science* ([www.ejds.net](http://www.ejds.net)) provides an interdisciplinary and international forum for basic research and professional application in the field of Developmental Science. The journal is published quarterly and available as print and online version.

*Proposal submission procedure:* Interested authors are invited to send an abstract of up to 500 words, giving an overview of the manuscript suggested, including title of the manuscript, suggested manuscript type (see authors’ guidelines at [www.ejds.net](http://www.ejds.net)), and names/affiliations of authors to Herbert Scheithauer ([hscheit@zedat.fu-berlin.de](mailto:hscheit@zedat.fu-berlin.de)).

*Deadline for proposals:* August 1, 2008.  
*For further information,* contact Herbert Scheithauer ([hscheit@zedat.fu-berlin.de](mailto:hscheit@zedat.fu-berlin.de)).

## The 26<sup>th</sup> CICA Meeting and the 2<sup>nd</sup> STR Conference on Aggression and Terrorism

### Website:

<http://psps.psychologia.pl/conference/index.php>

### Co-organized by:

*CICA (International Colloquium on Conflict and Aggression)*

*STR (Society for Terrorism Research)*

*PSPS (Polish Association of Social Psychology, (<http://psps.psychologia.pl>)*

*Institute of Psychology, Jagiellonian University (<http://www.psychologia.uj.edu.pl/>)*

### Dates: 15th - 18th July 2008

*Location:* Zakopane (near Cracow), Poland in Rezydencja Sienkiewiczówka (visit <http://www.sienkiewiczowka.pl>; check out Zakopane: <http://www.zakopane.pl/>)

### OPEN to all interested persons

Since space is limited, admittance is on a first registered-first served basis. Local hotel accommodations are an available alternative.

### About the co-organizing organizations

Since 1983, CICA has promoted and supported a multidisciplinary understanding of conflict and aggression through international, residential colloquia on the relationship between the brain and the social context of aggression. STR was launched in mid-2006 as an international, multi-disciplinary organization of theoretical and empirical researchers in the behavioral sciences. STR's mission is to enhance knowledge and understanding of terrorism through the integration of findings from the fields of anthropology, biology, economics, political science, psychology, sociology, law and other behavioral sciences. Polish Association of Social Psychology (PSPS) aims are to promote research in the field of social psychology in Poland. It sets up a variety of activities (general conventions, small group meetings, schools for young scientists) and it creates publication

outlets for significant research contributions (issuing peer-reviewed quarterly *Psychologia Społeczna* and *Monographs in Social Psychology*). As such it contributes to the scientific communication among Polish social psychologists.

### About the conference

Both organizations hold that when research on aggression and terrorism is informed by the integration of theoretical frameworks and findings from multiple disciplines, more effective policies worldwide will emerge. Since 2008 is the 60th anniversary of the Universal Declaration of Human Rights, specific fields that correspond to the list of human rights would be very appropriate to be discussed.

### The conference schedule

*Tuesday, July 15:* late afternoon evening registration

*Wednesday, July 16:* Full day of conference presentations

*Thursday, July 17:* Full day of conference presentations

*Friday, July 18:* Half day of conference presentations and people travel home

### Ground transportation

Zakopane has a railway connection. It can be reached by train from all the major cities of Poland. The nearest major junctions are Chabówka, Sucha Beskidzka and Cracow. Zakopane has a connection with Cracow also by the national road No. 95. Other roads join it with Silesia and Nowy Sacz. The nearest international airport is in Cracow (about 100 km) and in Poprad in Slovakia (70 km).

### Cancellation & refund policy

Paid registrations that are cancelled on or before March 1 will be refunded at 50%. Cancellations received after March 1 cannot be refunded.

### Publication

A selection of conference papers will tentatively

be published in STR's Journal of Terrorism Research, in PSPS Monographs in Social Psychology, and in other related journals.

#### Social events

Zakopane district is considered the most attractive tourist region in Poland. The Tatras, the hills of Podhale as well as the town itself are ideal places for walks or longer or shorter hikes.

A walk around the town can be combined with visiting its monuments and other interesting places. It will also be possible to organize interesting trails in The Tatra National Park.

If you need to contact us, or would like to receive more detailed information, please email: [malgosia@apple.phils.uj.edu.pl](mailto:malgosia@apple.phils.uj.edu.pl)

## XIIIth Workshop "Aggression" at the University of Potsdam, 6-8 November, 2008 FIRST CALL FOR PAPERS!!!



We are pleased to invite you to the XIIIth Workshop "Aggression" that will be held this year at the University of Potsdam, Germany, from November 6 - 8, 2008. In keeping with the tradition of the previous meetings, the workshop will provide a forum for presenting current research from all areas of basic and applied aggression research.

