

## Term Information

Effective Term Spring 2025  
*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

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Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus</i>

## Prerequisites and Exclusions

Prerequisites/Corequisites	Honors standing or permission of instructor
<i>Previous Value</i>	
Exclusions	Not open to students with credit for 4139.
<i>Previous Value</i>	Not open to students with credit for 4139 (518).
Electronically Enforced	Yes
<i>Previous Value</i>	<b>No</b>

## 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**

- 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 spring 2024 syllabus.pdf: PS 4139E syllabus  
*(Syllabus. Owner: Smith, Charles William)*
- PS 4139 spring 2024 syllabus.pdf: PS 4139 syllabus  
*(Syllabus. Owner: Smith, Charles William)*
- Cover Letter re subcommittee points.pdf: cover letter  
*(Cover Letter. Owner: Smith, Charles William)*

**Comments**

- syllabi updated per 10/9/23 panel feedback  
cover letter included *(by Smith, Charles William on 08/14/2024 05:28 PM)*
- Please see feedback email sent 10-09-2023 RLS *(by Steele, Rachel Lea on 10/09/2023 03:58 PM)*

**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
Revision Requested	Steele, Rachel Lea	10/09/2023 03:58 PM	ASCCAO Approval
Submitted	Smith, Charles William	08/14/2024 05:28 PM	Submitted for Approval
Approved	Kurtz, Marcus Jurgen	08/14/2024 05:34 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/04/2024 11:35 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/04/2024 11:35 AM	ASCCAO Approval



Charles Smith  
Coordinating Advisor  
smith.3280@osu.edu  
614-292-1484

August 14, 2024

Below are responses to the email of Oct. 9, 2023 from Rachel Steele.

Please let me know if I can provide any further information.

Kind regards,

Charles Smith

- i. The reviewing faculty ask that **the GEN Submission Form** and the **syllabus** provide a clearer description of how the course will meet the GEN Theme: Traditions, Cultures and Transformations

ELO 3.1, how the course will convey to students **what transforms US policy and gun culture at various points in history**.

This is taken up during week three when we discuss American gun cultures, plural. As students will learn from lecture and from excerpts from Brian DeLay's "The Myth of Continuity in American Gun Culture," there are identifiable points in history when transformations in gun technology necessitated changes in gun policy. For example, when fully automatic firearms became available (though costly to most), states and Congress responded by limiting or prohibiting "machine guns."

ELO 3.2 **how the class will cover the intersection of gun culture with other aspects of culture**.

As disciplines disagree over what IS culture, lecture approaches "culture" as *ways of life of a population that are passed down from generation to generation*. "Ways of life" include symbols, language, values, norms, rituals, and artifacts. Firearms ("gun culture") intersects with each of these cultural elements (guns as symbols of masculinity and oppression, everyday phrases inspired for guns ("lock, stock, and barrel", "going off half-cocked"), value judgments of guns for self-defense, rituals such as being old enough to hunt alone, and guns as material objects that can be appreciated for their aesthetic and artistic qualities.



3.3 what impact firearms have had on various dominant and non-dominant groups.

Course material in weeks 2 (Shaping the Myth of Guns in America), Week 3 (Gun Cultures), and Week 8 (Everyday Fears) show students how firearms have been used by dominate and oppress large segments of the population. In Week 2 we discusses the importance of Indian removal and subjugation to westward expansion. This conversation continues in Week 3 as we discuss the impact of firearms on the indigenous people of North America AND the enslaved population brought from Africa. This is reinforced by looking at gun ownership rates in the South where guns were necessary to police and control slaves. In week 8, we discuss how those pushing for expansive gun rights create a belief that crime rates are high and that minority groups are responsible. Students learn that irrational fear is used to mobilize gun owners at the cost of community safety.

- ii. Taken care of by ASC Curriculum and Assessment Services Office
- iii. The Subcommittee notes that, as a General Education course, some instruction in basic social science methodology will be necessary for students who do not have prior experience in the discipline. Therefore, they ask that the department include in the syllabus some instruction on research ethics, interviewing, and qualitative research techniques to support student success on the "Informational Interview Assignment" (syllabus pg. 6).
  - To help students with the Informational interview assignment (syllabus, pg. 6), chapters from Bruce Berg, *Qualitative Research Methods for the Social Sciences* (4<sup>th</sup> ed. Boston: Allyn and Bacon, 2001.) are made available to students via Carmen.
    - Chapter 3 Ethical Issues
    - Chapter 4 A Dramaturgical Look at Interviewing
- iv. Student Life Disability Services Statement updated in both syllabi
- v. Statement on religious accommodations updated in both syllabi
- vi. See above.

