

Term Information

Effective Term Spring 2016

General Information

Course Bulletin Listing/Subject Area Political Science
Fiscal Unit/Academic Org Political Science - D0755
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 4139E
Course Title Gun Politics
Transcript Abbreviation Gun Politics
Course Description Examination of the arguments and issues surrounding gun control in the United States.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Seminar
Grade Roster Component Seminar
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions Prereq: Not open to students with credit for 518.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 45.1001
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Upon completion of the course students will have a better understanding of how truly multi-faceted and complex the issue is and, thus, why consensus is so difficult to achieve.

Content Topic List

- The Second Amendment and its interpretation
- Guns and ammunition
- America's gun culture
- Armed self defense
- Concealed carry laws
- Armed civilian resistance; the limits of dissent
- Guns and religion
- Guns and federal law
- Guns and state law
- Guns in the media
- The politics of gun control
- Gun control around the world

Attachments

- Curriculum Map.pdf: Curriculum Map
(Other Supporting Documentation. Owner: Smith,Charles William)
- statement of difference.pdf: Statement re enhanced interations
(Other Supporting Documentation. Owner: Smith,Charles William)
- Grading.pdf: Grading
(Other Supporting Documentation. Owner: Smith,Charles William)
- cover letter.pdf: cover letter 4139E
(Cover Letter. Owner: Smith,Charles William)
- Syllabus_4139E.pdf: syllabus4139E
(Syllabus. Owner: Smith,Charles William)
- syllabus_4139.pdf: syllabus4139
(Syllabus. Owner: Smith,Charles William)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Smith,Charles William	10/08/2015 04:05 PM	Submitted for Approval
Approved	Herrmann,Richard Karl	10/12/2015 08:57 AM	Unit Approval
Approved	Haddad,Deborah Moore	10/12/2015 11:09 AM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	10/12/2015 11:09 AM	ASCCAO Approval



Department of Political Science

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154 North Oval Mall
Columbus, OH 43210

Phone (614) 292-2880
Fax (614) 292-1146

October 2, 2015

Dear Sir or Madam,

Charles Smith, the Coordinating Advisor for the Department of Political Science, asks to offer an Honors Embedded section of his Gun Politics course (Political Science 4139). I believe that adding an Honors Embedded section would provide a unique experience for our undergraduate Honors majors. Charles regularly teaches the 4139 course in spring semesters. We would like to offer the Embedded section in Spring, 2016.

Students in 4139 gain exposure to the various issues surrounding gun control in the United States. The Honors Embedded section would afford Honors students an opportunity for greater research and personal reflection on the topic. I believe that the Honors program would benefit from the inclusion of an Honors Embedded section of this great course.

Regards,

A handwritten signature in blue ink, appearing to read "J. Mitzen".

Dr. Jennifer Mitzen
Director, Undergraduate Studies
Honors Advisor

Gun Politics

Political Science 4139E
Spring, 2016



“A well-regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.”

--The Second Amendment

Instructor: Charles Smith
Office: 2140B Derby Hall
Office Hours: 10 A.M. to 11 A.M. Mon. & Wed. and by appointment
Phone: (614) 292-1484 (office & voice mail)
Email: smith.3280@osu.edu (**subject: 4139E**)

Email Etiquette: When you email me, keep in mind these four expectations: *1) You need to use your OSU email address* (my spam filters may not accept other email communications); *2) Identify yourself at the beginning of the message*; *3) You need to identify the class* (e.g.: "This is Jane Doe, from your PS 4139 class). *4) Make certain that you write in a clear, direct manner:* This should be written as a professional communication, not as an informal message. I will do my best to respond to your email within 24 hours.

Introduction

I have never believed in the general practice of carrying weapons....I do not believe in the general promiscuous toting of guns. I think it should be sharply restricted and only under licenses.

--Karl T. Frederick, President, National Rifle Association (NRA)
Testimony given before Congress, April 16, 1934

The cornerstone of our freedom is the Second Amendment. Neither the United Nations, nor any other foreign influence, has the authority to meddle with the freedoms guaranteed by our Bill of Rights, endowed by our Creator, and due to all humankind.”

--Wayne LaPierre, Executive Vice President, NRA
Testimony given before United Nations, July 15, 2011

The phrase “gun politics” refers to the views of different people within a particular country as to what degree of control (increased gun rights vs. greater gun control) should be enforced upon the private ownership and use of firearms, to what extent firearms ownership influences crime, and how best to achieve a balance of power between the individual and the state.

In America today there are some 300+ million firearms in private hands, amounting to one weapon for every American. Two in five American homes house guns. On the one hand, most gun owners are law-abiding citizens who believe they have a constitutional right to bear arms. On the other, a great many people believe gun control to be our best chance at reducing violent crime.

This course will examine gun control through historical, legal, and sociological lenses. Upon completion of the course students will have a better understanding of how truly multi-faceted and complex the issue is and, thus, why consensus is so difficult to achieve.

Course Readings

Required Books:

The following books are available at Amazon.com, half.com, or the bookstore.

- Dennis A. Henigan. 2009. *Lethal Logic: Exploding the myths that paralyze American gun policy*. Washington, D.C.: Potomac Books. ISBN 978-1-59797-356-4
- Robert J. Spitzer. 2015. *The Politics of Gun Control*, 6th ed. Boulder, CO: Paradigm Publishers. ISBN: 978-1-61205-721-7
- Adam Winkler. 2011. *Gun Fight: The battle over the right to bear arms in America*. New York, NY: WW Norton. ISBN: 978-0-393-07741-4

The following book is out of print. Selected excerpts will be posted to Carmen. YOU DO NOT HAVE TO ORDER THIS BOOK unless you really want a copy.

James William Gibson. 1994. *Warrior Dreams: Paramilitary Culture in Post-Vietnam America*. New York: Hill & Wang.

Required Articles:

The following articles are available via Carmen or the internet at the specified addresses:

- Jennifer D. Carlson. “From Gun Politics to Self-Defense Politics: A Feminist Critique of the Great Gun Debate.” *Violence Against Women* 20 (March 2014): 369-377.
- Lindsay K. Charles. “Feminists and Firearms: Why are so many women anti-choice?” 17 *Cardozo J.L. & Gender* 297, 2011.
- Dave Grossman. “On Sheep, Wolves and Sheepdogs.” From Dave Grossman and Loren W. Christensen, *On Combat* (PPCT Research Publications, 2004). Available at http://www.killology.com/sheep_dog.htm
- Susan Klebold. “I will never know why.” *O: The Oprah Magazine*, Nov., 2009, pp. 161-233.
- Peter Langman. 2009. *Why Kids Kill: Inside the minds of school shooters*. New York: Palgrave/Macmillan. Chaps. 1 & 8.
- David McDowall. “The Polls Review: John R. Lott, Jr’s defensive gun brandishing estimates.” *Public Opinion Quarterly* 69 (No 2., Summer, 2005): 246-263.
- Richard Posner. 2008. “In Defense of Looseness: The Supreme Court and Gun Control.” *The New Republic*.
- Randolph Roth, Michael D. Maltz and Douglas L. Eckberg. Homicide Rates in the Old West. *Western Historical Quarterly* 42 (Summer 2011): 173–196.
- Southern Poverty Law Center. “The Second Wave: Return of the Militias.” Aug. 2009. Accessed 4-22-15 at <http://www.splcenter.org/get-informed/publications/splc-report-return-of-the-militias>
- Mary Zeiss Stange. “From Domestic Terrorism to Armed Resistance: Women’s right to self-defense as an essential human right.” 2 *J.L. Econ. & Pol’y* 385, 2006.

For your information:

Guy Smith. “Gun Facts Version 6.0.” Available at <http://www.gunfacts.info/>

Required Cases:

The following cases are available on Carmen:

- *U.S. v. Miller*, 307 U.S. 174 (1939)
- *U.S. v. Emerson* (1999)
- *District of Columbia v. Heller*, 554 U.S. 570 (2008)
- *McDonald v. City of Chicago*, 561 U.S. 3025 (2010)

Required Videos:

The following videos will be shown in class:

- “Gunned Down: The Power of the NRA”(PBS, *Frontline*; original airdate 1-6-15)
<http://www.pbs.org/wgbh/pages/frontline/gunned-down/>
- *Mythbusters*: “Bulletproof Water”
- *Safe Haven*. (Outdoor Channel; original airdate 4-1-15)
<http://outdoorchannel.com/safehaventv>
- *30 Days*: “Gun Nation” (original airdate 7-1-08; season 3, ep. #5)
- *20/20*: “If I only had a gun...” (original airdate 4-10-09)
- <http://www.fixgunchecks.org/tour>
- *Gun Fight*. (HBO; original airdate 4-13-11)
- *Remington Under Fire* (CNBC original airdate 10-20-10)
https://www.youtube.com/watch?v=oS_GDpZM3ak
available via HULU at <http://www.hulu.com/watch/195819/cnbc-originals-remington-under-fire-a-cnbc-investigation>
Remington’s response http://www.youtube.com/watch?v=B_KVS1hIbQg

Method of Evaluation

Quizzes – 6 quizzes – 90 pts

Each quiz will cover material assigned UP TO AND FOR THAT DAY! Consult the course schedule to determine what material will be covered by each quiz.