We are delighted to announce two internationally renowned keynote speakers, **Prof. John Archer** (University of Central Lancashire, UK) and **Prof. Thomas Münte** (University of Magdeburg, Germany).

Contributions are invited that present new and ongoing research projects of both theoretical and empirical nature. We welcome submissions of symposia and individual papers. English is the preferred language, but papers in German will also be accepted.

Please submit an abstract of no more than 250 words along with five keywords. For symposia, please provide an overall abstract describing the aims and objectives of the symposium along with the authors and titles of the individual papers. For further information, abstract submission, and registration please visit:

[www.w-lab.de/aggressionsworkshop2008.html](http://www.w-lab.de/aggressionsworkshop2008.html)

- The deadline for submitting **abstracts** is **1 September 2008**.
- The deadline for **registration** is **1 October 2008**.

No conference fee will be charged.

We very much look forward to welcoming you to Potsdam in November.

The organizing team:

**Barbara Krahé, Anja Berger, Steffen Bieneck, Juliane Felber and Ingrid Möller**

## Profiles of ISRA Members' Research

**Barbara Krahe and Ingrid Möller, University of Potsdam, Germany. *Exposure to Media Violence and Aggression in Adolescence: A Longitudinal-Experimental Study***

**Background:** Despite the emergence of an impressive body of evidence on the effects of exposure to media violence, there is still a shortage of longitudinal research addressing the direction of causality in the relationship between media violence exposure and aggression. The number of studies coming from countries other than the United States is also scarce. Our research seeks to contribute to the international database on the long-term effects of exposure to media violence in adolescence and to the understanding of the psychological processes underlying these effects.

**Aims:** Our first aim is to examine the long-term relationship between exposure to violence in films and electronic games and aggressive and prosocial behavior in adolescence with a view to identifying a causal pathway from media violence exposure to aggression. The analysis includes a number of theory-based mediators (e.g., normative beliefs, empathy) and moderators (e.g., peer group status) of the media violence-aggression link. Within this long-term analysis, the second aim is to implement a five-week media competency training early in the study and evaluate its effectiveness in terms of a reduction of media violence exposure and the weakening of the media violence-aggression link.

**Design:** The study is based on a four-year longitudinal design with a nested media competency intervention. Participants are 7<sup>th</sup> and 8<sup>th</sup> graders (12-14 years of age) in 11 schools representing all levels of Germany's three-tier secondary school system. (In addition to the 11 regular schools, four schools are included where more than 85% of students come from families with a migration background to explore patterns and contents of media usage in relation to aggression and prosocial behavior in a

population that has received very little attention so far.) The four waves of data collection are scheduled at 12-month intervals. Self-report measures of media violence exposure, normative acceptance of aggression, empathy, and aggressive as well as prosocial behavior are collected from the participants and complemented by parent reports of media equipment, usage and parental control as well as teacher ratings of prosocial and aggressive behavior. Teachers also provide information about each participant's grades in key subjects.

Within each of the 11 regular schools, one class in each year is selected randomly for the media competency training scheduled after the first wave. The training comprises 2-hour weekly sessions over the course of five weeks during regular school hours and is aimed at reducing overall media exposure time, supplementing violent with nonviolent content, and promoting critical viewing skills.

**Status:** The first wave of data collection was completed in March 2008 with an N of just over 1.850 participants. The media competency training took place in April and May 2008 with an N of around 450. Preliminary results will be presented at the International Congress of Psychology in Berlin in July.

The second wave of data collection for the total sample will take place in the first three months of 2009, followed by two more waves in 2010 and 2011. The intervention group will receive four booster sessions at six-month intervals.

**Funding Agency:** German Research Foundation

**Comments and suggestions** are most welcome. In particular, we are keen to hear from colleagues engaged in similar research. For more information please contact Barbara Krahe ([krahe@uni-potsdam.de](mailto:krahe@uni-potsdam.de)) or Ingrid Möller ([ingrid.moeller@uni-potsdam.de](mailto:ingrid.moeller@uni-potsdam.de)).

