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# Personal History of Violence and Response to Violence: A Quantitative and Free-Response Study Focusing on College-Age Students

Margaret Haswell  
*Providence College*

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Personal History of Violence and Response to Violence:  
A Quantitative and Free-Response Study Focusing on College-Age Students

Margaret Haswell

Providence College

A project based upon an independent investigation,  
submitted in partial fulfillment of the requirements  
for the degree of Bachelor of Arts in Social Work.

2011

### Abstract

This study examined the relationship between people's history with violence and how they responded to a graphically violent real-life video. A review of the literature revealed there had been extensive research done about the effects of media and violence on individuals, yet there is a lack of evidence about the effect that violent home footage can have on college-aged students. This relational study utilized a questionnaire that included both a Likert scale and a free-response portion with 25 undergraduate students rating their relationship with violence in the past and their response to a violent video. Greater prior exposure to violence was associated with more extreme responses to violent videos. Suggestions are made for further research involving a larger study utilizing different types of violence recorded in real-life situations.

Personal History of Violence and Response to Violence:

A Quantitative and Free-Response Study Focusing on College-Age Students

Violence, at some level, is unfortunately a part of human life. People experience violence as victims, as well as aggressors; they also witness violence between strangers, associates, and family. In the past 20 years, there has been an increase in exposure to violence due to the media. Currently, violence is seen in virtually all movies, TV shows, and video games. Most recently, computers, internet, and video-sharing community sites have allowed for the uploading of real-life home-made graphic violent videos that are being distributed throughout the nation at rapid speed. Websites that allow and encourage the distribution of these violent videos also have the capability to allow people to comment on the videos. Some of these video hosting websites view all the videos before posting, while others automatically post the videos online and put the responsibility for flagging inappropriate videos on the viewer. These graphic videos are being uploaded by the party who produced the video, which causes there to be much less censorship than what is found in other forms of media.

People can become desensitized to violence due to their own personal experiences, which may include being the victim of or a witness to violence, whether real or vicariously via various media. Lonnie Athens has focused his professional career around understanding why some people become violent while others do not. Athens (Rhodes, 2001, n.p.) “Describes this process as one of violentization, in which people are first brutalized into learning that they will not be protected by the system responsible for them, that they must brutalize others or be brutalized themselves, and finally, through the performance of such brutalization they become violent perpetrators themselves.” This

response to violence study looked at how people's history of violence, or level of violentization, will affect their response to a violent video that was uploaded to a popular gossip-style website. In addition, the researcher will attempt to discover if people's responses to the videos are directly correlated to the level of violence they may have experienced in earlier life. The study used a Likert scale to scale people's history with violence as well as a free-response and another Likert scale to rate their response to a violent video. Finally, this study looked at some of the potential social implications associated with video-sharing communities and the distribution of violent videos.

Understanding people's reactions to violent images and the relationship of these reactions to their history of violence could be a good tool for social workers. Although these violent videos on websites have numerous implications for those who have been victimized by violence, they also affect those who have not personally experienced violence. The social work profession should be aware of the long-term effects that witnessing violence can have on individuals. In addition, it is important for social workers to understand the probability that this type of violence is becoming more widespread. The violence that is being shown on the video-sharing websites is different from the scripted violence commonly seen in TV and movies. Professionals need to understand the possibility that a wider variety of violence, such as child abuse, is becoming more acceptable due to the popularity and accessibility of video hosting websites.

These websites also allow professionals an opportunity to really see into the lives of people who post such violent videos. Since this type of video is not scripted or re-enacted, social workers are able to study the people, the reactions, and the circumstances.

Some of the up-loaders give very little background information, but social workers would still be able to analyze the interactions between the individuals in the video. This type of real-life video footage would provide researchers with a new field of study that has not yet been utilized.

This study is a relational study looking at the connection between individuals' background history associated with violence and their reactions to a violent video that was uploaded to one of these web-sharing communities. The background instrument uses Lonnie Athen's Violent Socialization Scale to determine the participants' history of violence. Next, the participants watched a video that was posted on a video sharing website on multiple sites in October 2010 and is still available online for viewing. After watching the videos, the participants completed a free-write. The final aspect of the study in another quantitative Likert scale that was used to gather data about participant's response to the video.

### **Literature Review**

Extensive research has been done on the general topic of violence and media. Searching the key terms "media" and "violence" in the ProQuest Sociological database yields 1,360 articles and studies. Significantly less research has been done on the concept of violentization, which produced only 13 results with the key term "violentization." Although there were no journal results with the search of "video-sharing communities," there were 6 scholars who are currently pursuing research in this topic. Both violentization and video-sharing websites are relatively new concepts, which explains the lack of depth in resources.