All quizzes will be given via the course website on Carmen. You will be able to take the quiz between 8 A.M. and 8 P.M. on the day that the quiz is assigned. As you have 12 hours to take the quiz is it unlikely that you will NOT be able to complete the assignment. If, on the off-chance that you contract some malady that prevents you from logging on to a computer to take the quiz, please provide the instructor with medical documentation of said affliction. If the documentation is satisfactory, you will be allowed to take a make-up quiz in the instructor’s office at his convenience. Yes, the quizzes are open-book/open-note. Yes, there is a time limit for each quiz, so you should go in to the quiz organized and prepared. That the quizzes are open book/notes should in no way replace actively studying!!
NOTE: Be certain that you have a “stable” computer/internet connection when

you sit down to take the quiz. The instructor is not responsible for computer irregularities that prevent you from completing the quiz. If, while taking the quiz, you experience difficulties with CARMEN (and CARMEN only!), please contact CARMEN support immediately (614-688-4357 or 688-8743 for TDD). While on the phone with CARMEN support, document 1) the day/time of calamity; 2) the name of the technician with whom you spoke; 3) the technician's recommended fix; and 4) the ticket/complaint number. This information **MUST** be provided to and verified by the instructor before any make-up quizzes will be scheduled.

Quiz 1—Jan. 21; Quiz 2—Feb. 2; Quiz 3—Feb. 23; Quiz 4—Mar. 10; Quiz 5—Mar. 29; Quiz 6—April 19

Reaction Papers [See below] – 40 pts

4 papers @ 10 points each

- 2 papers are due **no later than Feb 25**; final 2 are due **no later than April 21** [NOTE: papers can be turned in at any time prior to the due date]

Research Paper [See below] – 95 pts

Students will produce one research paper of substantial length (15 to 20 pages) based on a topic *relevant* to the course. Papers will be graded in stages as follows:

- Thesis = 5 points due by Jan. 21
- Annotated bibliography = 10 points due by Feb. 9
- Abstract = 10 points due by Feb. 23
- Draft = 20 points due by April 5
- Final paper = 50 points due by April 19

Weekly Meetings – 25 pts

Students enrolled in 4139E will meet as a group once per week with the instructor to discuss current events and share their weekly journal entry and reflection. Each weekly meetings will last 60 minutes.

Weekly Journals and Reflection – 30 pts

Students enrolled in 4139E will keep a journal and are required to make at least one entry per week dealing with a current event related to the course *and* the student's thought about the event and its relation to the course. These will be shared among the students in the weekly group meeting.

Midterm Examination – 50 pts

The Midterm Exam will take place **IN CLASS** on Monday, March 1. It will cover all assigned course material up to that point. The exam format will be a combination of multiple choice and short answer questions.

Final Examination – 50 pts

The Final Exam will take place in the regular classroom at 10 AM on March 1 (NOTE TIME CHANGE!). It will only cover course material assigned since the first exam. The exam format will be a combination of multiple choice and short answer questions.

University Marks (Rule 3335-7-21)

A, A- The instructor judged the student to have satisfied the stated objectives of the course in an excellent manner. The student's performance was judged to be **in this range** of high quality based upon a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor's personal expectations relative to the stated objectives of the course, based on the instructor's experience and expertise.

B+, B, B- The instructor judged the student to have satisfied the stated objectives of the course in an above-average manner. The student's performance was judged to be **in this range** of above-average quality based upon a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor's personal expectations relative to the stated objectives of the course, based on the instructor's experience and expertise.

C+, C, C- The instructor judged the student to have satisfied the stated objectives of the course in an average manner. The student's performance was judged to be **in this range** of average quality based upon a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor's personal expectations relative to the stated objectives of the course, based on the instructor's experience and expertise.

D+, D The instructor judged the student to have satisfied the stated objectives of the course in a low but acceptable manner. The student's performance was judged to be **in this range** of below average but acceptable quality based upon a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor's personal expectations relative to the stated objectives of the course, based on the instructor's experience and expertise.

E The instructor judged the student not to have satisfied the stated objectives of the course. Credit for a course in which the mark of "E" has been received can be obtained only by repeating and passing the course in class. (See rules 3335-7-23 to 3335-7-28 of the Administrative Code.)

Student Conduct

I am embarrassed to have to include a statement concerning student conduct but, given the often emotionally-charged issues relevant to this course, I must stress that incivility toward ANYONE in class WILL NOT BE TOLERATED.

Out of respect for others, students must turn off cellular phones prior to class.

Policy on attendance

It is expected that students will attend each class session. Attendance will be taken daily and will be utilized when determining final grades. **Following university Rule 3335-7-33, students will be disenrolled from the course if they are absent the first week of classes and do not notify the instructor of their intention to remain enrolled.**

NOTE: If you are forced to miss class on the day an assignment is due, you MUST *telephone* the instructor (292-1484) PRIOR to class time and make him aware of your pending absence. The assignment, then, MUST be turned in TO THE INSTRUCTOR by noon of the following day. Points will automatically be deducted for lateness. **Assignments submitted electronically WILL NOT be accepted.**

Academic Integrity

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Students with Disabilities

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Course Schedule

Established due dates are changeable only by me. Individual exceptions are granted ONLY in cases of medical or family emergency **documented to my satisfaction**. Unexcused late assignments or papers will result in a score of zero.

- Week 1 1-12 Introduction to course
 Read: “Battleground America” (Carmen)
- 1-14 “Politics” of gun control
 Read: Henigan Ch 1 & 2
 Read: Spitzer Intro and Ch 3
- Week 2 1-19 Guns in America
 “Gunned Down: The Power of the NRA”(PBS, *Frontline*; orig. air date 1-6-15)
 <http://www.pbs.org/wgbh/pages/frontline/gunned-down/>
 Read: Winkler, part I
 Read: Gibson, *Warrior Dreams* Ch 1 (Carmen)
- 1-21 Guns in America, cont’d
 Video: *30 Days: Gun Nation*; discussion
 Read: Carlson. “From Gun Politics to Self-Defense Politics” (Carmen)
 Read: Winkler part II
 Quiz #1
- Week 3 1-26 Guns in America, cont’d
 Video: *Remington Under Fire*
 Read: Keefe, “CNBC’s ‘Remington Under Fire’” (Carmen)
- 1-28 Gibson, Chs 2 & 3 (Carmen)
 Guest Speaker: Dr. Randy Roth, Dept. of History
 Read: Roth, Maltz & Eckberg, “Homicide Rates in the Old West” (Carmen)
 Read: Winkler, part III
- Week 4 2-2 Guns and Ammo
 Read: Spitzer Ch 1
 Firearms Tutorial #1 (Carmen)
 Quiz #2
- 2-4 Guns and Ammo, cont’d;
 Video: *Mythbusters*, “Bulletproof Water”
- Week 5 2-9 Range days; participation this week is **totally voluntary**. Assemble in 020
 2-11 Converse Hall. Guest lecturer is Dr. James Sweeney, Head Coach, Varsity
 Pistol

