

Term Information

Effective Term Spring 2024
Previous Value Spring 2016

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Inclusion into the General Education (GE) Traditions, Cultures, and Transformations Theme.

Update topics

What is the rationale for the proposed change(s)?

The United States stands apart from other Western democracies in one important area--guns. In 1970 Richard Hofstadter coined the term "gun culture" to describe America's long tradition of gun possession; contemporary researchers investigate how the significance of guns varies across cultures and genders. Policies designed to minimize gun deaths must account for the variance in gun violence across generations, cultures, and genders.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

Optional course for Traditions, Cultures, and Transformations under new GE requirement

No impact on Political Science or World Politics majors. Course will remain an optional course for BS/BA Political Science majors and an optional elective for BA World Politics majors.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

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, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
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, Lima, Mansfield, Marion, Newark, Wooster
Previous Value	<i>Columbus</i>

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	Not open to students with credit for 4139.
Previous Value	Not open to students with credit for 4139 (518).
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

Traditions, Cultures, and Transformations

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

Previous Value

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

- Successful students will analyze an important topic or idea at a more advanced and in-depth level
- Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done previously.
- Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society
- Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.
- *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.*

Previous Value

Content Topic List

- Changing technology of firearms and ammunition
- America's gun cultures
- Depiction of firearms in film and media
- Evolving interpretations of the Second Amendment
- Armed self defense
- Are concealed carry laws racist or classist?
- Armed civilian resistance, the limits of dissent
- Guns and religion
- Federal and state firearms laws
- The politics of gun control
- Guns and the mentally ill
- Impact of firearms on women

Previous Value

- *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*

Sought Concurrence

No

Attachments

- PS 4139E spring 2024 syllabus.pdf: GE syllabus
(Syllabus. Owner: Smith, Charles William)
- GE Theme course submission worksheet POLITSC 4139E Honors Embedded.pdf: GE Theme submission worksheet
(Other Supporting Documentation. Owner: Smith, Charles William)
- Curriculum Map BA Poli Sci.pdf: curriculum map BA Poli Sci
(Other Supporting Documentation. Owner: Smith, Charles William)
- Curriculum Map BA World Pol.pdf: curriculum map BA World Pol
(Other Supporting Documentation. Owner: Smith, Charles William)
- Curriculum Map BS Poli Sci.pdf: curriculum map BS Poli Sci
(Other Supporting Documentation. Owner: Smith, Charles William)
- statement of difference PS 4139 and PS 4139E.pdf: Statement of difference
(Statement of Qualitative Difference. Owner: Smith, Charles William)
- PS 4139E Sp 23 syllabus addendum.doc: current Honors section addendum to syllabus
(Other Supporting Documentation. Owner: Smith, Charles William)
- PS 4139 spring 2023 syllabus final.pdf: current syllabus
(Other Supporting Documentation. Owner: Smith, Charles William)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Smith, Charles William	08/04/2023 09:12 AM	Submitted for Approval
Approved	Caldeira, Gregory Anthony	08/05/2023 11:05 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/08/2023 01:50 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/08/2023 01:50 PM	ASCCAO Approval

Gun Politics Spring, 2024

Political Science 4139E

Tues/Thurs 2:20PM to 3:40PM

AND 4:00PM to 5:00PM Thurs.

082 University Hall

Political Science 4139

Tues/Thurs 2:20PM to 3:40PM

014 University Hall



“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: 2 P.M. to 3 P.M. Wed. & Friday and by appointment
Phone: (614) 292-1484 (office & voice mail)
Email: smith.3280@osu.edu (**subject: 4139**)

Instructional Assistants: TBD

Email Etiquette: email me at smith.3280@osu.edu; do not contact me via Carmen/Canvas
When you email, keep in mind these four expectations: **1) Use your OSU email address** (we cannot verify email originating from gmail or yahoo); **2) Identify yourself at the beginning of the message;** **3) 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.

We will do our 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 400+ 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 Goals and Learning Outcomes

Through this course, it is expected that students will:

- A. Gain deeper knowledge of the scholarly literature in one of the four major fields.
- B. Become familiar with debates about theories, research methods, and substantive issues, and learn to engage and assess contributions to the literature.
- C. Develop analytic and critical thinking skills that will enable them to rigorously evaluate competing arguments and to appraise value-based claims.