**Violentization**

There are many different theories of how and why people are violent and why they are aroused by violent images. Some believe that these are learned behaviors, whereas, others argue that violence is innate and nothing can be done to eliminate this impulse. Violentization will be used to use to conceptualize individuals' history of violence and how that could affect their attitude towards the violent images they are watching. Athens' violentization theory looks at "Why do only some males and many fewer females become seriously violent while most of their peers do not?" and "Why do more violence-prone people live in some communities rather than others?" (Athens & Ulmer, 2003, p. 1).

The reason the study will use this theory, as opposed to other theories, is because Athens takes an in-depth look at how specific actions lead to self-thoughts that are then acted on. Athens' theory takes into account the importance of family history and past events, as well as, how society and peers impact individual reactions. This theory will also help determine if the responses to the violent videos posted encourage the aggressor to become more violent. The attention that these videos receive could be a motivational factor to continue uploading images. This theory of violentization will be helpful when analyzing people's history of violence. However, it fails to discuss in detail the possibility of people becoming desensitized to violent media images. In addition, Athens' theory does not consider the implications of real home footage as opposed to the typical media images that have been seen on TV and movies for decades.

### **The History of the Relationship Between Media and Violence**

There are several other interpretations and theories of the effect that media violence has on real-life actions. Some believe witnessing media violence may have important independent effects on individuals' thoughts and actions. There are others who believe that witnessing media violence is just one factor that influences the behavior and thoughts of individuals. Brady's (2007) study on young adults' media use and their attitudes toward interpersonal and institutional forms of aggression shows that media violence may have a profound impacts on people "independently of parental education, lifetime violence exposure with the home and community, aggressive personality, and constrained problem solving styles." (p. 519).

In Brady's (2007) study, 319 undergraduate students completed a survey assessing media use (number of hours per week spent playing videogames, watching movies/TV shows, watching TV sports) and attitudes toward interpersonal violence, punitive criminal justice policies, and different types of military activities (preparedness/defense and aggressive intervention). Brady believes that "through cumulative exposure to media violence, young adults may come to believe that the world is hostile, aggression is normal and acceptable, and problems may be solved through aggression" (Brady, 2007, p. 519).

Although there are many researchers who agree with Brady, there are also many who do not support her ideas. They argue that while witnessing media violence affects the person, it is only one of many factors influencing the actions of people. Fanti, Vanman, Henrich, and Avraamides (2007) sampled 96 college students. They focused on desensitization to media violence over a short period of time and found that "repeated



exposure to media violence reduces the psychological impact of media violence in the short term, therefore desensitizing viewers to media violence. As a result, viewers tended to feel less sympathetic toward the victims of violence and actually enjoyed more the violence portrayed in the media” (Fanit et al., 2007, p. 179). This study defines desensitization as “the diminished emotional responsiveness to a negative or an aversive stimulus after repeated exposure to it” (Fanti et al. 2007, p. 179). It also acknowledged that there were physical and possible psychological effects of witnessing media violence.

According to Fanti et al. (2007):

Initial exposure to media violence typically produces aversive responses such as fear, increased heart rate, perspiration, discomfort and disgust, which is consistent with the viewpoint that human beings have innate negative responses to observing violence. However, after prolonged and repeated exposure across a person’s lifetime, the psychological impact of screen-based media violence, including TV, movies and video games, reduces or habituates the observer becomes emotionally and cognitively desensitized to media violence across time. (p. 179)

One of the negative consequences of becoming desensitized to violence is the real-life implications. Fanti et al. (2007) describe that:

During the first scenes participants reported that they enjoyed the violence scenes less and reported more concern for the suffering of victims. With repeated exposure, however, the psychological impact of media violence was reduced and participants indicated feeling less sympathy for violence victims and started enjoying more the violence portrayed in the media scene. (p. 185)

Clearly, witnessing media violence has some effect on a person and this is supported by a lot of research. “Researchers found that the greater the level of exposure to television violence, the more the child was willing to suggest violence as a solution to conflict, to perceive it as effective, and to become more accepting of violence behavior displayed by others (Hassan, Osman, & Azarian, 2009, p. 153). Unfortunately, there is very little research as to how the different forms of media violence might affect

individuals. Carnagey, Anderson, and Bartholow (2007) looked specifically at video game violence and although they found results similar to Fanti et al. (2007) and other researchers, they focused on video games and social neuroscience. They found that, “In addition to arousal-facilitated aggression, other research links violent media to physiological desensitization to violence. Exposure to virtual violence produces desensitization to actual violence, which has been linked to aggression and reduced helping” (p. 179).