## Gun Politics Spring, 2024

Political Science 4139 (#23068)

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

014 University Hall

*Political Science 4139E (#23147)*

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

*014 University Hall*

*AND 4:00PM to 5:00PM Thurs. (#23147)*

*AND/OR 5:00PM to 6:00PM Thurs. (#37739)*

*0043 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: 10:00AM – 11:00AM MON/WED and by appointment

Phone: (614) 292-1484 (office & voice mail)

Email: smith.3280@osu.edu (**subject: 4139**)

Instructional Assistants: Wesley Sizer.15@buckeyemail.osu.edu (Lead)

Clark Kokenge.7@buckeyemail.osu.edu

Sam Klein.806@buckeyemail.osu.edu

Emma O’Keefe.122@buckeyemail.osu.edu

**Email Etiquette:** email me at [smith.3280@osu.edu](mailto: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 regulation) 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 regulation 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.

## Course Readings

### **Required Books:**

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

Robert J. Spitzer. 2024. *The Politics of Gun Control*, 9th ed. New York: Routledge.  
**ISBN: 9781032458519 (paperback edition)** --this is the one that I ordered via campus bookstore  
ISBN: 9781003401766 (ebook)

Jennifer Carlson. 2018. *Citizen-Protectors: The Everyday Politics of Guns in an Age of Decline*. Oxford University Press. **ISBN: 9780190902148**

### **Required Articles:**

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

- Bruce L. Berg. *Qualitative Research Methods for the Social Sciences*, 4<sup>th</sup> ed. Boston: Allyn and Bacon, 2001. (Chapts. 3 and 4)
- 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.
- Brian DeLay. "The Myth of Continuity in American Gun Culture." 113 *California Law Review* 101-246 (2025).
- Lisa B. Geller, Marisa Booty, and Cassandra K. Crifasi. "The Role of Domestic Violence in Fatal Mass Shootings in the United States, 2014-2019." 8 *Injury Epidemiology* 38 (2021).
- Kristin A. Goss. "The Socialization of Conflict and Its Limits: Gender and Gun Politics in America." 98 *Social Science Quarterly* No. 2 (June, 2017)
- Tim Hartford. "How Interchangeable Parts Revolutionized the Way Things are Made." *BBC News* <https://www.bbc.com/news/business-49499444>
- Dennis A. Henigan. 1991. "Arms, Anarchy and the Second Amendment." <https://scholar.valpo.edu/cgi/viewcontent.cgi?article=2132&context=vulv>
- 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.
- Randolph Roth. "Why Guns Are and Are Not the Problem: The Relationship between Guns and Homicide in American History." In Jennifer Tucker, Barton Hacker, and Margaret Vining, eds. *A Right to Bear Arms?* Washington, D.C. Smithsonian. 2019.
- Harel Shapira and Samantha J. Simon. "Learning to Need a Gun." 41 *Qualitative Sociology* (2018).
- Daniel W. Webster and Jon S. Vernick, eds. *Reducing Gun Violence in America: Informing Policy with Evidence and Analysis*. 2013. Baltimore: Johns Hopkins U.P. [selections]
- 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*
- “Ricochet: An American Trauma.” PBS NewsHour Special Report. 2023.  
<https://www.youtube.com/watch?v=XLfWagzcee0>
- 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)
- *The Gun Shop* [https://www.youtube.com/watch?v=G-UThVLd\\_jY](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 or events related to class)	30 points (3 @ 10 pts)
Letter Home – Due Jan. 14 (Sunday) by 11:59PM	5 points
Quizzes (lowest score converted to extra credit on quizzes)	75 points (5 @ 15 pts)
Informational Interviews – Due Sunday, Feb. 18 by 11:59PM	35 points
Midterm Exam – Feb. 27 in class	50 points
Ricochet assignment—Due Sunday, March 3 by 11:59PM	15 points
On Target podcast review—Due Tuesday, April 16 by 11:59PM* Note due on Tuesday NOT on a SUNDAY!!!	15 points
Final Exam – April 24 @ 2pm	50 points
<b>Total (without optional No Compromise extra credit)</b>	<b>275 points</b>
<b>OPTIONAL No Compromise podcast review Extra Credit due April 24</b>	+ 15 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. 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. 11; #2 due March 24; #3 due April 18. **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 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."**

### 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 Sunday, January 15. (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.

The FIRST section of the review should contain 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) Identify 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 review, select TWO of the topics discussed and share

- 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 experiences; therefore, you will interview eight (8) 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 under 30 years of age and four respondents must be older than 30 years of age. This assignment is due Feb. 25 by 11:59PM.

For general background on qualitative research and interviewing, please read Berg, Chapt. 3 (Ethical Issues) and Chapt. 4 (A Dramaturgical Look at Interviewing) posted to Carmen.

### **Midterm Examination – 50 pts**

The Midterm Exam will take place IN CLASS on February 27. 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 is TBD.

### **“Ricochet” assignment – 15 points**

In class (or on your own), we will view a *PBS NewsHour Special Report* titled "Ricochet: An American Trauma," a documentary that explores the swath of trauma that gun deaths have left in their wake across America. You will meet four individuals who lost loved ones: Ryane (her uncle, sister and brother.), "Danno" (his brother), and Sandy and Lonnie (their daughter). The documentary also interviews experts.