- Week 6 2-16 The Second Amendment
Read: Henigan, ch 7; Spitzer, Ch 2
Skim: *United States v. Miller* (1939) and *U.S. v. Emerson* (2000) (Carmen)
Skim: *D.C. v. Heller*; *McDonald v. City of Chicago* (Carmen)
Skim: Posner, “In Defense of Looseness” (Carmen)
- 2-18 Guns and the law-federal, state and local
Read: Henigan, chaps. 5 & 6
Skim: ORC 2923, selections (Carmen)
Skim: Columbus Muni Code, (Carmen)
- Week 7 2-23 “More guns, less crime?”
Read: Gibson, Ch. 11 (Carmen)
Read: McDowall, “Lott’s defensive gun estimates” (Carmen)
Skim: Cook and Ludwig, “The Social Costs of Gun Ownership” (Carmen)
Quiz #3
- 2-25 “More guns, less crime?” cont’d
Read: Duggan, “More Guns, More Crime” (Carmen)
Read: Ayers and Donohue, “Shooting Down the More Guns, Less Crime Hypothesis” (Carmen)
First two reaction papers due today!
- Week 8 3-1 **Midterm Exam**
- 3-3 Kids and guns
Read: Langman, *Why Kids Kill* (Carmen)
Read: Klebold, “I will never know why.”(Carmen)
Read: Henigan pp. 30-36
- Week 9 3-8 Armed self-defense—Guest speaker R. Ken Hanson, Esq.
Read: Grossman, “On Sheep, Wolves and Sheepdogs” (Carmen)
- 3-10 “Castle laws”, George Zimmerman; discussion
Quiz #4
- 3/15-3/17 **SPRING BREAK**
- Week 10 3-22 Guns on Campus: Guest Speaker is Chief Stone, University Police
- 3-24 Video: 20/20: “If I only had a gun”
Guest speaker: Representative from the Ohio Coalition Against Gun Violence
- Week 11 3-29 The limits of dissent; doomsday preppers
Read: Gibson, Ch. 10 (esp. pp 212-230) (Carmen)
Read: King, Letter from a Birmingham Jail (Carmen)

Read: Malcolm X: The Ballot or the Bullet (Carmen)
Skim: Horwitz and Anderson, *Guns, Democracy and the Insurrectionist Idea* (Carmen)
Skim: Henigan, “Arms, Anarchy and the Second Amendment” (Carmen)
Quiz #5

3-31 Armed resistance; Ruby Ridge, Waco & Oklahoma City
Video: “The Legend of Ruby Ridge” (Carmen)
Video: “Waco, the Survivors’ Story” (Carmen)
Video: “Terror From Within” (Carmen)

Week 12 4-5 Discussion

4-7 Gun control in Britain and Canada
See Links on Carmen to Library of Congress information

Week 13 4-12 Gun control in Japan
See Link on Carmen to Library of Congress information

4-14 Mexico and Project Gun Runner
See Link on Carmen to Library of Congress information

Week 14 4-19 Global Issues; what can we learn from others?
Quiz #6

4-21 Course wrap-up
Last two reaction papers due today!

5-2 **Final Exam @ 10 AM (NOTE TIME CHANGE!)**

Reaction Papers

[Note: I will not accept any papers sent electronically.]

You are required to submit four (4) reaction papers during the term. These papers are intended to allow you to voice your thoughts and feelings regarding certain readings, videos, guest speakers, or out-of-class activities.

The reaction papers can be submitted *at any time until the due date*, but I must institute deadlines or else all of the reaction papers will be turned in the final week of the term.

Two reaction papers are due no later than Feb. 25. **Papers must be turned in IN CLASS.**

The final two reaction papers are due no later than April 21. **Papers must be turned in IN CLASS.**

What to write:

Reaction papers are just that, a *reaction* to something. Did it provide you with any new information? Did it confirm/disprove previously held ideas? Was anything missing (i.e., could the author/director/speaker have gone into more detail regarding certain topics?). What questions do you have as a result?

As it is *your* reaction, you may write in the first person; do not be afraid to use “I,” “me,” or “my.”

Format:

Reaction papers must be typed and double-spaced using a standard font and black ink. Please use one-inch margins. Pages must be secured with a staple. Papers should run no longer than three (3) pages. See “Tips for Writing Papers,” below.

Research Paper

The research paper provides an opportunity for you to organize your thoughts and clarify your position on a particular issue relevant to this course.

The research paper is worth 95 points, and will be evaluated in **five stages**.

1. In the second week (Jan. 21), students will submit a thesis statement that will be worth 5 points. The thesis statement must be a concise sentence stating the objective of the paper.
2. At the course meeting for February 9, an annotated bibliography is due, worth 10 points.
3. An abstract of the paper is due at our class meeting during the seventh week (Feb. 23), worth 10 points. Abstracts should run no longer than 250 words.
4. A draft of the research paper is due during week 13 (April 5); it is worth 20 points. A draft should resemble the final paper as much as possible.
5. The final position paper, worth 50 points, is due in class on April 19

Papers should be approximately 15 pages at a minimum, but no longer than 20 pages. Papers that significantly deviate from this length will be penalized. I will accept papers that are a bit shorter than the 15 page minimum provided that they are well-executed. I would rather have 12 pages of good writing than 20 pages of crap.

See “Tips for Writing Papers,” page 11 below.

The term paper must have proper source citations, and the bibliography will have a minimum of eight “valid” entries, two of which may be from the assigned readings. “Valid” entries are those resources generally recognized as credible college-level research materials. Not all websites are considered credible, and certainly not Wikipedia!!! I will automatically fail any student that lists Wikipedia as a source for information. Professor David Lincove, Political Science Bibliographer, is accessible via his e-mail address: Lincove.1@osu.edu. Professor Lincove encourages students to contact him for direction with respect to particular research topics, relevant indices, computer-assisted searches, and so forth.

NOTE: Generally, the **ONLY** online sources that are acceptable are for material/information that at one time **appeared in print** (newspapers, magazines, scholarly articles, scholarly journals, government-based publications, and certain websites). Please consult me if you have questions.

Format: Papers must be typed and double-spaced using a standard font and black ink. Please use one-inch margins. Pages must be secured with a staple. The first page should include your name and the course number. The paper should be organized as follows:

- page 1- abstract (number does not appear on this page)
- page 2 to ?? – body of the paper
- tables/appendices
- bibliography without annotation

Comments on Source Citations

Much of your college education involves learning what others have written and then integrating those ideas into your own thinking. In academic writing, any ideas or words *not* credited to another are presumed to be those of the author. The problem of plagiarism comes in when you fail to give credit for those ideas that are not original to you. The word *plagiarism* (from the Latin for “kidnapping”) refers to the unacknowledged use of another’s words, ideas, or information.

The following is a guide to help you avoid plagiarism.

What need *not* be acknowledged?

-*Common knowledge.* If most readers would likely know something, you need not cite it.

-*Facts available from a wide variety of sources.* If a number of textbooks, encyclopedias, or almanacs include the information, you need not cite it.

Example 1: “Ronald Reagan was the 40th President of the United States.” This is not only common knowledge but is a fact that can be located in every encyclopedia and text on the presidency, so it need not be cited.

Example 2: “Ronald Reagan once wore a Nazi uniform.” This is a lesser known fact about President Reagan that would be surprising to most people; thus it **MUST** be cited.

-*Your own ideas and discoveries.*

What *must* be acknowledged?

-*Any direct quotation.* The **exact** words quoted must be placed in quotation marks and you **must** provide a page number if the quote was taken from a printed source.

-*Paraphrases and summaries* of others’ ideas and/or words that provide background information, present facts not commonly known, and explain various positions on your topic.

-*Arguable assertions.* If an author presents an assertion that may or may not be true, cite the source.

-*Statistics, charts, tables, and graphs* from **any** source. Credit all graphic material even if you create the graph.

The Ohio State University considers the purchase of research papers or the employment of a person or agency to prepare such papers to be academic misconduct. In addition, though you may get help in

writing your paper, there are limits to the amount of help you can honestly receive. For instance, others may read over your paper and point out weaknesses, but they must not rewrite the paper for you.

A problem can also occur if you want to submit a paper for one class that you have already submitted to another instructor for another class. To avoid this problem, discuss the paper with your current instructor before handing it in.

NOTE: When in doubt, CITE IT!!!