**John F. Knutson, University of Iowa, USA.**  
*Deficient Parenting and the Development of Children's Aggression.*

**Background:** Although there is considerable evidence that exposure to social disadvantage is a risk for the development of antisocial and aggressive behavior, it is also the case that there is considerable variance in the outcome of children from disadvantage. Thus, there is a critical need to understand how some specific aspects of disadvantage experienced by a child can lead to a poor outcome. The central focus of the research is to identify aspects of parenting in the life of young disadvantaged children that contribute to the development of aggression and antisocial behavior. In close collaboration with colleagues at The University of Iowa (Erika Lawrence and Gina Koepl) and the Oregon Social Learning Center (David DeGarmo and John Reid), this project has focused on four components of deficient parenting that could contribute individually and in combination to the development of aggression and other problem behaviors in young children: Exposure to Domestic Violence, Care Neglect, Supervisory Neglect, and Harsh Punitive Discipline.

One of the central problems with the existing information on these four components of deficient parenting has been a reliance on either self-report indices of parenting, or the use of administrative data on the presence of abusive discipline, neglectful parenting, or exposure to domestic violence. Additionally, because there is a high degree of comorbidity among the four components, our lab has adopted a strategy for modeling each component.

**Aims:** The first aim is to use a multi-method/multi-source strategy to develop the construct of *exposure to domestic violence*, paralleling our earlier work to develop the constructs of the other three components. The second aim is to detail the parenting experienced by young children and determine whether the impact of domestic violence is influenced by that parenting. The third aim is to identify moderators of the relation between exposure to domestic violence and internalizing and/or

externalizing problems. For all three aims, we control for factors linked to deficient parenting and poor child outcomes (e.g., economic disadvantage, parental alcohol substance abuse).

**Design:** Children between the ages of 4 and 8 years old from circumstances of disadvantage, and their parent(s), are recruited from the small urban, suburban, and rural areas of two states in the upper Midwest of the U.S. Initial contact with the families occurs in the home. All remaining variables pertaining to the central constructs are obtained in 4-5 sessions conducted in the laboratory, with the protocol re-administered at two annual follow-ups. Multi-method/multi-source child outcome measures are derived from standardized measures obtained in lab sessions, and from the child's teachers.

**Status:** To date, 360 children and their parent(s) are in the process of completing the first or second annual follow-up protocol. Nearly 46% of the recruited sample includes both the child's mother and her partner (41% of the mothers are single-parents who are not cohabiting). By recruiting approximately 75% of the father figures residing with the children, we can directly assess the joint influences of both parents. Approximately 60% of the sample had mothers who had been involved in physical coercion during the child's lifetime with considerable variance on the indices of child exposure to that domestic violence. Preliminary analyses establish that the combination of neglect and harsh punitive discipline contribute to the development of aggression and other externalizing disorders. Soon the project will test the unique contribution of indices of *exposure to domestic violence* in predicting child adjustment problems in the context of other forms of deficient parenting.

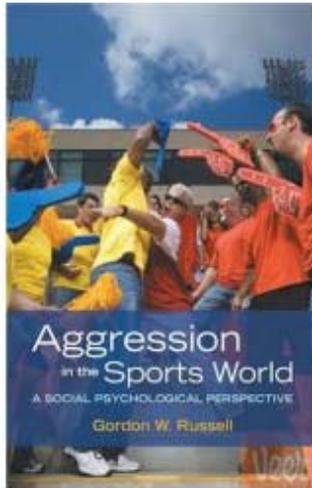
**Funding Agency:** Eunice Kennedy Shriver National Institute of Child Health and Human Development

**For more information** contact John F. Knutson ([john-knutson@uiowa.edu](mailto:john-knutson@uiowa.edu)) Department of Psychology, 11 Seashore Hall East, The University of Iowa, Iowa City, IA. 52242.

## Reviews of Books by ISRA Members

**Russell, G. W. (2008).** *Aggression in the sports world: A social psychological perspective.* Oxford: Oxford University Press. (ISBN13: 9780195189599; ISBN10: 0195189590; Hardback, 288 pages)

*Reviewed by Eric F. Dubow*



As an avid sports fan, it is almost weekly that I am faced with news reports of aggressive, antisocial, and unlawful behavior of athletes (and sometimes fans) both on and off the field: an illegal hit by a defensive back on a wide receiver in American football; a headbutt by a star midfielder on a defenseman during a World Cup final match; a fastball thrown by a pitcher at the opposing batter's head in retaliation for a play earlier in the game; an American football player involved in a shooting at 3am at an adult entertainment venue; a professional wrestler who allegedly had a history of chronic steroid abuse kills his wife and son and then himself; a father and his teenage son storm a baseball field to attack a coach; a brawl between players and fans that spreads into the stands at a professional basketball game; and an obsessed fan runs onto the court to stab a top-ranked player

during a tennis tournament. So, it is quite timely that Professor Gordon Russell has published a new textbook on aggression in the sports world; in the preface, Russell notes that this is the first textbook devoted solely to this topic since Goldstein's 1983 edited volume, *Sports Violence*.