General Education Goals and Expected Learning Outcomes

This course is included in the following GE Category:

New GE Theme: Traditions, Cultures, and Transformations

Please see below for the goals and ELOs of this of this category, as well as how this course accomplishes those goals and ELOs.

GE Theme: Traditions, Cultures and Transformations

As part of the Traditions, Cultures, and Transformations category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.
4. Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.

Expected Learning Outcomes:

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1. Describe the influence of an aspect of culture (e.g., religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.
- 3.2. Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture.
- 3.3. Examine the interactions among dominant and sub-cultures.
- 3.4. Explore changes and continuities over time within a culture or society.
- 4.1. Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.
- 4.2. Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues.

This course will fulfill the current GE Theme: Traditions, Cultures, and Transformations in the following ways:

The United States stands apart from other Western democracies in one important area--guns. In 1970 Richard Hofstadter coined the term "gun culture" to describe America's long tradition of gun possession; contemporary researchers investigate how the significance of guns varies across cultures and genders. Policies designed to minimize gun deaths must account for the variance in gun violence across generations, cultures, and genders. Gun Politics (POLITSC 4139/4139E) investigates the impact of guns in America.

Course Readings

Required Books:

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

Robert J. Spitzer. 2021. *The Politics of Gun Control*, 8th ed. New York: Routledge.
ISBN: 9780367502843 (paperback edition) --this is the one that I ordered via campus bookstores
ISBN: 9781003049371 (ebook)

Daniel W. Webster & Jon S. Vernick, eds. 2013. *Reducing Gun Violence in America: Informing Policy with Evidence and Analysis*. Baltimore: Johns Hopkins Press.
ISBN: 978-1-4214-1110-1

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

Required Articles:

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

- Ian Ayers and John J. Donohue III, "Shooting Down the More Guns, Less Crime Hypothesis"
- Tim Hartford. "How Interchangeable Parts Revolutionized the Way Things are Made." *BBC News* <https://www.bbc.com/news/business-49499444>
- Boufford et al. "How Many More Guns?" *27 Journal of Interpersonal Violence* 2, 2016.
- B. Bruce-Biggs. "The Great American Gun War." *45 Public Interest* 37-62, 1976.
- 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.
- Cook and Ludwig, "The Social Costs of Gun Ownership"
- Alexandra Filindra & Noah Kaplan. "Testing Theories of Gun Policy Preferences Among Blacks, Latinos, and Whites in America." *98 Social Science Quarterly* No. 2 (June, 2017)
- Kristin A. Goss. "The Socialization of Conflict and Its Limits: Gender and Gun Politics in America." *98 Social Science Quarterly* No. 2 (June, 2017)
- 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. Chapt. 1 & 8.
- Ryan Patton, Matthew O. Thomas and James C. Wada. "Packing Heat." *38 American Journal of Criminal Justice*, 2012.
- Randolph Roth, Michael D. Maltz and Douglas L. Eckberg. Homicide Rates in the Old West. *Western Historical Quarterly* 42 (Summer 2011): 173-196.
- David Yamane. "The sociology of U.S. gun culture." *Sociology Compass*, 2017.
[<https://doi.org/10.1111/soc4.12497>]

Required Audio:

The following programs are available online at the listed URL

- No Compromise: Winner of the 2021 Pulitzer Prize for Audio Recording
 - <https://www.npr.org/podcasts/510356/no-compromise>
- On Target
 - <http://www.ontargetradioshow.com/>

Required Videos:

The following videos will be shown in class:

- *30 Days: Gun Nation*
- Gunned Down: The Power of the NRA”(PBS, *Frontline*; original airdate 1-6-15)
<http://www.pbs.org/wgbh/pages/frontline/gunned-down/> (runtime 54:10)
- *Remington Under Fire* (CNBC original airdate 10-20-10)
https://www.youtube.com/watch?v=oS_GDpZM3ak
- *The Gun Shop* https://www.youtube.com/watch?v=G-UThVLd_jY
- *20/20*: “If I only had a gun...” (original airdate 4-10-09)
- *VICE: America’s Modern Militia*
<https://tubitv.com/tv-shows/665999/s01-e02-america-s-modern-militias?start=true>