Here are some tips for writing papers (whether using MLA or APA format):

1. With few exceptions, punctuation marks ALWAYS go INSIDE quotation marks. The exceptions are: colons; semicolons; dashes; and sometimes question marks and exclamation points, depending on their use.
2. Source citations ALWAYS go OUTSIDE the quotation marks, as they are NOT part of the cited text.
3. Do not split infinitives: **Correct:** To go happily. **Incorrect:** To happily go.
4. Capitalize political party names, Congress, Senate, and House.
5. Avoid ending verbs with “ing.” Avoid the verb “to be.” Never use “being.”
6. Do not use “a lot.” Use “much” or “many.”
7. Avoid run on sentences.
8. Avoid one-sentence paragraphs.
9. Do not use the phrase “kind of.”
10. Do not use the word “basically.”
11. Learn how to use the apostrophe to indicate possession, especially in regard to plural possessive (put apostrophe *after* the “s”).
12. “It’s” is a contraction for “it is” or “it has”; “its” is possessive.
13. 1960s is plural; 1960’s is possessive and refers *only* to the year 1960. [e.g., “Politics in the 1960s was very divisive.” “1960’s election was a turning point for the Democrats.”]
14. Do not end sentences with prepositions.
15. Never use contractions in formal writing.
16. Avoid redundancy. Examples: “baby kittens,” “incumbent running for re-election.”
17. Do not use the word “feel” when you mean “think” or “believe.”
18. Do not write “people that.” It is “people who.”
19. For the numbers zero to nine, write out their name. For 10 or more, write the number.
20. Never begin a sentence with a number. Always write out the name.
21. Italicize or underline the names of publications, television programs, movies and CDs.
22. Learn to differentiate among: there, their, and they’re; then and than; further and farther; principle and principal; capital and capitol; who and whom; lose and loose; lead and led; affect and effect; fewer and lesser; weary and wary.
23. “Media” and “data” are plural nouns.
24. Avoid using et cetera (“etc.”). If you cannot list all of the examples then do not try.
25. When using material from other authors, you should paraphrase as much as possible; direct quotations should be used ONLY when you are incapable of improving upon the author’s own words or if the quotation is famous or noteworthy.
26. Quotations that run longer than four typed lines should be single-spaced and indented; you can then omit the quotation marks as they are redundant.
27. Page numbers should appear on all pages *except* the first one.
28. The paper should have one-inch margins on the top, bottom and sides and appear in 12-point size font.
29. For parenthetical (in-text) citations: cite sources by putting the last name of the author of the work and the year it was published in parentheses in the actual text of the paper [add page number(s) if using a direct quote], then put a list of the sources alphabetically (by last name of the author) at the end of your paper. Citations at the end of a sentence *always* go inside the period.
Examples: Research suggests that this is not the case (Jackson 2002).
“There is absolutely no scientific evidence that this correlation exists” (Jackson 2002, 23). [For a direct quote taken from page 23 of the original.]

30. When using Microsoft Word's "insert reference" feature to add footnotes, remember that you need only provide full bibliographic information the first time that the author is cited; for each subsequent reference, use only the author's last name and page number.
31. When constructing a bibliography, sources are alphabetized by author (or title if no author), then by date (if multiple sources by same author). **DO NOT NUMBER** sources in the bibliography.
32. **PROOFREAD!!! Have a friend/roommate/significant other read over your written work BEFORE you hand it in. There will always be mistakes that you will not catch but others might.**

Statement of Student Responsibility*

**Political Science 4139E
Spring, 2016**

- I state that I have read and understand the procedures and requirements as outlined in the syllabus for this course. I understand that upper division college courses are taught at a pace that requires considerable work and I am prepared to complete the assignments as required and take responsibility should I fail to comply with the guidelines for the course. I agree to abide by the Code of Student Conduct and understand that failure to do so will result in university academic misconduct proceedings.
- I agree to respect others and conduct myself in a manner befitting a student at The Ohio State University.
- I understand that if I need assistance with materials throughout the term the instructor is available to guide me, but that ultimately I am responsible for my own work and for notifying the instructor if I do have problems.
- **I agree that, by taking this course, all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.**

Signature

Date

Print Name: _____ Hometown: _____

Year in School: _____ Major/Minor: _____

Prior Political Science Course(s): _____

Reason(s) for Taking Course: _____

Course Expectations: _____

Special Considerations (i.e., disability, graduating student): _____

Interesting Tidbit About Myself: _____

* Due in class on Jan. 14, 2016

Gun Politics

Political Science 4139

Class No. 23097

Spring, 2016



“A well-regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.”

--The Second Amendment

Instructor: Charles Smith
Office: 2140B Derby Hall
Office Hours: 10 A.M. to 11 A.M. Mon. & Wed. and by appointment
Phone: (614) 292-1484 (office & voice mail)
Email: smith.3280@osu.edu (**subject: 4139**)

Email Etiquette: When you email me, keep in mind these four expectations: *1) You need to use your OSU email address* (my spam filters may not accept other email communications); *2) Identify yourself at the beginning of the message*; *3) You need to identify the class* (e.g.: "This is Jane Doe, from your PS 4139 class). *4) Make certain that you write in a clear, direct manner:* This should be written as a professional communication, not as an informal message. I will do my best to respond to your email within 24 hours.

Introduction

I have never believed in the general practice of carrying weapons....I do not believe in the general promiscuous toting of guns. I think it should be sharply restricted and only under licenses.

--Karl T. Frederick, President, National Rifle Association (NRA)
Testimony given before Congress, April 16, 1934

The cornerstone of our freedom is the Second Amendment. Neither the United Nations, nor any other foreign influence, has the authority to meddle with the freedoms guaranteed by our Bill of Rights, endowed by our Creator, and due to all humankind.”

--Wayne LaPierre, Executive Vice President, NRA
Testimony given before United Nations, July 15, 2011

The phrase “gun politics” refers to the views of different people within a particular country as to what degree of control (increased gun rights vs. greater gun control) should be enforced upon the private ownership and use of firearms, to what extent firearms ownership influences crime, and how best to achieve a balance of power between the individual and the state.

In America today there are some 300+ million firearms in private hands, amounting to one weapon for every American. Two in five American homes house guns. On the one hand, most gun owners are law-abiding citizens who believe they have a constitutional right to bear arms. On the other, a great many people believe gun control to be our best chance at reducing violent crime.

This course will examine gun control through historical, legal, and sociological lenses. Upon completion of the course students will have a better understanding of how truly multi-faceted and complex the issue is and, thus, why consensus is so difficult to achieve.

Course Readings

Required Books:

The following books are available at Amazon.com, half.com, or the bookstore.

- Dennis A. Henigan. 2009. *Lethal Logic: Exploding the myths that paralyze American gun policy*. Washington, D.C.: Potomac Books. ISBN 978-1-59797-356-4
- Robert J. Spitzer. 2015. *The Politics of Gun Control*, 6th ed. Boulder, CO: Paradigm Publishers. ISBN: 978-1-61205-721-7
- Adam Winkler. 2011. *Gun Fight: The battle over the right to bear arms in America*. New York, NY: WW Norton. ISBN: 978-0-393-07741-4

The following book is out of print. Selected excerpts will be posted to Carmen. YOU DO NOT HAVE TO ORDER THIS BOOK unless you really want a copy.

James William Gibson. 1994. *Warrior Dreams: Paramilitary Culture in Post-Vietnam America*. New York: Hill & Wang.

Required Articles:

The following articles are available via Carmen or the internet at the specified addresses:

- Jennifer D. Carlson. “From Gun Politics to Self-Defense Politics: A Feminist Critique of the Great Gun Debate.” *Violence Against Women* 20 (March 2014): 369-377.
- Lindsay K. Charles. “Feminists and Firearms: Why are so many women anti-choice?” 17 *Cardozo J.L. & Gender* 297, 2011.
- Dave Grossman. “On Sheep, Wolves and Sheepdogs.” From Dave Grossman and Loren W. Christensen, *On Combat* (PPCT Research Publications, 2004). Available at http://www.killology.com/sheep_dog.htm
- Susan Klebold. “I will never know why.” *O: The Oprah Magazine*, Nov., 2009, pp. 161-233.
- Peter Langman. 2009. *Why Kids Kill: Inside the minds of school shooters*. New York: Palgrave/Macmillan. Chaps. 1 & 8.
- David McDowall. “The Polls Review: John R. Lott, Jr’s defensive gun brandishing estimates.” *Public Opinion Quarterly* 69 (No 2., Summer, 2005): 246-263.
- Richard Posner. 2008. “In Defense of Looseness: The Supreme Court and Gun Control.” *The New Republic*.
- Randolph Roth, Michael D. Maltz and Douglas L. Eckberg. Homicide Rates in the Old West. *Western Historical Quarterly* 42 (Summer 2011): 173–196.
- Southern Poverty Law Center. “The Second Wave: Return of the Militias.” Aug. 2009. Accessed 4-22-15 at <http://www.splcenter.org/get-informed/publications/splc-report-return-of-the-militias>
- Mary Zeiss Stange. “From Domestic Terrorism to Armed Resistance: Women’s right to self-defense as an essential human right.” 2 *J.L. Econ. & Pol’y* 385, 2006.