Professor Russell states several goals for this scholarly work: 1) to explain the processes accounting for aggressive behavior, both within the athlete and the spectator, in the international sports world; 2) to examine this topic from a social psychological perspective; and 3) to include interdisciplinary perspectives, including the fields of psychology, economics, pharmacology, and animal behavior. Professor Russell has achieved these goals in this book. Not only is this a scholarly treatment of a range of topics in the area of aggression in sports, but throughout the text Professor Russell carefully explains social psychological principles and transfers them from the social science laboratory to the soccer, football, and baseball fields, and into the stands, so that a reader without expertise in the social sciences can follow his analysis. Thus, the text will be appropriate for students interested in aggression in sports as well as the informed sports fan with an interest in the myriad influences on the development of aggression in athletes and spectators.

Professor Russell covers a range of topics across seven chapters. Chapter 1 covers social and cultural influences on athletes' and fans' behavior (e.g., the role of obedience, racism). Chapter 2 covers individual-personal influences on aggression during sport (e.g., the role of the Machiavellian personality, identificatory ties to one's team). Chapter 3 covers environmental and situational influences (e.g., crowding, noise, uniform color, drug use). Chapter 4 covers the effects of observing sports aggression in the stands and in media depictions. Chapter 5 is devoted specifically to riot behaviors among spectators, which have led to tens and sometimes hundreds of injuries and death. Chapter 6 is devoted to the psychological processes involved in crowd panic behavior (an acute fear reaction that necessitates escape from the stadium) in response to an identifiable threat (e.g., collapse of a concrete stadium barrier, a fire in the stands). Finally, Chapter 7 covers methodological approaches to studying aggression, along with each method's

sources of bias (e.g., experimental method and ethics and demand characteristics), measurement of aggression (e.g., lab-based measures, self-report inventories), and theoretical approaches to understanding aggression (e.g., frustration-aggression hypothesis, social learning theory, catharsis theory). This final chapter is useful for the reader with little to no expertise in the social sciences who would like to take a deeper look into our field's theories and methods.

Taking a few examples from the book, I want to illustrate how Professor Russell takes on a topic and proceeds from hypothesis to explaining the methodological approach to drawing a conclusion to making the application of the social science research to the sports world. In Chapter 1, Professor Russell discusses the relation between culture and choice of sport. He examines the possibility that inter- and intra-nation differences in conflict relate to a preference for combatant vs. non-combatant sports. Russell reviews research by Sipes (1973, 1989) and Keefer and colleagues (1983) who examined archival data on nations' records of military involvement and their participation in specific Olympic events. Indeed, more militaristic nations showed stronger preferences for combatant sports. Furthermore, archival data within the United States showed that popularity of boxing, football, and hockey increased when the nation was at war. In Chapter 3, Russell examines the hypothesis that competition breeds aggression and hostility. He explains the classic Robber's Cave research experiment of Sherif and Sherif (1969) about boys in a summer camp in Oklahoma. When the boys arrived at camp, they were separated into two groups and engaged in intra-group bonding activities. Next, the groups were introduced to each other through competitive activities, "...and mutual respect began to evaporate. In its stead, verbal and physical hostilities began and escalated to the point of a full blown donnybrook in the mess hall. Name calling and throwing of food and dinnerware brought the experiment to an abrupt halt" (p. 95). It is easy to see how the boys developed their "we" versus "they" schema during the competition phase of the study in just a few short days; any sports fan can resonate with how much more magnified the negative inter-group feelings would be after several decades of rivalry, as is the case, for example, in American baseball between fans of the New York Yankees and Boston Red Sox.