### **Video-Sharing Community Sites**

This study will work to see if the same findings that had been previously applied to typical TV or movie images, can also be applied to homemade videos. Unfortunately, there is virtually no research on the implications of people filming real-life footage and uploading them to video-sharing community sites. There are many different reasons why this research does not exist, but the most probably is that these types of websites have just starting becoming popular in the last couple of years. The most well-known site is YouTube. According to Linkletter, Gordon, and Dooly (2010):

YouTube is a video-sharing Web site where users can upload, view, and share video clips online. It had 55 million unique users each month and more than 10 million monthly users younger than 18 years of age . . . the creation of YouTube in 2005 enabled millions of young people to watch videos of this activity, therefore both potentially propagating and normalizing the behavior. The use of YouTube as a method of identifying and tracking behavior has been largely untapped for medical research. (274)

Even though there has been little research done on YouTube, Linkletter et al. (2010) found that “YouTube has significant potential relevance in determining, categorizing, describing, and tracking important health-affecting behaviors” (p. 274). Although YouTube features plenty of homemade violent videos, the more graphic videos tend to be

on “blog-style gossip websites.” These websites are not mainstream yet because they are very new. It is probably only a matter of time before they become as popular as YouTube.

### **Blog-Style Gossip Websites**

Blog-style websites are often formed for a particular demographic or with the intent to display certain types of videos. Two of these websites are MediaTakeOut and WorldStarHipHop. Both promote gossip information about the latest hip-hop artists, athletes, or other influential figures in today’s celebrity culture. These sites also show music videos and other entertaining videos that the founders believe would make the website popular. Violence and violent videos attract attention and viewers due to arousal factors. This may be one of the reasons that the more graphic the video is, the more likely it is to be found and promoted on these sites. But because there has not been enough research done on these websites, there is no empirical evidence about the impact of homemade or real footage videos compared to scripted acts of violent.

### **Public Reaction**

A commonality between video-sharing community sites and the blog-style gossip websites is that under all the videos that are posted there are comment sections. This section allows visitors of the site to create a username and comment on the video or on other videos. This study looks at whether these comments affect how viewers interpret and see the video. This is particularly relevant to gain insight into whether the violence is posted to elicit a certain response from people, which could then perpetuate their acts of violence.

There is a large amount of research (1,360 articles or studies) on the relationship of media and violence. However, there is little to no study of the relationship between people's history of violence and how they respond to violent home-videos that are uploaded online.

### **Methodology**

The researcher used Athens' Violent Socialization Scale as a pre-test to determine how much exposure to violence each participant has had. Next, participants watched a violent video that has been posted on a video-sharing website since Oct. 2010. Afterwards, they immediately filled-out a free-response regarding their thoughts and opinions surrounding the video. Then they completed a post-test which gathered information about the participants' responses to the video.

### **Participants**

The researcher used a snowball method to gather a sample of 25 participants from students at a small private Catholic college in the Northeast. The participants did not receive any reimbursement for their time or participation.

### **Data Gathering**

The data were gathered through a combination of quantitative and qualitative measures. The background survey utilized part of Athens' Violent Socialization Scale, which is a 59-item survey that uses a 6-point Likert scale and was completed independently. The researcher of this study used the items that are specifically related to participants' exposure to violence. This measurement was used to measure the history of the subjects in relation to past experiences with violence and current attitudes towards violence. The participants then watched the video, which served as the control, in a group

setting. The video was called “50 Lashes!!! Mother beat teenage daughter with a stick . . . because she has on older BF!!” Although the video had a warning label that states “Warning – contains extreme abusive violence,” there is no age specifications or any other control set for who can view it. The participants then completed an immediate response survey individually. The first part of the post-survey was a free-response where the participants described their reactions and how watching the video made them feel. Next, the survey gauged the participant’s feelings towards the video by using a Likert scale. In order to determine what types of comments each individual participant most agrees with, this survey utilized an additional Likert scale. The choices came from actual comments that were written about the video that they had just watched. This survey also gauged how the participants felt while watching the video and what type of impact the video had on them directly after viewing. This helped the researcher get an understanding about the people who are commenting on the video and whether there is a correlation between history of violence and the comments about the video.

### **Data Analysis**

The pre-test and post-test were analyzed using Kendall’s Tau to find any correlation between a person’s history of violence and their response to the video. The free-response’s were analyzed by looking for similar themes. The researcher believes that those who have experienced more violence in their past will respond in more extreme ways to the video than their peers who experienced less violence. The reason people who have experienced more violence will react in a more extreme way is because they are likely to either be desensitized to the violence, and think that there is nothing wrong with it, or they will be “re-traumatized” by the violence in the video because it reminds them

of the violence they experienced which will cause them to be very sensitive. The researcher will score the results in such a way to determine the severity of the response, regardless of whether that response is positive or negative. This will be achieved by having the more extreme statement (strongly agree and strongly disagree) have higher point values, while the neutral response has a low point value.