For your information:

Guy Smith. “Gun Facts Version 6.0.” Available at <http://www.gunfacts.info/>

Required Cases:

The following cases are available on Carmen:

- *U.S. v. Miller*, 307 U.S. 174 (1939)
- *U.S. v. Emerson* (1999)
- *District of Columbia v. Heller*, 554 U.S. 570 (2008)
- *McDonald v. City of Chicago*, 561 U.S. 3025 (2010)

Required Videos:

The following videos will be shown in class:

- “Gunned Down: The Power of the NRA”(PBS, *Frontline*; original airdate 1-6-15)
<http://www.pbs.org/wgbh/pages/frontline/gunned-down/>
- *Mythbusters*: “Bulletproof Water”
- *Safe Haven*. (Outdoor Channel; original airdate 4-1-15)
<http://outdoorchannel.com/safehaventv>
- *30 Days*: “Gun Nation” (original airdate 7-1-08; season 3, ep. #5)
- *20/20*: “If I only had a gun...” (original airdate 4-10-09)
- <http://www.fixgunchecks.org/tour>
- *Gun Fight*. (HBO; original airdate 4-13-11)
- *Remington Under Fire* (CNBC original airdate 10-20-10)
https://www.youtube.com/watch?v=oS_GDpZM3ak
available via HULU at <http://www.hulu.com/watch/195819/cnbc-originals-remington-under-fire-a-cnbc-investigation>
Remington’s response http://www.youtube.com/watch?v=B_KVS1hIbQg

Method of Evaluation

Quizzes – 6 quizzes – 60 pts

Each quiz will cover material assigned UP TO AND FOR THAT DAY! Consult the course schedule to determine what material will be covered by each quiz.

All quizzes will be given via the course website on Carmen. You will be able to take the quiz between 8 A.M. and 8 P.M. on the day that the quiz is assigned. As you have 12 hours to take the quiz is it unlikely that you will NOT be able to complete the assignment. If, on the off-chance that you contract some malady that prevents you from logging on to a computer to take the quiz, please provide the instructor with medical documentation of said affliction. If the documentation is satisfactory, you will be allowed to take a make-up quiz in the instructor’s office at his convenience. Yes, the quizzes are open-book/open-note. Yes, there is a time limit for each quiz, so you should go in to the quiz organized and prepared. That the quizzes are open book/notes should in no way replace actively studying!!
NOTE: Be certain that you have a “stable” computer/internet connection when

you sit down to take the quiz. The instructor is not responsible for computer irregularities that prevent you from completing the quiz. If, while taking the quiz, you experience difficulties with CARMEN (and CARMEN only!), please contact CARMEN support immediately (614-688-4357 or 688-8743 for TDD). While on the phone with CARMEN support, document 1) the day/time of calamity; 2) the name of the technician with whom you spoke; 3) the technician's recommended fix; and 4) the ticket/complaint number. This information **MUST** be provided to and verified by the instructor before any make-up quizzes will be scheduled.

Quiz 1—Jan. 21; Quiz 2—Feb. 2; Quiz 3—Feb. 23; Quiz 4—Mar. 10; Quiz 5—Mar. 29; Quiz 6—April 19

Reaction Papers [See below] – 40 pts

4 papers @ 10 points each

- 2 papers are due **no later than Feb 25**; final 2 are due **no later than April 21** [NOTE: papers can be turned in at any time prior to the due date]

Midterm Examination – 50 pts

The Midterm Exam will take place **IN CLASS** on Monday, March 1. It will cover all assigned course material up to that point. The exam format will be a combination of multiple choice and short answer questions.

Final Examination – 50 pts

The Final Exam will take place **IN CLASS** at 10 AM on March 1 (NOTE TIME CHANGE!). It will only cover course material assigned since the first exam. The exam format will be a combination of multiple choice and short answer questions.

University Marks (Rule 3335-7-21)

A, A- The instructor judged the student to have satisfied the stated objectives of the course in an excellent manner. The student's performance was judged to be **in this range** of high quality based upon a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor's personal expectations relative to the stated objectives of the course, based on the instructor's experience and expertise.

B+, B, B- The instructor judged the student to have satisfied the stated objectives of the course in an above-average manner. The student's performance was judged to be **in this range** of above-average quality based upon a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor's personal expectations relative to the stated objectives of the course, based on the instructor's experience and expertise.

C+, C, C- The instructor judged the student to have satisfied the stated objectives of the course in an average manner. The student's performance was judged to be **in this range** of average quality based upon a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor's personal expectations relative to the stated objectives of the course, based on the instructor's experience and expertise.

D+, D The instructor judged the student to have satisfied the stated objectives of the course in a low but acceptable manner. The student's performance was judged to be **in this range** of below average but acceptable quality based upon a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor's personal expectations relative to the stated objectives of the course, based on the instructor's experience and expertise.

E The instructor judged the student not to have satisfied the stated objectives of the course. Credit for a course in which the mark of "E" has been received can be obtained only by repeating and passing the course in class. (See rules 3335-7-23 to 3335-7-28 of the Administrative Code.)

Student Conduct

I am embarrassed to have to include a statement concerning student conduct but, given the often emotionally-charged issues relevant to this course, I must stress that incivility toward ANYONE in class WILL NOT BE TOLERATED.

Out of respect for others, students must turn off cellular phones prior to class.

Policy on attendance

It is expected that students will attend each class session. Attendance will be taken daily and will be utilized when determining final grades. **Following university Rule 3335-7-33, students will be disenrolled from the course if they are absent the first week of classes and do not notify the instructor of their intention to remain enrolled.**

NOTE: If you are forced to miss class on the day an assignment is due, you MUST *telephone* the instructor (292-1484) PRIOR to class time and make him aware of your pending absence. The assignment, then, MUST be turned in TO THE INSTRUCTOR by noon of the following day. Points will automatically be deducted for lateness. **Assignments submitted electronically WILL NOT be accepted.**

Academic Integrity

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Students with Disabilities

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Course Schedule

Established due dates are changeable only by me. Individual exceptions are granted ONLY in cases of medical or family emergency **documented to my satisfaction**. Unexcused late assignments or papers will result in a score of zero.

- Week 1 1-12 Introduction to course
 Read: “Battleground America” (Carmen)
- 1-14 “Politics” of gun control
 Read: Henigan Ch 1 & 2
 Read: Spitzer Intro and Ch 3
- Week 2 1-19 Guns in America
 “Gunned Down: The Power of the NRA”(PBS, *Frontline*; orig. air date 1-6-15)
 <http://www.pbs.org/wgbh/pages/frontline/gunned-down/>
 Read: Winkler, part I
 Read: Gibson, *Warrior Dreams* Ch 1 (Carmen)
- 1-21 Guns in America, cont’d
 Video: *30 Days: Gun Nation*; discussion
 Read: Carlson. “From Gun Politics to Self-Defense Politics” (Carmen)
 Read: Winkler part II
 Quiz #1
- Week 3 1-26 Guns in America, cont’d
 Video: *Remington Under Fire*
 Read: Keefe, “CNBC’s ‘Remington Under Fire’” (Carmen)
- 1-28 Gibson, Chs 2 & 3 (Carmen)
 Guest Speaker: Dr. Randy Roth, Dept. of History
 Read: Roth, Maltz & Eckberg, “Homicide Rates in the Old West” (Carmen)
 Read: Winkler, part III
- Week 4 2-2 Guns and Ammo
 Read: Spitzer Ch 1
 Firearms Tutorial #1 (Carmen)
 Quiz #2
- 2-4 Guns and Ammo, cont’d;
 Video: *Mythbusters*, “Bulletproof Water”
- Week 5 2-9 Range days; participation this week is **totally voluntary**. Assemble in 020
 2-11 Converse Hall. Guest lecturer is Dr. James Sweeney, Head Coach, Varsity
 Pistol

- Week 6 2-16 The Second Amendment
Read: Henigan, ch 7; Spitzer, Ch 2
Skim: *United States v. Miller* (1939) and *U.S. v. Emerson* (2000) (Carmen)
Skim: *D.C. v. Heller*; *McDonald v. City of Chicago* (Carmen)
Skim: Posner, “In Defense of Looseness” (Carmen)
- 2-18 Guns and the law-federal, state and local
Read: Henigan, chaps. 5 & 6
Skim: ORC 2923, selections (Carmen)
Skim: Columbus Muni Code, (Carmen)
- Week 7 2-23 “More guns, less crime?”
Read: Gibson, Ch. 11 (Carmen)
Read: McDowall, “Lott’s defensive gun estimates” (Carmen)
Skim: Cook and Ludwig, “The Social Costs of Gun Ownership” (Carmen)
Quiz #3
- 2-25 “More guns, less crime?” cont’d
Read: Duggan, “More Guns, More Crime” (Carmen)
Read: Ayers and Donohue, “Shooting Down the More Guns, Less Crime Hypothesis” (Carmen)
First two reaction papers due today!
- Week 8 3-1 **Midterm Exam**
- 3-3 Kids and guns
Read: Langman, *Why Kids Kill* (Carmen)
Read: Klebold, “I will never know why.”(Carmen)
Read: Henigan pp. 30-36
- Week 9 3-8 Armed self-defense—Guest speaker R. Ken Hanson, Esq.
Read: Grossman, “On Sheep, Wolves and Sheepdogs” (Carmen)
- 3-10 “Castle laws”, George Zimmerman; discussion
Quiz #4
- 3/15-3/17** **SPRING BREAK**
- Week 10 3-22 Guns on Campus: Guest Speaker is Chief Stone, University Police
- 3-24 Video: 20/20: “If I only had a gun”
Guest speaker: Representative from the Ohio Coalition Against Gun Violence
- Week 11 3-29 The limits of dissent; doomsday preppers
Read: Gibson, Ch. 10 (esp. pp 212-230) (Carmen)
Read: King, Letter from a Birmingham Jail (Carmen)