Throughout the book, Professor Russell explains social and cognitive psychological theories and research and applies these to specific sports aggression situations. For example, he describes Milgram's seminal research on factors influencing obedience to shed light on how an athlete can obey a coach's orders to inflict injury on an opposing player. And, he describes the "false consensus effect" to explain how spectators can come to see their behavior as quite common, even to the point of joining an escalating crowd disorder. As another example, Russell explains aspects of terror management theory (e.g., the need to develop a shared worldview that provides meaning and stability to our lives and a strong sense of self esteem to protect us from the overwhelming fear of our mortality). Russell proposes that fans' unshakable identificatory ties to a team function in part like this sense of a shared worldview that brings meaning to our lives, enhances our self worth, and in a sense serves to protect us from mortality concerns. He reviews a clever study by Dechesne (2000) that manipulated whether or not Dutch high school students were made aware of their mortality. The students who were made aware of their mortality predicted a greater number of goals by the Dutch national team in an upcoming match against the German national team. Dechesne replicated the results with college students in the US who were strongly devoted to their college's football and basketball teams. (Russell points out to the reader, on several occasions, the necessity of replication in the social sciences to be sure that we have reached valid conclusions.) Russell goes on to review research showing that spectators' identificatory ties are quite strongly related to their willingness to endorse illegal acts

toward athletes and coaches on an opposing team! Taken to an extreme, then, spectators do indeed have the power to influence the outcomes of games (e.g., when a friend of skater Tonya Harding attacked Harding's competitor, Nancy Kerrigan, prior to competing at the US National Figure Skating championships). Obviously, many predisposing and precipitating factors would need to converge to account for such rare and serious assaults on an athlete (perhaps including mental illness by the offending spectator), but the point is that identificatory ties play an important role in the development of aggressive attitudes and behaviors.

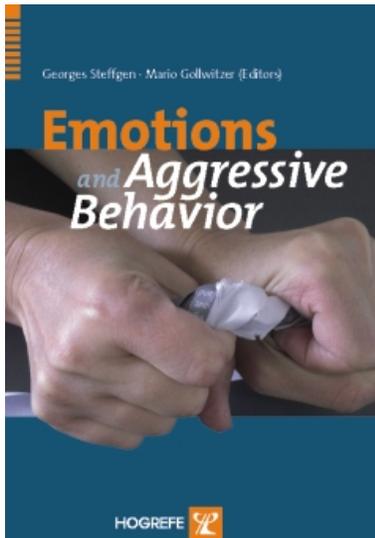
I also would like to comment on Professor Russell's treatment of the effects of witnessing sports aggression, both in person and in media depictions, on spectators' cognitions and behaviors. Russell goes beyond the simple observational learning explanations and attempts to draw together research and theory on cognitive mediators. For example, Russell describes a laboratory experiment by Bryant and colleagues (1982) that highlights the central role of our *perceptions* of the level of violence, more so than the *actual amount* of violence itself, in terms of influencing our attitudes toward the content. The researchers manipulated the commentary accompanying a tennis match. Participants were assigned to one of three commentary groups: commentary describing the opponents as best friends, bitter enemies, or a neutral version. Participants who heard the "bitter enemies" version reported that the match was much more intense, hostile, and enjoyable compared to participants who heard the other versions despite having seen the same videotape of the match. Professor Russell discusses priming effects and notes that, "Pregame hyperbole featuring aggressive/violent language can create a hostile environment, one that occasionally can contribute to interpersonal aggression or outbursts of crowd violence" (p. 121). Thus, even the language of sport becomes a powerful influence on the development of sports-related aggressive thoughts and behaviors in the spectator.

Finally, Professor Russell draws on social psychological theory and empirical findings to venture to make recommendations to reduce crowd violence. Some examples include applying knowledge about personality correlates of sports-related aggression to selecting the most effective peacemakers and policemen for crowd control; using priming research to make recommendations on ways to "tone down" media characterizations in advance of, and during, competitions; using knowledge about the aggression-enhancing effects of various types of alcoholic beverages to make recommendations about banning specific beverages at events; and using theories of dynamics related to anonymity individuals feel in crowds to make recommendations for structural modifications in stadiums.

In sum, Professor Russell had done a masterful job of integrating social psychological research with specific aspects of sport-related aggression and violence both among athletes and spectators. This is an important book because playing sports and watching college and professional sports are a central aspect of leisure time activities around the world for children, adolescents, and adults. Unfortunately, there is a darker side to sports—the potential for aggression and violence both among athletes and spectators. Professor Russell helps us to understand the many influences accounting for aggression in the sports world. This book will be of great value to researchers who are interested in applying social science theories to the real-life problem of aggression in sports, as well as to the serious sports spectator who is interested in learning about the underlying dynamics accounting for aggression and violence in the world of sports.