## **Findings**

### **Pre-Test**

The pre-test used 19 items from Athens' Violent Socialization Scale, and each item was then added up to create a total score of the pre-test. These scores ranged from 0 to 46 with the mean being 13.6 and the standard deviation 14 (see appendix C).

### **Free-Response**

The free-responses were then scored on a scale of 0-4. A score of 0 was given when participants responded neutrally towards the video, there were none. A score of one was given when the response to the video was negative but the participant did not describe any personal anger or emotions towards the video. Examples of these responses are, "She did not deserve to be beat that badly. She (the daughter) must have a history of wrong doing to get a beating like that." Or "someone should have called the cops. She should be in jail." And finally, "Went too far after using the belt. That's when it came abusive." A total of five of the free-responses were given a score of one.

A score of two was given when the participants responded negatively towards the video and described how they felt using emotions or anger. Some of these responses include, "Pissed me off. Why didn't two individuals stop her from doing that to her daughter." And, "I wanted to help the girl. I felt sorry for the girl. The beating went way

too far. What is wrong with the person recording that he is not helping.” Of the total free-responses, four of them were scored as a level two.

A score of three was given when the respondents were disturbed by the video. Some of these responses included, “It was difficult to watch because of the noises and sounds that the young women was making. What disturbed me the most was the fact this was recorded and available for people to see.” Another response that was given a three was, “I had a knot in the pit of my stomach the entire time while watching. I was angry and wanted the girl to fight back.” The majority of the responses received a three.

Finally, the most extreme responses to the video were given a four. These four’s were classified by the researchers as participants who were highly disturbed by the video. Some of these responses include, “Disturbed. Surprised. Sickened. Uncomfortable, Nervous. Upset, Confused,” and “My heart went out to that poor girl who was beaten.” Another category four response was, “It was horrifying – Almost more than the mother’s apparent evilness was the lack of emotion, or involvement by the other people present. It also seemed like the longest 8 minutes for me, so I can’t imagine how long it must have felt for the young woman.” The remaining six responses were given a score of four.

### **Post-Test**

The final part of the survey included ten questions that also used a Likert scale and looked at whether respondents thought the video was awful or enjoyable, justified or unjustified, and made sense or made no sense. Finally, the participants rated the comments to the video regarding how they felt about the comment. These scores were also added together to determine the degree of severity that participants felt. I also scored

the responses to the video by severity. So answers that were most extreme were given 3's, whereas answers that fell in the neutral range were given a 1.

### **Primary Correlations**

This study yields two primary findings; the first is the negative correlation between total scores of Pre-test and score of free response. The second finding is the correlation between the scores of the pre-test and the comments to the video.

The first finding is that the participants who scored higher on the pre-test, that is, the ones who had been subjected to more violence, were more likely to score lower or less severe on the free response. Those who scored as disturbed or highly disturbed on the free response had lower overall scores on the pre-test ( $r=-.365$ ,  $r^2=0.133225$  so the covariance = 13.3%). The correlation is significant at the .05 level with  $p=.016$ .

The second finding that was observed in the study was the relationship between the score of the pre-test and the comments to the video (Appendix D). Those who had previously been exposed to more violence tended to agree that the video was not as bad as those who had not experienced as much ( $p=.044$ ). There was also a significant positive correlation at the .01 level between total score of pre-test and the posted comment that "kids need their asses whooped these days." This means that participants who were exposed to more violence were more likely to agree with this comment than participants who had been less exposed to violence ( $p=.006$ ). In addition, there was another positive correlation in regards to total score of the pre-test and the comment that the "chick gave mad lip...no wonder the mother beat her so long." This was also significant at the .001 level ( $p=.005$ ) which means that participants who scored low on the pre-test, or experienced less violence, were more likely to disagree with this comment. Finally, there



was a negative correlation significant at the .05 level ( $p=.013$ ) between the scores of the pre-test and the comment that “this is the most disgusting thing I have ever seen in my life,” meaning that people who scored higher on the pre-test were more likely to disagree with this comment than participants who scored lower, that is, had experienced less violence.