Read: Malcolm X: The Ballot or the Bullet (Carmen)
Skim: Horwitz and Anderson, *Guns, Democracy and the Insurrectionist Idea* (Carmen)
Skim: Henigan, “Arms, Anarchy and the Second Amendment” (Carmen)
Quiz #5

3-31 Armed resistance; Ruby Ridge, Waco & Oklahoma City
Video: “The Legend of Ruby Ridge” (Carmen)
Video: “Waco, the Survivors’ Story” (Carmen)
Video: “Terror From Within” (Carmen)

Week 12 4-5 Discussion

4-7 Gun control in Britain and Canada
See Links on Carmen to Library of Congress information

Week 13 4-12 Gun control in Japan
See Link on Carmen to Library of Congress information

4-14 Mexico and Project Gun Runner
See Link on Carmen to Library of Congress information

Week 14 4-19 Global Issues; what can we learn from others?
Quiz #6

4-21 Course wrap-up
Last two reaction papers due today!

5-2 **Final Exam @ 10 A.M. Note Time Change!**

Reaction Papers

[Note: I will not accept any papers sent electronically.]

You are required to submit four (4) reaction papers during the term. These papers are intended to allow you to voice your thoughts and feelings regarding certain readings, videos, guest speakers, or out-of-class activities.

The reaction papers can be submitted *at any time until the due date*, but I must institute deadlines or else all of the reaction papers will be turned in the final week of the term.

Two reaction papers are due no later than Feb. 25. **Papers must be turned in IN CLASS.**

The final two reaction papers are due no later than April 21. **Papers must be turned in IN CLASS.**

What to write:

Reaction papers are just that, a *reaction* to something. Did it provide you with any new information? Did it confirm/disprove previously held ideas? Was anything missing (i.e., could the author/director/speaker have gone into more detail regarding certain topics?). What questions do you have as a result?

As it is *your* reaction, you may write in the first person; do not be afraid to use “I,” “me,” or “my.”

Format:

Reaction papers must be typed and double-spaced using a standard font and black ink. Please use one-inch margins. Pages must be secured with a staple. Papers should run no longer than three (3) pages. See “Tips for Writing Papers,” below.

All assignments submitted for credit MUST be typed. Handwritten work WILL NOT be accepted.

Comments on Source Citations

Much of your college education involves learning what others have written and then integrating those ideas into your own thinking. In academic writing, any ideas or words *not* credited to another are presumed to be those of the author. The problem of plagiarism comes in when you fail to give credit for those ideas that are not original to you. The word *plagiarism* (from the Latin for “kidnapping”) refers to the unacknowledged use of another’s words, ideas, or information.

The following is a guide to help you avoid plagiarism.

What need *not* be acknowledged?

-*Common knowledge.* If most readers would likely know something, you need not cite it.

-*Facts available from a wide variety of sources.* If a number of textbooks, encyclopedias, or almanacs include the information, you need not cite it.

Example 1: “Ronald Reagan was the 40th President of the United States.” This is not only common knowledge but is a fact that can be located in every encyclopedia and text on the presidency, so it need not be cited.

Example 2: “Ronald Reagan once wore a Nazi uniform.” This is a lesser known fact about President Reagan that would be surprising to most people; thus it **MUST** be cited.

-*Your own ideas and discoveries.*

What *must* be acknowledged?

-*Any direct quotation.* The **exact** words quoted must be placed in quotation marks and you **must** provide a page number if the quote was taken from a printed source.

-*Paraphrases and summaries* of others' ideas and/or words that provide background information, present facts not commonly known, and explain various positions on your topic.

-*Arguable assertions*. If an author presents an assertion that may or may not be true, cite the source.

-*Statistics, charts, tables, and graphs* from **any** source. Credit all graphic material even if you create the graph.

The Ohio State University considers the purchase of research papers or the employment of a person or agency to prepare such papers to be academic misconduct. In addition, though you may get help in writing your paper, there are limits to the amount of help you can honestly receive. For instance, others may read over your paper and point out weaknesses, but they must not rewrite the paper for you.

A problem can also occur if you want to submit a paper for one class that you have already submitted to another instructor for another class. To avoid this problem, discuss the paper with your current instructor before handing it in.

NOTE: When in doubt, CITE IT!!!

Here are some tips for writing papers (whether using MLA or APA format):

1. With few exceptions, punctuation marks ALWAYS go INSIDE quotation marks. The exceptions are: colons; semicolons; dashes; and sometimes question marks and exclamation points, depending on their use.
2. Source citations ALWAYS go OUTSIDE the quotation marks, as they are NOT part of the cited text.
3. Do not split infinitives: **Correct:** To go happily. **Incorrect:** To happily go.
4. Capitalize political party names, Congress, Senate, and House.
5. Avoid ending verbs with “ing.” Avoid the verb “to be.” Never use “being.”
6. Do not use “a lot.” Use “much” or “many.”
7. Avoid run on sentences.
8. Avoid one-sentence paragraphs.
9. Do not use the phrase “kind of.”
10. Do not use the word “basically.”
11. Learn how to use the apostrophe to indicate possession, especially in regard to plural possessive (put apostrophe *after* the “s”).
12. “It’s” is a contraction for “it is” or “it has”; “its” is possessive.
13. 1960s is plural; 1960’s is possessive and refers *only* to the year 1960. [e.g., “Politics in the 1960s was very divisive.” “1960’s election was a turning point for the Democrats.”]
14. Do not end sentences with prepositions.
15. Never use contractions in formal writing.
16. Avoid redundancy. Examples: “baby kittens,” “incumbent running for re-election.”
17. Do not use the word “feel” when you mean “think” or “believe.”
18. Do not write “people that.” It is “people who.”
19. For the numbers zero to nine, write out their name. For 10 or more, write the number.
20. Never begin a sentence with a number. Always write out the name.
21. Italicize or underline the names of publications, television programs, movies and CDs.
22. Learn to differentiate among: there, their, and they’re; then and than; further and farther; principle and principal; capital and capitol; who and whom; lose and loose; lead and led; affect and effect; fewer and lesser; weary and wary.
23. “Media” and “data” are plural nouns.
24. Avoid using et cetera (“etc.”). If you cannot list all of the examples then do not try.
25. When using material from other authors, you should paraphrase as much as possible; direct quotations should be used ONLY when you are incapable of improving upon the author’s own words or if the quotation is famous or noteworthy.
26. Quotations that run longer than four typed lines should be single-spaced and indented; you can then omit the quotation marks as they are redundant.
27. Page numbers should appear on all pages *except* the first one.
28. The paper should have one-inch margins on the top, bottom and sides and appear in 12-point size font.
29. For parenthetical (in-text) citations: cite sources by putting the last name of the author of the work and the year it was published in parentheses in the actual text of the paper [add page number(s) if using a direct quote], then put a list of the sources alphabetically (by last name of the author) at the end of your paper. Citations at the end of a sentence *always* go inside the period.
Examples: Research suggests that this is not the case (Jackson 2002).
“There is absolutely no scientific evidence that this correlation exists” (Jackson 2002, 23). [For a direct quote taken from page 23 of the original.]