*Eric F. Dubow, Department of Psychology, Bowling Green State University; Institute for Social Research, University of Michigan; [edubow@bgsu.edu](mailto:edubow@bgsu.edu)*

Steffgen, G., & Gollwitzer, M. (Eds). (2007). *Emotions and aggressive behavior*. Göttingen: Hogrefe. (ISBN 978-0-88937-343-3; Hardback, 230 pages)



*Reviewed by Jane L. Ireland*

This book was a timely addition to my reading list as I was settling down to write a chapter myself on aggression treatment which attended both to emotions and behaviour. My own review of this area has indicated very little in the way of a single resource which captures the importance of this area and which includes a range of up-to-date literature. The edited collection of Steffgen and Gollwitzer is therefore both a timely resource and an extremely useful one.

The text is comprised of thirteen chapters separated into five parts; 1.) History of research into emotions and aggression; 2.) Emotion-based motives and aggression; 3.) Anger and aggression; 4.) Intergroup contexts; and, 5.) Developmental perspectives. I do not intend to comment on every chapter. Rather

I will reflect on the general themes indicated and on selected chapters. The book is, however, a very eclectic one. Thus my identification of chapters is simply for illustration. Steffgen and Gollwitzer have done well to bring together such a ranging array of disciplines and theoretical perspectives into one cohesive text. Readers interested in developmental perspectives of aggression, aggression treatment, biological influences, neurological influences and/or social influences will certainly find something of value.

The structure of the text was a useful one, commencing with historical perspectives and ending with individual development. The latter is a particularly welcome component to this area of research, including chapters focusing on childhood and adolescence through the illustration of single studies or reviews of topics. The value of some chapters was certainly in their contribution to the area via the presentation of new empirical data. The chapter of Angela Ittel ('Tight bonds or loose associations; Crossroads of emotion, social integration and aggression in early adolescence') was a good example of this. In this Ittel outlines gender-specific patterns of development with emotional attributes found to predict aggression, with a complex relationship found between attributes and aggression for girls.

The only area that I felt was perhaps absent from this part of the text was some reflection on changes in adult aggression over time. This is undoubtedly a function of the increased research among children and adolescents in comparison to adults, but I felt that there did need to be at least some reflection of adult differences. For example 'gender' differences in aggression are described as boys being more aggressive than girls (Florian Juen et al, 'Emotion, aggression and the meaning of prevention in early childhood') when in fact there did need to be a clear statement that this holds only for this age groups and does not automatically translate to adults; and also that the target of the aggression is important to account for. I did feel, however, that the concluding chapter in this part by Johannes Bach ('Pre-school prevention of emotional-social disorders and aggressive behaviour') was particularly useful and quite rightly focused on the importance of prevention of difficulties within very young age groups. The inclusion of both risk and protective factors to emotional development was particularly welcome since the former is often missed and/or incorrectly described in some texts.

Examples of some of my further preferred chapters in this text, were Leo Montada's 'Emotion-based aggression motives'; Roy F. Baumeister and Brad J Bushman's 'Angry emotions and aggressive behaviour'; and Georges Steffgen and Jan Pfetsch's 'Does anger treatment reduce aggressive behaviour'. Leo Montada's chapter was useful in that it encouraged a focus on motivation as opposed to typology. Although it was not explicitly indicated in the chapter, the content fitted well with formal functional analyses of aggression. Such analyses are becoming more common place within both the clinical and academic literature and so it was valuable to have a chapter included on this topic even if the specific terminology of 'functional assessment' was not used per se. I particularly like the way in which this chapter integrated developmental perspectives and included range of emotions. The attention to the latter was particularly valuable.

The theme of attending to a range of emotions was also consistent with a later part of the book – Part 3 'Anger and aggression', in particular the chapter by Roy F Baumeister and Brad J. Bushman. Although this chapter provided an excellent summary of the theoretical literature on anger and aggression, illustrated by some useful contemporary examples, it also attended to emotions *other* than anger. It highlighted in particular the inhibiting effect on aggression that guilt may have, with shame also presenting as a core emotion of interest. What I liked in particular about this chapter was the attention to the importance of emotions other than anger with anger often solely discussed in some readings.