### **Severity**

When the researcher recoded the responses to the video to determine severity of the responses, numerous correlations were found. People who experienced less violence and scored lower on the pre-test scored higher on the post-test, which means they were more likely to be on either extreme of thinking that the video was either awful or enjoyable. This means that those who scored high on the pre-test (or experienced more violence) were more neutral in response to whether the video was awful or enjoyable ( $p=.042$ ). A similar response was found when looking at the scores of the pre-test and whether the video makes sense or makes no sense. People who experienced less violence were more likely to give a more extreme response than those people who had experienced more violence. This correlation was significant at the .05 level ( $p=.029$ ).

The trend of people who were exposed to less violence and more extreme in response to the video continued when the respondents had to rate how they felt towards comments about the video. Two significant correlations were found at the .01 level when looking at the comments about kids needing their asses whooped ( $p=.008$ ) and that chick giving mad lip ( $p=.006$ ). This relationship demonstrates that people who experienced more violence as a child were more likely to feel more neutral toward these comments than their counterparts who had experience less violence. This trend can also be noted in

Appendix E where the scatter plot demonstrates that people who high pre-test scores have lower total severity scores. This means that people who experienced more violence were more likely to be neutral in their response to the video as compared to those students who experience less violence. Participants who scored lower on their total pre-test were more likely to respond in an extreme manner to the violence video.

### **Summary and Implications**

This study examined the relationship between people's history with violence and how they responded to a graphically violent real-life video. A review of the literature revealed there has been extensive research done having some relation to the effects of media and violence on people; there is a lack of evidence that suggests the effects that violent home footage can have on people. This relational study utilized a questionnaire that included both a Likert scale and free-response portion with 25 undergraduate students rating their relationship with violence in the past and response to a violent video. There was a negative correlation between total score of pre-test and score of free response; in addition there was a negative correlation between scores of pre-test and the severity of their response to the video. Suggestions are made for further research surrounding a larger study utilizing different types of violence recorded in real-life situations.

### **Limitations**

There were many limitations to this study. One of the major limitations was the sample size used in this study. With only 25 students participating in the study, the small sample size reduces the power of the study. There are numerous explanations for the small number of subjects. The topic of violence and in particular child abuse is not a

popular subject that people are typically excited about encountering. Many people do not want to watch a mother beating her child, and people declined to participate in the study due to the graphic nature of the content. The majority of the small sample population had previously experienced very little violence, which affected the validity of the results. In addition, participation in the study required a longer time commitment than a typical questionnaire might have. The researcher also asked participants to complete a free-write, which takes significant more effort than choosing answers from a Likert scale. Finally, the researcher wanted to keep the group sizes small. The subject was sensitive, and with small group sizes the researcher could gauge people's response to the video more personally and address any issue that might arise.

Another limitation that has to relate to why the sample was so small was the researcher's own dilemma in subjecting people to this violence. The researcher felt uncomfortable when she was showing the video because the participants were visibly disturbed by the images. Also, the researcher was hesitant to show the video to a large number of subjects because she did not want to promote or support the viewing of such violent images. Finally, the researcher herself was aware of the fact that she might become desensitized to the nature of the video if she continued to view this video on a regular basis, which is one of the reasons she wanted to limit the viewings.

These limitations could be addressed with the resources to gain a large sample size and be able to handle the emotional issues that come with completing a study such as this one. Also, if future researchers had access to more participants with a wider range of exposure to violence, it would benefit the study.

**Generalizability**

The finding that was apparent in this research study was that people who had experienced less violence reacted more severely to the video than their counterparts who experienced more violence. More research would need to be done to determine if these results are true with a larger, more diverse sample.

The researcher's hypothesis was that people who had experienced more violence would respond in a more extreme way to the video than their counterparts who had experienced less violence. The researcher was assuming that people who experienced violence would either be desensitized to the violence and therefore not think the violence was serious or that those who experience violence would be extra-sensitive because they might be personally relating what they are seeing to what happened to them. This could cause them to be re-traumatized again and would result in an extreme response. What happened instead was those who were desensitized tended to stay in more in the neutral area. Of the few study subjects who had experienced past violence, the majority of them showed signs that they were desensitized to the violence as opposed to being re-traumatized. The participants who had not experienced violence reacted in an extreme response to the video, most likely because they had not been subjected to violence as children, and had never witnessed real-life child abuse.

**Future Research**

There needs to be future research conducted as to how different kinds of violent footage affect people. This includes whether the violence is real footage of a home video, scripted as in TV shows and movies, or a controlled by the user such as in video games. Studies also need to examine different types of violence and their different effects on

people. Some different types of violence could include child abuse, domestic violence, gang violence, or sexual assaults.

This future research needs to look at the implications associated with people becoming desensitized to different types of violence, for example child abuse. There are certain violent images that have become the norm, such as in cartoons when one character bops another character on their head. Is this the direction that society is heading by posting and viewing such videos? Will real-life footage of child abuse or sexual assault desensitize people so that these actions are seen as normal?