30. When using Microsoft Word's "insert reference" feature to add footnotes, remember that you need only provide full bibliographic information the first time that the author is cited; for each subsequent reference, use only the author's last name and page number.
31. When constructing a bibliography, sources are alphabetized by author (or title if no author), then by date (if multiple sources by same author). **DO NOT NUMBER** sources in the bibliography.
32. **PROOFREAD!!! Have a friend/roommate/significant other read over your written work BEFORE you hand it in. There will always be mistakes that you will not catch but others might.**

Statement of Student Responsibility*

**Political Science 4139
Spring, 2016**

- I state that I have read and understand the procedures and requirements as outlined in the syllabus for this course. I understand that upper division college courses are taught at a pace that requires considerable work and I am prepared to complete the assignments as required and take responsibility should I fail to comply with the guidelines for the course. I agree to abide by the Code of Student Conduct and understand that failure to do so will result in university academic misconduct proceedings.
- I agree to respect others and conduct myself in a manner befitting a student at The Ohio State University.
- I understand that if I need assistance with materials throughout the term the instructor is available to guide me, but that ultimately I am responsible for my own work and for notifying the instructor if I do have problems.
- **I agree that, by taking this course, all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.**

Signature

Date

Print Name: _____ Hometown: _____

Year in School: _____ Major/Minor: _____

Prior Political Science Course(s): _____

Reason(s) for Taking Course: _____

Course Expectations: _____

Special Considerations (i.e., disability, graduating student): _____

Interesting Tidbit About Myself: _____

* Due in class on Thursday, Jan. 14, 2016

Political Science 4139E

Gun Politics-Honors Embedded

Political Science 4139 (Gun Politics) began as Political Science 590E 12 years ago. The course is only offered in spring semester (formerly winter quarter) and averages between 80 and 90 students each time that it is offered. It is one of the few courses taught, nationwide, that provides students with such a broad understanding of the issues surrounding gun control in the United States.

Course requirements for the Honors Embedded section of 4139 will vary from the regular section. Students in the Honors Embedded section will complete the same six quizzes, four short reaction papers, and examinations but there the similarity will end. Students in the Honors Embedded section will craft a large research paper (to be evaluated in stages) on a topic related to the course. They will also keep a weekly journal in which they document issues relevant to the course that they encounter via the media or other experience. Once per week, for one hour, the students in the Honors Embedded section will meet with the instructor in a small group to discuss their journal entry for that week and, more importantly, to reflect as a group on the event and how it relates to larger themes of the course.

Given the large number of students that normally enroll in the course, the weekly groups meetings will provide students more time with the instructor in a small-group setting and afford them an opportunity to discuss course material at a higher level.

Grading

Method of Evaluation

Quizzes – 6 quizzes – 90 pts

Each quiz will cover material assigned UP TO AND FOR THAT DAY! Consult the course schedule to determine what material will be covered by each quiz.

All quizzes will be given via the course website on Carmen. You will be able to take the quiz between 8 A.M. and 8 P.M. on the day that the quiz is assigned. As you have 12 hours to take the quiz it is unlikely that you will NOT be able to complete the assignment. If, on the off-chance that you contract some malady that prevents you from logging on to a computer to take the quiz, please provide the instructor with medical documentation of said affliction. If the documentation is satisfactory, you will be allowed to take a make-up quiz in the instructor's office at his convenience. Yes, the quizzes are open-book/open-note. Yes, there is a time limit for each quiz, so you should go in to the quiz organized and prepared. That the quizzes are open book/notes should in no way replace actively studying!!

NOTE: Be certain that you have a "stable" computer/internet connection when you sit down to take the quiz. The instructor is not responsible for computer irregularities that prevent you from completing the quiz. If, while taking the quiz, you experience difficulties with CARMEN (and CARMEN only!), please contact CARMEN support immediately (614-688-4357 or 688-8743 for TDD). While on the phone with CARMEN support, document 1) the day/time of calamity; 2) the name of the technician with whom you spoke; 3) the technician's recommended fix; and 4) the ticket/complaint number. This information MUST be provided to and verified by the instructor before any make-up quizzes will be scheduled.

Quiz 1—Jan. 21; Quiz 2—Feb. 2; Quiz 3—Feb. 23; Quiz 4—Mar. 10; Quiz 5—Mar. 29; Quiz 6—April 21

Reaction Papers [See below] – 40 pts

4 papers @ 10 points each

- 2 papers are due **no later than Feb 25**; final 2 are due **no later than April 21**

[NOTE: papers can be turned in at any time prior to the due date]

Research Paper [See below] – 95 pts

Students will produce one research paper of substantial length (15 to 20 pages) based on a topic **relevant** to the course. Papers will be graded in stages as follows:

- Thesis = 5 points due by Jan. 21
- Annotated bibliography = 10 points due by Feb. 9
- Abstract = 10 points due by Feb. 23
- Draft = 20 points due by April 5
- Final paper = 50 points due by April 19

Weekly Meetings – 25 pts

Students enrolled in 4139E will meet as a group once per week with the instructor

to discuss current events and share their weekly journal entry and reflection.
Each weekly meetings will last 60 minutes.

Weekly Journals and Reflection – 30 pts

Students enrolled in 4139E will keep a journal and are required to make at least one entry per week dealing with a current event related to the course *and* the student's thought about the event and its relation to the course. These will be shared among the students in the weekly group meeting.

Midterm Examination – 50 pts

The Midterm Exam will take place IN CLASS on Monday, March 1. It will cover all assigned course material up to that point. The exam format will be a combination of multiple choice and short answer questions.

Final Examination – 50 pts

The Final Exam will take place at 10 AM on March 1 (NOTE TIME CHANGE!). It will only cover course material assigned since the first exam. The exam format will be a combination of multiple choice and short answer questions.

Curriculum Map: How and at what level do program courses facilitate student attainment of program learning goals?

Program Learning Goals:

Political science is the study of public power: its mobilization, exercise, and transformation by governments, political parties, interest groups, and mass behavior. Political scientists examine the causes and effects of political power and institutions in decision-making and governance at various levels, from the local to the global. We employ both scientific and humanistic perspectives and a variety of methodological approaches to analyze political structures and processes in all regions of the world.

Majors in political science are expected to:

1. *Acquire basic knowledge* across the four major fields of political science—American Politics, Comparative Politics, International Relations, and Political Theory.

Students accomplish this goal by taking introductory and “pre-major” classes at the 1000 through 3000 level.

2. *Gain deeper knowledge* of the scholarly literature in one of the four major fields.

Students accomplish this goal primarily in courses at the 4000 and 5000 level, although 2000- and 3000-level courses may also contribute to this knowledge base.

3. *Become familiar with debates* about theories, research methods, and substantive issues, and learn to engage and assess contributions to the literature.

Students accomplish this goal primarily in courses at the 4000 and 5000 level, although 3000-level courses may also contribute to this knowledge base.

4. *Develop analytic and critical thinking skills* that will enable them to rigorously evaluate competing arguments and to appraise value-based claims.

Students accomplish this goal primarily in courses at the 4000 and 5000 level, although 1000-, 2000- and 3000-level courses may also contribute to this knowledge base.

Political science majors will acquire a knowledge foundation and an array of skills enabling them to pursue a wide variety of professional and leadership roles and to become responsible and well-informed

citizens. We prepare our students for post-graduate studies in numerous areas including public policy, international affairs, law, business, and political science. Our department’s challenging and supportive learning environment gives students the confidence to assume progressively greater initiative and independence through their undergraduate years and beyond.

The charts below provide graphic information showing the relationship of our primary undergraduate major requirements [the field distribution and focus area] and courses, both in general and individually, to our Program Learning Goals. First, our pre major courses are categorized according to a level index and the goals that they fulfill. Second, the “field distribution” is categorized by the goals it fulfills. Third, the “focus area” is categorized by the goals it fulfills. Third, courses are categorized generally by level and by goals fulfilled in each level. Finally, a list of all undergraduate courses, including number, abbreviated title, field [for cross reference to the field and focus requirements], and programs goals is attached.