Method of Evaluation

ASSIGNMENT CATEGORY	POINTS
Reaction Papers (any course material <i>except</i> the assigned books)	30 points (3 @ 10 pts)
Quizzes (lowest score converted to extra credit on quizzes)	75 points (5 @ 15 pts)
Letter Home – Due Jan. 15 (Sunday) by 11:59PM	5 points
On Target Podcast Review – Due Jan 29 by 11:59PM	15 points
Informational Interviews – Due Feb. 22	35 points
Midterm Exam – March 1	50 points
Webster & Vernick reading assignment	10 points
<i>Gun Fight</i> reading assignment	10 points
Final Exam – April 27 @ 2pm	50 points
OPTIONAL No Compromise podcast review Extra Credit	15 points
Weekly Meetings for Honors Students	25 points
Policy Research Paper	95 points
Total (without No Compromise optional extra credit)	400 points

Descriptions of course assignments

Reaction Papers

You are required to submit three (3) reaction papers during the term. These papers allow you to voice your thoughts and feelings regarding course Carmen articles, videos, guest speakers, or out-of-class activities. You CANNOT write a reaction to material in one of the assigned books. Your Reaction Paper length MUST be two (2) to four (4) pages, double-spaced. Given the nature of this course, if you can't fill two pages, you're not trying.

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

The reaction papers are due as follows: #1 due Feb. 12; #2 due April 2; #3 due April 23. **Papers must be uploaded to Carmen as either doc or pdf files.** Uploads are due no later than 11:59pm on the due date. **NOTE: After the due date, late assignments must be submitted via email to the instructor and include a statement that explains why the assignment is late. A late reaction paper will be docked one point for every 24 hours that it is late.**

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.”

Quizzes—75 points total

Six quizzes will be given; the lowest score is converted into extra credit across quizzes. **It is in your best interest to complete all six quizzes!**

Each quiz covers material UP TO AND FOR THAT WEEK. Consult the course schedule to determine what material is covered. Quizzes are NOT cumulative.

All quizzes are administered via Carmen. You will be able to take the quiz at any time between 8:00AM on Friday and 11:59PM on Sunday. As you have three (3) days to complete the quiz, it is unlikely that you will NOT be able to complete it. See below for comments on missed quizzes or exams.

Letter Home—5 pts

These are easy points but please take the assignment seriously. During the first week, compose a letter to a loved one telling them that you're taking a course on gun politics at Ohio State. The letter should explain 1) WHY you are taking this course (i.e., what motivated you to pick this class) and 2) WHAT YOU HOPE TO GAIN by taking this course. The letter should run no longer than one typed, single-spaced page. It is due via dropbox on CARMEN no later than 11:59PM on Friday, January 13. (This letter will count as proof of participation in class this week so that you won't get dropped from class for non-attendance during week 1!)

On Target Podcast Review (LEPD Firearms and Gun Range)—15 pts

Every Saturday, local radio station 610 WTVN presents a program broadcast live from the LEPD Firearms and Gun Range located on Bethel Road. <https://www.lepd.com/> This program airs between 12 noon and 1:00PM EST. <http://www.ontargetradioshow.com/> For this assignment, tune in to the program and listen to the content of the broadcast. Take notes on what you hear. If you forget to listen on Saturday, prior podcasts are archived at <https://www.spreaker.com/show/ontarget> Budget about 45 minutes to listen to the program. After you've listened to the program, and have had time to reflect, write a two-to-three-page paper as follows.

In the FIRST section of the paper, give me the details of the program. Please include 1) The date of the program; 2) A list of the hosts and guests; 3) A list of the topics covered during the program; 4) Name ANY advertisements aired during the program for firearms or firearms-related goods or services (even those offered by LEPD itself).

In the SECOND section of the paper, for TWO of the topics discussed, share with me 1) How the hosts of the program presented the topic; 2) What, if any, evidence the hosts provided relevant to that topic, 3) YOUR thoughts (supported by class material where appropriate) on the topic and how it was presented.

NOTE: I am NOT interested in creating an audience for this program. I AM interested in how individuals, with limited knowledge of the topics, LEARN from the hosts of talk radio programs. Obviously, the longer you are in this class the more knowledge you develop and the more discerning listener you become.

Informational Interview Assignment—30 pts

For this project, I am encouraging you to better understand the points of view of people with different lived backgrounds; therefore, I'll be looking for interviews from eight individuals, four that identify as male and four that identify as female.

You will conduct a short interview where you ask each respondent the same set of questions, record their responses, and then offer a summary of each.