We, as a society, need to take a close look at these video sharing websites and examine the potential harm they are doing. Because there are no age restrictions, are children likely to attempt to emulate the violent acts that they see portrayed on these videos? Do people feed off of the power and rush that they feel when they upload these videos that become instant sensations? Or, will people try to go to the extreme to attempt to ensure that their video is popular by escalating the before seen graphic violence? The researcher supports freedom of speech but is concerned that encouraging the use of video hosting websites as hubs to promote violent home videos could have negative affects on the many different populations able to view these videos.

### **Policy and Practice**

The researcher's main concern surrounding the use of these websites is the lack of age restrictions that are implemented to protect youth. One of the negatives around age restrictions when used on the Internet is that typically youth can simply lie about their birthdate and bypass the restriction. There should be further research and policy change

to protect our youth from seeing these graphic videos, or from thinking that participating in this type of violence is “cool.”

Another area of the study that has possible policy implications involves not wanting to encourage people to create these videos to post, as well as not satisfying or rewarding people who post. Part of this excited and positive energy surrounding the posts comes in response to the comments, and the number of views each video has. If there were a way to limit these feedbacks so as to take away the competition, then maybe it would help deter people from posting these videos, or just not encourage them to post. Any forced changes that the researcher would want to see happen with these websites would need to be implemented through policy change.

There is also a concern surrounding further research being done and the promotion of these videos. The more people who are introduced to these websites and who see violent videos, the more people are going to be intrigued and possibly visit similar sites on their own. Even though the majority of people who participated in this study thought the violence was awful, that does not mean that people were not “turned on” by the graphic nature of this study.

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## Appendix A

### Consent Form

Dear Participant:

My name is Meg Haswell and I am a senior at Providence College. I am conducting a study that will look at individuals' histories with violence and their response to violence. Data gathered in this study will be reported in a thesis paper and may be used for future presentations and publications.

If you choose to participate in this study, you will be given a background survey about your personal history with violence, watch a video, and then complete a questionnaire about your response to the video. Total participation time should not exceed 30 minutes. The video that you will be watching contains violent images. Violence can lead to disturbing thoughts and feelings. If at any time during the study you do not want to answer a question, you have the right to do so. Also, you may stop any time if any of the material causes you trouble and the researcher can provide you with referrals to support services.

Benefits of participating in this study include pizza after the final survey is complete.

There is no other anticipated compensation.

Anonymity will be guaranteed by having no names attached to responses and no way that your returned questionnaire can be connected to you.

**The return of a completed questionnaire indicates that you have read and understand the above information and that you have had the opportunity to ask questions about the study, your participation, and your rights and that you agree to participate in the study.**

Thank you for participating in this study, if you have any questions please contact Meg Haswell at [Mhaswell@friars.providence.edu](mailto:Mhaswell@friars.providence.edu)







*Describe your reactions to the video and how watching this video made you feel. Write no more than a paragraph and for no more than 5 minutes. You do not have to use complete sentences.*

*Put a mark anywhere on the line that best represents your feelings:*

**What I saw on the film was . . .**

Awful |-----|-----|-----|-----|-----|-----|-----|-----| Enjoyable

Makes Sense |-----|-----|-----|-----|-----|-----|-----|-----| Makes  
No Sense

Justified |-----|-----|-----|-----|-----|-----|-----|-----| Unjustified

*The following are actual comments that were posted as responses to the video, put a mark on the line that describes how you feel towards the comment.*

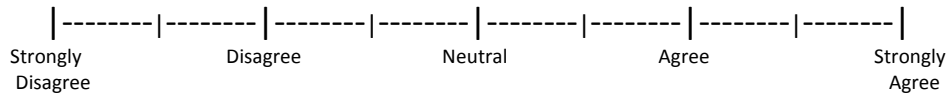
I swear this video wasn't as bad as many people said it was

|-----|-----|-----|-----|-----|-----|-----|-----|  
Strongly Disagree Disagree Neutral Agree Strongly Agree

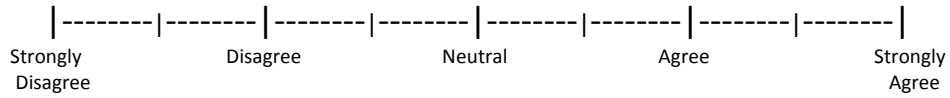
This is the most disgusting thing I have ever seen ever in my life! And people are just standing around this and not doing anything

|-----|-----|-----|-----|-----|-----|-----|-----|  
Strongly Disagree Disagree Neutral Agree Strongly Agree