Level Index A= Basic

 B= Higher-level Introductory

 C=Broad-based Advanced

 D=Focused Advanced

PROGRAM LEARNING GOALS

Pre-Major Courses	Goal # <i>i</i>	Goal # <i>ii</i>	Goal # <i>iii</i>	Goal # <i>iv</i>
Polit Sc 1100 A	✓			✓
Polit Sc 1200	✓			✓
Polit Sc 1300	✓			✓

Polit Sc 2150 B	✓	✓		✓
Polit Sc 2300	✓	✓		✓
Polit Sc 2400	✓	✓		✓
Field Distribution	✓	✓	✓	✓
Focus Area		✓	✓	✓
Course levels				
1000 A	✓			✓
2000 B	✓	✓		✓
3000 B	✓	✓	✓	✓
4000 C		✓	✓	✓
5000 D		✓	✓	✓

Semester #	Title	Field	Goal 1	Goal 2	Goal 3	Goal 4
Level A						
1100	Introduction to American Politics	American Politics	√			√
1105	American Political Controversies	American Politics	√			√
1165	Introduction to Politics	American Politics	√			√
1200	Introduction to Comparative Politics	Comparative Politics	√			√
1300	Global Politics	International Relations	√			√
Level B						
2150	Voters & Elections	American Politics	√	√		√
2194	Group Studies	American Politics	√	√		√
2300	American Foreign Policy	International Relations	√	√		√
2367	Contemporary Issues in American Pol	American Politics	√	√		√
2400	Introduction to Political Theory	Political Theory	√	√		√
2496	Study at a Domestic Institution	Variable	√	√		√
3100	American Politics & Policy Making	American Politics	√	√	√	√
3115	Introduction to the Policy Process	American Politics	√	√	√	√
3170	Political Psychology	American Politics	√	√	√	√
3191	Internship	American Politics		√	√	√
3220	Politics of the Developing World	Comparative Politics	√	√	√	√
3420	Political Theories of Democracy	Political Theory	√	√	√	√
3430	Political Theories of Freedom	Political Theory	√	√	√	√
3440	Political Theories of Justice	Political Theory	√	√	√	√
3450	Ethics and Public Policy	Political Theory	√	√	√	√
3460	Global Justice	Political Theory	√	√	√	√
3549	Survey Research in Political Science	Political Theory	√	√	√	√
3596	Nationalism & Ethnicity	Comparative Politics	√	√	√	√
3596H	Honors Nationalism & Ethnicity	Comparative Politics	√	√	√	√
3780	Data Literacy & Data Visualization	Variable	√	√	√	√
3905	Political Manipulation	American Politics	√	√	√	√
3910	Identity Politics	International Relations	√	√	√	√
3912	Political Leadership	American Politics	√	√	√	√
Level C						
4110	American Presidency	American Politics		√	√	√
4115	Bureaucracy & Public Policy	American Politics		√	√	√
4120	US Congress	American Politics		√	√	√
4123	Political Crisis & Reform	American Politics		√	√	√
4125	American State Politics	American Politics		√	√	√
4126	Ohio Politics	American Politics		√	√	√
4127	Governing Urban America	American Politics		√	√	√
4127H	Honors Governing Urban America	American Politics		√	√	√

4130	Law & Politics	American Politics	✓	✓	✓
4132H	Supreme Court Decision Making	American Politics	✓	✓	✓
4135	American Constitutional Law	American Politics	✓	✓	✓
4136	Civil Liberties	American Politics	✓	✓	✓
4137	Politics of Legal Decision Making	American Politics	✓	✓	✓
4138	Women & the Law	American Politics	✓	✓	✓
4139	Gun Politics	American Politics	✓	✓	✓
4139E	Gun Politics—Honors Embedded	American Politics	✓	✓	✓
4140	Black Politics	American Politics	✓	✓	✓
4145	Asian American Politics	American Politics	✓	✓	✓
4150	American Political Parties	American Politics	✓	✓	✓
4152	Campaign Politics	American Politics	✓	✓	✓
4160	Public Opinion	American Politics	✓	✓	✓
4162	Religion & American Politics	American Politics	✓	✓	✓
4164	Political Participation & Voting Behavior	American Politics	✓	✓	✓
4165	Mass Media & American Politics	American Politics	✓	✓	✓
4170	Gender & Politics	American Politics	✓	✓	✓
4175	Women, Government & Public Policy	American Politics	✓	✓	✓
4190	Political Decision Making & Public Policy	American Politics	✓	✓	✓
4191	Internship	American Politics	✓	✓	✓
4192	Policy Analysis	American Politics	✓	✓	✓
4193	Individual Studies	American Politics	✓	✓	✓
4200	Politics of Modern Democracies	Comparative Politics	✓	✓	✓
4210	Politics of European Integration	Comparative Politics	✓	✓	✓
4212	Dictatorship to Democracy	Comparative Politics	✓	✓	✓
4214	Northern European Politics	Comparative Politics	✓	✓	✓
4216	East European Politics	Comparative Politics	✓	✓	✓
4218	Russian Politics	Comparative Politics	✓	✓	✓
4219	European Political Development	Comparative Politics	✓	✓	✓
4225H	Democracy in Muslim Majority Countries	Comparative Politics	✓	✓	✓
4230	Chinese Political System	Comparative Politics	✓	✓	✓
4231	China: State & Society	Comparative Politics	✓	✓	✓
4232	Contemporary Politics of South Asia	Comparative Politics	✓	✓	✓
4235	Japanese Politics	Comparative Politics	✓	✓	✓
4236	Southeast Asian Politics	Comparative Politics	✓	✓	✓
4240	Latin American Politics	Comparative Politics	✓	✓	✓
4241	Special Topics in Latin American Politics	Comparative Politics	✓	✓	✓
4242	Incomplete Democracies	Comparative Politics	✓	✓	✓
4249	Domestic Politics of International Conflict	Comparative Politics	✓	✓	✓
4250	African Politics	Comparative Politics	✓	✓	✓
4250H	Honors African Politics	Comparative Politics	✓	✓	✓
4262	New Religious Politics	Comparative Politics	✓	✓	✓
4270	Canadian Political System	Comparative Politics	✓	✓	✓

4280	State & Economy	Comparative Politics	✓	✓	✓
4282	Politics of Income Inequality	Comparative Politics	✓	✓	✓
4285	Comparative Politics of the Welfare State	Comparative Politics	✓	✓	✓
4300	Theories of International Relations	International Relations	✓	✓	✓
4305	International Theory	International Relations	✓	✓	✓
4305E	Honors Embedded International Theory	International Relations	✓	✓	✓
4310	Security Policy	International Relations	✓	✓	✓
4315	International Security & Causes War	International Relations	✓	✓	✓
4318	Politics of International Terrorism	International Relations	✓	✓	✓
4320	Strategies for War & Peace	International Relations	✓	✓	✓
4326	Russian Foreign Policy	International Relations	✓	✓	✓
4327	Politics in the Middle East	International Relations	✓	✓	✓
4330	Global Governance	International Relations	✓	✓	✓
4331	United Nations System	International Relations	✓	✓	✓
4332	Politics of Globalization	International Relations	✓	✓	✓
4335	International Environmental Pol	International Relations	✓	✓	✓
4380	Political Analysis of Intern'l Econ Relations	International Relations	✓	✓	✓
4380H	Honors Pol Analysis of Intern'l Econ Rel	International Relations	✓	✓	✓
4381	Comparative International Pol Economy	International Relations	✓	✓	✓
4420H	Debating Democracy	Political Theory	✓	✓	✓
4450H	Politics & Ethics	Political Theory	✓	✓	✓
4455	Human Rights	Political Theory	✓	✓	✓
4460	American Political Ideas	Political Theory	✓	✓	✓
4465	Feminist Political Theory	Political Theory	✓	✓	✓
4553	Game Theory for Political Scientists	Political Theory	✓	✓	✓
4591	Seminar in Public Policy	American Politics	✓	✓	✓
4597.01	International Cooperation & Conflict	International Relations	✓	✓	✓
4597.02	Political Problems of the Contemp World	Comparative Politics	✓	✓	✓
4597.03	Gender & Democracy in Contemp World	Comparative Politics	✓	✓	✓
4780	Thesis Research Colloquium	Variable	✓	✓	✓
4781	Data Analysis in Political Science I	Variable	✓	✓	✓
4782	Data Analysis in Political Science II	Variable	✓	✓	✓
4891	Topics in American Politics	American Politics	✓	✓	✓
4892	Topics in Comparative Politics	Comparative Politics	✓	✓	✓
4893	Topics in International Relations	International Relations	✓	✓	✓
4894	Topics in Political Theory	Political Theory	✓	✓	✓
4895	Topics in Public Policy	Public Policy	✓	✓	✓
4910	Business-Government Relations	American Politics	✓	✓	✓
4910H	Honors Business-Government Relations	American Politics	✓	✓	✓
4920	Politics in Film & Television	American Politics	✓	✓	✓
4920H	Honors Politics in Film & Television	American Politics	✓	✓	✓
4940	Politics of Immigration	Comparative Politics	✓	✓	✓

Level D

4998	Undergraduate Research	variable	√	√	√
4999	Thesis Research Non-honors	Variable	√	√	√
4999H	Thesis Research Honors	Variable	√	√	√
5124	Urban Politics	American Politics	√	√	√
5140	Ethnic Politics in American Cities	American Politics	√	√	√
5411	Ancient & Medieval Political Thought	Political Theory	√	√	√
5412	Early Modern Political Thought	Political Theory	√	√	√
5413	19 th Century Political Thought	Political Theory	√	√	√
5414	20 th Century Political Thought	Political Theory	√	√	√