What you ask is up to you. You might, for example, ask questions found in the Goss article related to requiring training and permits to own a firearm. You might, for example, enquire about their personal experiences with firearms or gun violence.

The only condition I am placing on this assignment is how you select the respondents. Four respondents must be between 18 and 25 years of age; two must be between 25 and 40; two must be older than 40 years of age.

Midterm Examination – 50 pts

The Midterm Exam will take place IN CLASS on 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. There will be an optional 10 point bonus section. Exam review session is TBD.

Webster & Vernick reading assignment – 10 points

The purpose of the book is to share, impassively and scientifically, research from more than 20 top gun-policy experts that may inform important public policy. What is omitted? What particular factor or factors do you believe should be included in a text on gun violence in America? Why?

Gun Fight reading assignment – 10 points

Winkler's chronicle of the landmark case *District of Columbia v. Heller* is interspersed with the history of guns and gun possession in the United States. While reviews were generally positive, some readers commented that there was an imbalanced treatment of gun control organizations versus gun rights groups. What do you think? Do you see evidence, one way or another, to support or refute this criticism?

Final Examination – 50 pts

The Final Exam will take place in the regular classroom at 2:20PM on April 26, 2023. (It will cover only course material assigned since the first exam. The exam format will be a combination of multiple choice and short answer questions. There will be an optional 10 point bonus section. Exam review session is TBD.

Optional Extra Credit Assignment – 15 pts

Listen to all 6 episodes of the “No Compromise” podcast (2020, National Public Radio—(link in Carmen). Produce a short paper (3 to 5 pages) in which you critically assess the “No Compromise” movement. This assessment should include a summation of the movement and how it fits into the course's over-all discussions of gun rights and extremism. It should also discuss, to the extent possible, any First Amendment issues that come to mind as you listen to rhetoric of movement leaders/members/spokespersons.

Weekly Meetings

Students enrolled in 4139E will meet as a group once per week with the instructor to discuss related material and current events.

You are permitted to miss one meeting without penalty

Each weekly meeting will last approximately 60 minutes.

Policy Research Paper

Policy Research Paper [See below] – 95 pts

Students enrolled in 4139E will produce one research paper of substantial length (15 to 20 pages) in which they offer **policy proposals** intended to reduce gun violence. Papers will be graded in stages as follows:

- Thesis -- 5 points due Jan. 25
- Annotated bibliography -- 10 points due Feb. 15
- Abstract -- 10 points due Feb. 22
 - Draft = 20 points due April 4
 - NOTE: I will do my best to have your drafts read and returned to you with comments by Thursday, April 13
- Final paper = 50 points due April 18

Policy 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. 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. submit an annotated bibliography, worth 10 points.
 - a. An annotated bibliography provides bibliographic citations AND a few sentences that explain what each source contributes to the project. Why this source? What important information does it provide that enhances the research project? The citations can be in any format (APA, MLA, etc.), just be consistent.
3. An abstract of the paper), worth 10 points. Abstracts should run no longer than 250 words.
 - a. The purpose of the abstract is to provide a condensed synopsis of the project and any conclusion(s).
4. A draft of the research paper (20 points). A draft should resemble the final paper as much as possible.
 - a. There will certainly be parts of the paper that are not quite complete when you submit the draft. Please label these sections "Under Construction" and provide a few words about what remains.
5. The final paper, worth 50 points, is due April 20 at our final Honors meeting.

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 gibberish.

The term paper must have proper source citations, and the bibliography will have a minimum of eight "valid" entries, four 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!!!

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, the ABSTRACT page, should include your name and the course number. **DO NOT INCLUDE A COVER PAGE!** They waste paper and have no useful purpose. 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

Late Quizzes and Exams

Quizzes and exams must be submitted when they are due. If a student is unable to complete an assignment, they will be allowed to turn it in late **only** if the absence is due to a documented medical, family, or similar serious emergency, observance of religious holy days (which requires written notification to the instructor at least 14 days prior to the requested absence date), or properly documented University-sponsored planned activities. Incomplete assignments in all other cases will result in a score of zero. If you become aware that you will not be able to complete a quiz or exam ahead of time, please contact the instructor and seek permission for an extension as soon as possible. Also, please allow the instructor to have at least 10 days before returning the late assignments. Priority will be given to students who submit assignments on time.