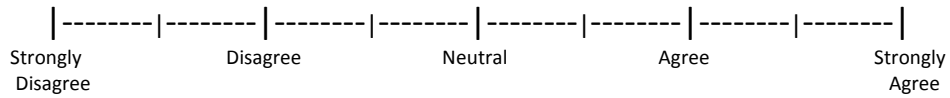
Kids are out of control today (fast and disrespectful), but this was TOO much



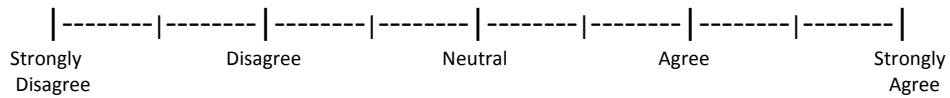
Kids need their asses whooped these days – that might be the beating that saves her from teen pregnancy and a lot of other problems



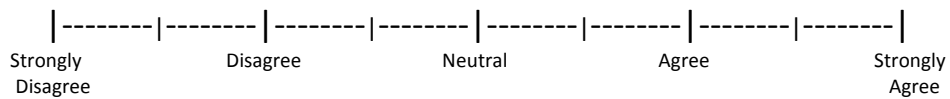
She would not of beat that girl life that if the camera wasn't rolling.



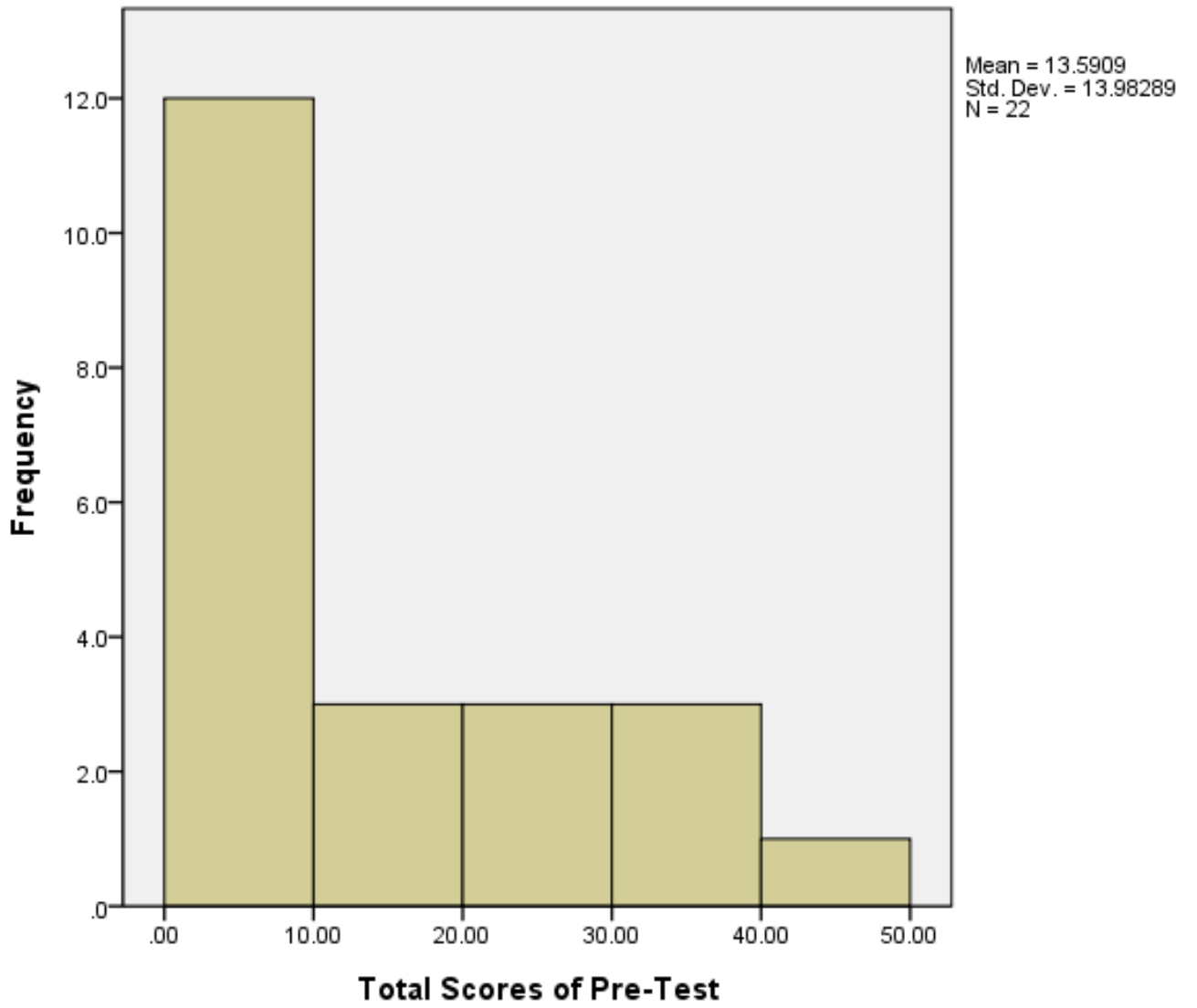
That chick giving mad lip...no wonder the mother beat her so long