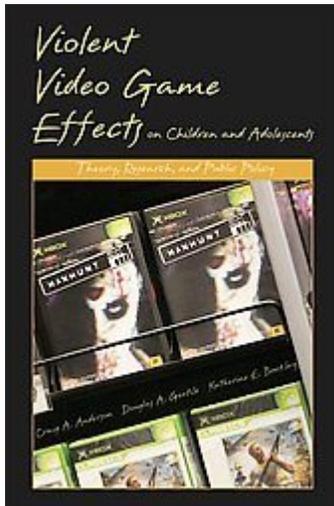
This was followed later by a chapter by Steffgen and Pfetsch on treatment, specifically the role of managing anger as a treatment target in aggression intervention. What I liked about this chapter was its questioning of the role of anger as a sole treatment for aggression and, in particular, the acknowledgement that dealing with anger may influence treatment outcome but not necessarily reduce aggression per se. As a clinician, I found this chapter very helpful in that it assisted with putting into a clinical context the importance of theory and tying this into focused treatment delivery.

I do not have many criticisms of a text of this kind since it covered a range of authors and topic areas, the content of which all differ in terms of style and contribution to the discipline. I did feel on occasion that the distinction between aggression and antisocial behaviour could have been clearer in some chapters, or at least the debate in the overlap between these related areas discussed. There was certainly an interesting attempt in the first chapter ('Historiography of research on emotions and aggression', G. Schui & G. Krampen) to try and outline the often wide-ranging definitions of aggression which exist. On a more stylistic issue, the book was missing an index (content and author); although one may use such things infrequently you really do miss them when they are absent! This book covered so many areas that I felt it was a shame that no index was incorporated to assist the reader to navigate around the text.

However, what was particularly helpful in the included chapters were their attempts to provide a wide *range* of information as opposed to focusing on only a small number of topics. In some ways this may the text a challenge to review in that so much was included it is difficult to convey this well in a relatively short review. The attention given to a range of topics, however, made the text more valuable as a resource and as a source for directing further reading. Overall, therefore, I warmly recommend this text.

*Professor Jane L. Ireland is a Chartered Forensic Psychologist based at the University of Central Lancashire, UK and at Ashworth High Secure Hospital, Liverpool, UK.*

**Anderson, C. A., Gentile, D. A., & Buckley, K. E. (2007). *Violent video game effects on children and adolescents*. (ISBN13: 9780195309836; ISBN10: 0195309839; Hardback, 200 pages)**



**Reviewed by Adrienne McFaul**

The causal link between violent media consumption and increases in aggressive behaviors has been known since the 1970s, and has been demonstrated through laboratory and field studies as well as through longitudinal research (Anderson et al., 2003; Bushman & Huesmann, 2006). The bulk of the extant research has focused on the effects of violent television and movies. Video games became popular in the US in the 1980's and since their inception have become increasingly both violent in their content and seemingly realistic due to advances in graphic and interactive game play technologies. It has been hypothesized that precisely because of their interactive nature, video games should lead to greater increases in aggressive behavior as compared to more passive media consumption such as television viewing (Anderson & Bushman, 2001). For example, a recent study published in *Aggressive Behavior* demonstrated via a mixed experimental-naturalistic design that playing violent video games produced greater aggressive behavior than did watching violent video games being played (Polman, Orobio de Castro, & van Aken, 2008).

Despite recent provocative findings, investigation of violent video game effects is a relatively new area of inquiry in contrast to other types of violent media effects. *Violent Video Game Effects on Children and Adolescents*, written by Craig Anderson, Douglas Gentile, and Katherine Buckley (Oxford University Press, 2007) addresses the critical need for scholarship on the risks of violent video game use for children and adolescents. Researchers as well as policymakers, parents and students interested in gaining a greater understanding of the power and the dangers of playing violent video games would do well to avoid relying on popular journalism on the subject, written by non-specialists and often gleaned from secondary sources. Luckily, with Anderson et al.'s new volume, readers can bypass incomplete and occasionally unreasonable interpretations of the media effects literature. Anderson, Gentile, and Buckley have written a brilliant, highly accessible volume on the effects that playing violent videogames have on kids and teens. *Violent Video Game Effects on Children and Adolescents* explains the logic, history, and science behind the domain of media effects research and introduces the emerging focus on video games in the field to a broad readership.