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 silence 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.**

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

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

- 2-8 The NRA and America's Gun Lobby
Read: Spitzer, Chapt 4
DUE Feb. 12: First Reaction Paper (upload to Carmen by 11:59PM EST)
HONORS MEETING: The gun control-gun rights spectrum
<https://www.nytimes.com/2022/06/17/business/gun-control-nra-money.html>

Week 6

- 2-13 Video: "Gunned Down, The Power of the NRA" (PBS *Frontline*; orig air date 1-6-15)
<http://www.pbs.org/wgbh/pages/frontline/gunned-down/>
- 2-15 Guns: Who Can Have Them?
Read: Spitzer, Chapt 5
Read: Webster & Vernick, Chapt 2 & 8
HONORS MEETING: Operation Cease Fire
SKIM: US DOJ Reducing Gun Violence: The Boston Gun Project's Operation Ceasefire (pdf)

Week 7
QUIZ #3

- 2-20 Guns and the Mentally Ill
Read: Webster & Vernick, Chapt 3
- 2-22 The Social Cost of Gun Ownership
SKIM: Cook & Ludwig, "The Social Cost of Gun Ownership" (Carmen)
Read: Webster & Vernick, Chapt 5, 6 & 7
Read: Winkler, Part II
DUE Feb. 26: Informational Interviews (upload to Carmen by 11:59PM EST)
HONORS MEETING: Do guns make us (un)free
READ: DeBrabander (2015) *Do Guns Make Us Free? Democracy and the Armed Society*. Excerpts; pdf file

Week 8

- 2-27 **MIDTERM EXAM**

Part III – Do Guns Make Us Safe?

- 2-29 More Guns, Less Crime?
Read: Ayers & Donohue, "Shooting Down the More Guns, Less Crime Hypothesis" (Carmen)
Read: Spitzer, Chapt 3
HONORS MEETING: First Amendment v. Second Amendment—3-D printing
<https://www.npr.org/2022/04/12/1092063600/what-are-ghost-guns-explained>
READ: Huang, "3D Printed Speech"

Week 9
QUIZ #4

- 3-5 Enforcing the Laws
SKIM: ORC 2923, selections (Carmen)
SKIM: Columbus Municipal Code (Carmen)
Read: Webster & Vernick, Chapt 9, 10 & 11
Read: Spitzer, Chapt 6
- 3-7 Video: *Remington Under Fire*
Read: Keefe, "CNBC's 'Remington Under Fire'" (Carmen)
Read: Webster & Vernick, Chapt 18
DUE Mar. 12: Gun Fight Paper due (upload to Carmen by 11:59PM EST)
HONORS MEETING: Wells v. Warner (case n. 19 CV 1385)

3-12 & 3/14

SPRING BREAK WEEK—NO CLASSES

- Week 10** 3-19 Non-Lethal v. Lethal Self-Defense
Read: Carlson, “From Gun Politics to Self-Defense Politics” (Carmen)
- 3-21 **Guest Speaker: Derek DeBrosse, Esq. and Michael T. Hughes**
<http://barneydebrosse.com/columbus-lawyer/about/derek-a-debrosse/>
<https://www.muskingumprosecutor.org/Our-Office/Team-Members/Bio/Michael-T-Hughes/>
HONORS MEETING: Derek DeBrosse and Michael Hughes
- Week 11** 3-26 OPTIONAL trip to campus pistol/rifle range; no lecture
- 3-28 OPTIONAL trip to campus pistol/rifle range; no lecture
DUE April 2: Second Reaction Paper (upload to Carmen by 11:59PM EST)
HONORS WILL NOT MEET TODAY
- Week 12**
QUIZ #5 4-2 Video: 20/20 “If I Only Had A Gun” (orig air date 4-10-09)
Read: Bouffard et al., “How Many More Guns?” (Carmen)
Read: Patton et al., “Packing Heat” (Carmen)
- 4-4 Women and Guns
Read: Webster & Vernick, Chapt 4
Read: Charles, “Feminists and Firearms” (Carmen)
Read: Goss, “The Socialization of Conflict and Its Limits: Gender and Gun Politics in American.” (Carmen)
DUE April 9: Webster & Vernick Paper (upload to Carmen by 11:59PM EST)
HONORS MEETING: Do gun groups have a “women” problem?
<https://www.usatoday.com/story/news/politics/2021/12/09/gun-rights-debate-casts-women-both-defenders-and-targets/8842707002/>
- Week 13** 4-9 Video—The Gun Shop
- Part IV—The Landscape Beyond the NRA**
- 4-11 Limits of Dissent—Armed Extremism
Read: Webster & Vernick, Chapt 19
SKIM: Horwitz & Anderson, *Guns, Democracy and the Insurrectionist Idea*;
Henigan, “Arms, Anarchy and the Second Amendment” (Carmen)
DUE April 16: On Target Podcast Review (upload to Carmen by 11:59PM EST)
HONORS MEETING: Discuss Belew (2018) *Bring the War Home*, Intro and Epilogue
- Week 14**
QUIZ #6 4-16 From Waco to Oklahoma City
WATCH ON YOUR OWN: *VICE: America’s Modern Militia*
<https://tubitv.com/tv-shows/665999/s01-e02-america-s-modern-militias?start=true>
- 4-18 Facebook and “No Compromise”
DUE April 20: No Compromise Extra Credit (upload to Carmen by 11:59PM EST)
DUE April 23: Third Reaction Paper (upload to Carmen by 11:59PM EST)
HONORS MEETING: Discuss modern extremist groups; wrap-up
- FINAL EXAM** As scheduled by the Registrar