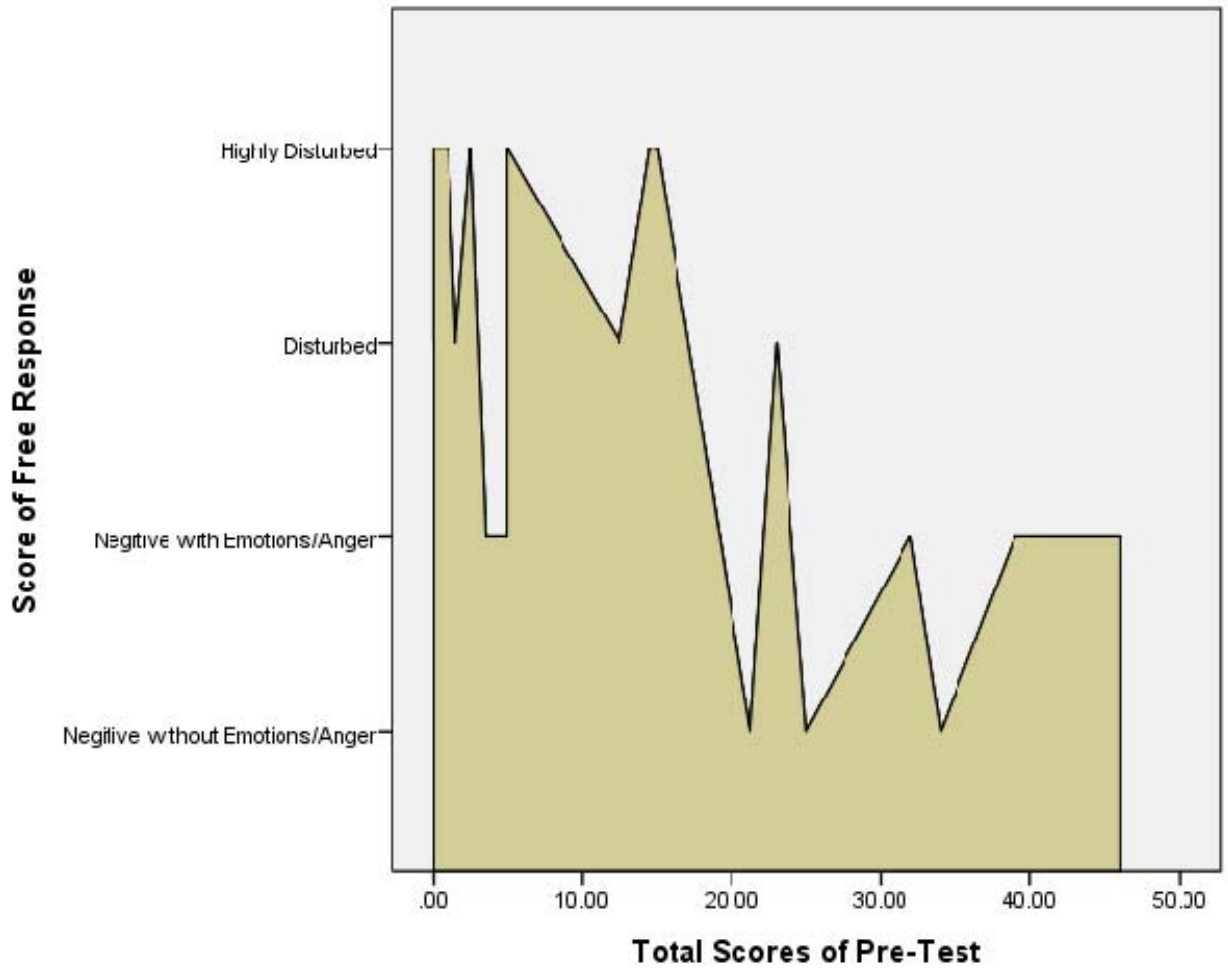
The anxiety I felt watching this was unbelievable. It brought me right back to childhood



Appendix C



Appendix D



Appendix E