The book's introduction provides an overview of the methods used by media effects researchers, explaining terms and measurements that have informed decades of media effects research and providing a clear and necessary explanation of how scientists think about and demonstrate causality. When presented with findings from research on violent media, a common response from teens is often: "I play a lot of violent video games, but I haven't killed anyone," and adolescents tend not to endorse exposure to violent media as a causal influence on aggressive behavior (Boxer & Tisak, 2003). The authors place individual experiences in context, explaining the importance of the presence of cumulative, multiple factors in understanding the development of violent behavior. They also explain that aggression is much more than just violence and offer a lucid discussion of what aggression is and how it is measured within the

laboratory. According to Anderson and colleagues, aggression can be conceptualized as occurring on a continuum with extreme violence at one end and less severe and more mundane behaviors (such as being rude and disruptive) at the opposite end. Readers will understand how laboratory measures of aggression, as well as questioning research participants about their beliefs and attitudes toward aggression, inform the understanding of more severe forms of aggression.

Three new studies on video game violence follow. As basic questions have been preempted by the introduction, the reader is well-prepared to understand the fundamental background and logic behind these three studies. Making the new studies even more accessible are page-long synopses embedded near the end of each study. The casual reader will be able to breeze through technical details without missing out on the main methodological features and important findings.

Study 1 involved children and college students playing either a violent or non-violent video game, and then having the chance to punish an ostensible opponent with a noise blast. The findings of this study provided a challenge to assumptions about whether children grow out of their susceptibility to the effects of violence exposure as they become young adults. Past theory assumed that individuals become less susceptible to the effects of exposure to violent media. These findings indicate that susceptibility to the effects of violent video game exposure continues into early adulthood. Study 1 also has important implications for the ESRB (Entertainment Software Rating Board) video game rating system. Games rated E, meaning appropriate for everyone, were associated with increases in aggressive behavior analogous to games rated as only appropriate for teens and adults.

Next, in Study 2 high school students completed surveys on their aggressive behaviors, aggressive beliefs and attitudes, and media exposure. The results of the survey indicated that, after controlling for the effects of gender, aggressive beliefs and attitudes, and total time spent consuming media, the amount of violent video games that an adolescent plays still predicts aggressive behavior, including more severe violence. This means that female high school students, along with the boys, are also susceptible to the negative effects of violent video game play. The survey results also had implications for media use and academic success. Increased time spent consuming media was associated with decreases in academic achievement.

Finally, Study 3 queried children, their peers and teachers on aggressive behaviors and violent media consumption twice during a school year. The first published longitudinal study on the effects of violent video game use, this study was able to capture changes in children's behavior over time. What they found was that children who played a lot of violent videogames changed over the school year, becoming more aggressive. In other words, higher levels of violent video game play at time 1 were associated with increases in aggressive behavior at time 2. These changes were observed during an average of only five months. Again, these changes were seen in girls as well as boys. And again, these results also had implications for media use and academic success. Increased time spent consuming media was again found to be associated with decreases in academic achievement.

In the last third of the book, the authors discuss what the three new studies might mean within the broader contexts of violence prevention efforts, parenting practices, and public policy. The authors emphasize that scientific facts are only one element of an informed public policy and highlight the importance of scientific ethics in making sense of implications that the research might have for society. As the authors remind us, science does not exist in a vacuum. Legal issues, personal values, and political realities make up the context in which scientific facts might affect policy decisions. Recent political actions taken regarding policy on violent video games as

well as potential avenues of policy reform are then reviewed. Common problems encountered in creating ratings and warning labels, entertainment licensing, and government restrictions are discussed. Research by Bushman (2006) indicated that warning labels may actually attract people to violent programming. Such issues illustrate difficulties inherent in creating effective public policy.

The book concludes with a much needed list of tips for parents and care-givers on how to responsibly discern which games may be appropriate for the children and adolescents in their lives. An important point that the authors make throughout the monograph is that no one is immune to the negative outcomes associated with violent video game use. However, two potential mitigating factors did emerge from this research. Both greater parental involvement in children's media use and being characteristically forgiving were associated with smaller increases in aggressive behavior in children exposed to violent video games. Additionally, an important tip for parents is to not rely on the ESRB video game rating labels. Parents should play games themselves or watch someone else demonstrate the game. Many parents will be surprised to find what the games their kids are playing actually entail.

Readers should walk away understanding that video games are not to be feared, but should be enjoyed responsibly. Responsibility is predicated upon an understanding of the science behind violent media effects. *Violent Video Game Effects on Children and Adolescents* is an important tool that will help kids, teens, and families become more responsible gamers.

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*Founded in 1972*

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<sup>1)</sup> M Furtman, *Magic on the rocks* (2000) ISBN: 0-916691-02-0

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