GE Theme course submission worksheet: Traditions, Cultures, & Transformations

4139E Gun Politics Honors Embedded

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for all GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of this Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Traditions, Cultures, & Transformations)

In a sentence or two, explain how this class “fits” within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

The United States stands apart from other Western democracies in one important area--guns. In 1970 Richard Hofstadter coined the term "gun culture" to describe America's long tradition of gun possession; contemporary researchers investigate how the significance of guns varies across cultures and genders. Policies designed to minimize gun deaths must account for the variance in gun violence across generations, cultures, and genders. Gun Politics (POLITSC 4139E) investigates the impact of guns in America.

Connect this course to the Goals and ELOs shared by all Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are

provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

ELO 1.1 Engage in critical and logical thinking.

This course helps students to further develop their critical and logical thinking skills through analysis of primary and secondary sources, and through assessments.

In-class: through the analysis of primary and secondary sources and the help of guided discussion questions provided by the instructor, the students are encouraged to ask questions, consider alternate points of view, and challenge their assumptions. For example, during the semester, students are exposed to statistical data on the prevalence of guns in society and both their legal and illegal usage. The students are often surprised to learn that mass shootings are more often committed with handguns than with “assault rifles.” This issue underscores the importance of data to address policy questions, such as what types of firearms should be regulated.

Assessments: Three graded reaction papers that allow students to voice their thoughts and feelings regarding course lectures, Carmen articles, videos, guest speakers, or out-of-class activities.

On Target podcast review in which students listen to a locally produced podcast and analyze it to identify evidence-based assertions and relate commentary to course materials.

Informational Interview Assignment through which students develop a better understanding of the points of view of people with different lived backgrounds and their experiences with guns and gun violence.

Two book assignments through which students critically evaluate assigned texts for omissions and continued relevancy.

Six quizzes in which students demonstrate comprehension of the course readings and materials.

One midterm and one final examination in which students demonstrate comprehension of the course readings and materials.

Students in 4139E also complete a research paper in which they critically assess a proposed policy to reduce gun violence.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.

Every week, students engage with primary and secondary scholarships that express different points of view and approaches to the study of guns in American.

In-class: Students are encouraged to participate in class discussions of contemporary scholarship, sharing their opinions on the readings and answering questions posed by the instructor and by classmates. For example, when discussing the concealed carry of firearms, students will also read articles on the prevalence of concealed carry on college campuses and participate in the ongoing debate surrounding student safety.

Assessments: Midterm and final examinations include objective and subjective questions to check student understanding and connection to course topics and ideas.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences.

Students expand their knowledge by engaging scholarly research curated from a variety of academic sources, including the *Journal of Interpersonal Violence*, *Social Science Quarterly*, *American Journal of Criminal Justice*, *Western Historical Quarterly*, *Sociology Compass*, and *Violence Against Women*.

This course presents common items—guns—and allows students to analyze the significance and impact of something with which they are familiar through completely new and different lenses. Students can then assess 1) how the traditional role of guns has been transformed; 2) how the meaning of guns varies across cultures; 3) the impact of guns on different populations.

In-class: Through lectures, readings, videos, podcasts and speakers, students receive information to underscore how guns have come to be so prevalent and impactful. For example, students are asked to consider how the cultural significance of guns has changed from items used for hunting and sport to weapons of self-defense.

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Students are invited to reflect and self-assess their development in the course.

Assessments: Students write 3 reaction papers (4 pages max.) in which they reflect on what they have learned from the assigned readings, in-class presentations, videos and podcases.

Students conduct informational interviews asking respondents a set of designed questions to learn about their experiences with guns and gun violence. Students can then relate themselves to the respondents.

Students in 4139E maintain a weekly journal or current events and their reflection on the event and its relationship to them and/or course material.

Goals and ELOs unique to Traditions, Cultures, & Transformations

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

ELO 3.1 Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.

In-class: Through primary and secondary sources, students learn how various aspects of culture interact with guns both historically and contemporaneously. For example, students attend lectures on the technological development of gunpowder and firearms; read scholarly articles on the impact of firearms on African Americans, Hispanic Americans, and women; attend a guest lecture on the history of violence in America with emphasis on the South during Reconstruction and the history of spousal abuse and infanticide.

Assessments: Midterm and final examinations include objective and subjective questions to check student understanding of course topics and ideas. Students may also base a reflection paper on one of these topics.

ELO 3.2 Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.

In-class: Through primary and secondary sources, students learn that, while the United States is out of step with other western democracies by permitting widespread ownership of firearms, data prove that certain firearms regulations reduce gun homicides, suicides, and gun accidents without infringing on Constitutional rights.

For example, students learn from Adam Winkler that gun possession and gun restrictions have gone together since colonization began. Students learn from guest speaker Dr. Randy Roth that gun restrictions have historically impacted the extent of gun violence. Students gain an understanding of the impact state-level restrictions have had on gun violence through the research presented in Webster and Vernick: *Reducing Gun Violence in America*. Students witness the limitations of governmental regulations by watching a documentary on the Remington Model 700 rifle.

Assessments: Midterm and final examinations include objective and subjective questions to check student understanding of course topics and ideas. Students may also base a reflection paper on one of these topics.

ELO 3.3 Examine the interactions among dominant and sub-cultures.

American history is replete with examples of domination and subordination.

In-Class: Through primary and secondary sources students read about firearms (and weapons generally) as a means of oppression. For example, students learn the history of the Second Amendment as a means of enforcing Slave Codes, in effect empowering whites to commit acts of violence against minorities. Students learn statistics on the dangers posed by household firearms to women in general and abused women in both the white and Black communities.

Assessments: Midterm and final examinations include objective and subjective questions to check student understanding of course topics and ideas. Students may also base a reflection paper on one of these topics.

ELO 3.4 Explore changes and continuities over time within a culture or society.

Students are exposed to the continuous debates on guns in America.

In-class: Students read primary and secondary sources on the changing role of guns in America. For example, students learn about the importance of guns in the colonial period for food and defense against other colonizing powers and then the decline in gun usage in the years prior to the U.S. Civil War. Students also learn about the growing number of women and African Americans who purchase guns for self-defense and attend training courses.

Assessments: Midterm and final examinations include objective and subjective questions to check student understanding of course topics and ideas. Students may also base a reflection paper on one of these topics.

GOAL 4: Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.

This course allows students to compare their experiences with guns to the experiences of others and to learn how guns are treated in different societies around the world.

ELO 4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.

In-class: Students learn to recognize that individuals' attitudes towards guns are based on their lived experiences. For example, students conduct informational interviews to learn of others' experiences with guns. Students also see how guns are regulated in the United States versus other countries. For example, students read the application for a Possession and Acquisition License (PAL) required to own a firearm in Canada and make comparisons with the U.S. background check system in use for gun purchases.

Assessment: Students conduct informational interviews to learn of others' experiences with guns.

ELO 4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues.

By the end of this course, students can recognize and explain how race and gender are disproportionately impacted by gun violence in American.

In-class: Students read primary and secondary sources that gun violence does not impact all of society uniformly. For example, Students learn how people of different races, genders, or ethnicities are impacted by gun violence.

Assessments: Midterm and final examinations include objective and subjective questions to check student understanding of course topics and ideas. Students may also base a reflection paper on one of these topics. Additionally, students enrolled in 4139E may select current events that describe gun violence among various populations; they may also choose to write a research paper on the disparate impact gun violence has on certain populations.