For this assignment, you are to watch the documentary and pay particular attention to the circumstances surrounding each participants' loss AND how each participant have engaged themselves in the larger gun violence conversation.

Dr. Carlson, interviewed for this documentary, suggests at the beginning that we switch our thinking from talking about 'gun violence' and, instead, think about 'gun trauma.'

For this assignment, submit a 3 to 4 page paper (typed, double-spaced) in which you respond to the following:

Part 1--Provide a brief discussion of the loss suffered by Ryane, Danno, and Sandy and Lonnie AND describe how each have engaged themselves in the gun violence conversation.

Part 2--Locate yourself. With whom do you most identify? We've all been directly or indirectly impacted by gun violence. How has it impacted you? Have you, like these four, involved yourself in the conversation? If yes, in what way(s)?

Part 3--At the beginning of the documentary, Dr. Jennifer Carlson states that we should move away from thinking about "gun violence" and, instead, consider the larger issue of "gun trauma." What does she mean by this? What impact to YOU believe this change in thinking can have?

### **Final Examination – 50 pts**

The Final Exam will take place in the regular classroom at 2:00PM on April 24, 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.

### **Late Assignments and Exams**

All course assignments must be submitted by the due date. If you are unable to complete an assignment, you 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 an assignment or exam ahead of time, please contact the instructor and seek permission for an extension as soon as possible. Also, please allow the graders at least 10 days to score the late assignments. Priority will be given to students who submit assignments on time. Late assignments, if approved, will be docked 1 point for each 24 hours in which it is overdue. Makeup exams will be administered through the University Testing Center.

### **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/>.

You must complete all course assignment **yourself**, without any external help or communication. **Any form of artificial intelligence assistance is included in this prohibition.**

### **GenAI Statement**

The use of generative artificial intelligence (GenAI) tools such as Copilot or ChatGPT, writers aids like Grammarly, or translation platforms such as Google Translate is not permitted in this course. Any use of GenAI tools for work in this class may therefore be considered a violation of Ohio State’s [Academic Integrity](#) policy and [Code of Student Conduct](#) because the work is not your own. The use of unauthorized GenAI tools will result in referral to the [Committee on Academic Misconduct](#). If I suspect that you have used GenAI on an assignment for this course, I will ask you to communicate with me to explain your process for completing the assignment in question.

If you feel you need to use GenAI for translation, please contact me first. If you have any other questions regarding this course policy, please contact me.

### **Religious Accommodations:**

It is Ohio State’s policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the semester begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student’s responsibility to ensure that all course assignments are completed.

Students with concerns or complaints under the policy are strongly encouraged, but not required, to first discuss those concerns with their instructor and/or the chair of the department. Students may also report their concerns or file a complaint with the Office of Institutional Equity via the online reporting form, email at [equity@osu.edu](mailto:equity@osu.edu), or phone at 614-247-5838.

## **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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.**

### **Course Schedule**

Established due dates are changeable only by the instructor. Individual exceptions are granted ONLY in cases of medical or family emergency *documented to my satisfaction*.

**Week 1**      1-9      Introduction—Gun Politics / On Target Podcast Review Assignment Information  
In class video: *30 Days: Gun Nation*; discussion to follow

### **Part I – Looking Back**

1-11      Firepower I—Inventions and Innovations  
  
                 **Read:** Tim Hartford. “How Interchangeable Parts Revolutionized the Way Things are Made.” *BBC*  
**DUE Jan. 14: Letter Home** (upload to Carmen by 11:59PM EST)

**Week 2**      1-16      Firepower II—Modern Arms Functions and Terminology / Informational Interview Assignment  
  
                 1-18      Shaping the Myth of Guns in America  
                 **Read:** Spitzer, Chapt 1

**Week 3**      1-23      Gun Cultures  
                 **Read:** Yamane, “The Sociology of U.S. Gun Culture.” (Carmen)  
                 **Read:** DeLay, “The Myth of Continuity in American Gun Culture.” (Carmen)  
  
                 1-25      The Second Amendment Part I—the “standard model”  
                 **Read:** Spitzer, Chapt 2

**Week 4**      1-30      The Second Amendment Part II—the “individual model”  
                 **SKIM:** *NYRPA v. Bruen* (2022) (Carmen)

2-1      **Guest Speaker: Dr. Randolph Roth, Dept. of History**  
                 <https://history.osu.edu/people/roth.5>  
                 **Read:** Roth, “Why Guns Are and Are Not the Problem” (Carmen)

## Part II – Looking Around: Current Issues

- Week 5** 2-6 Gun Rights & Gun Regulation—Is there room for a middle ground?  
**Read:** Spitzer, Chapt 4  
**Skim:** *NRA v. Vullo*  
**Read:** Goss, “The Socialization of Conflict and Its Limits: Gender and Gun Politics in American.” (Carmen)
- 2-8 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/>

**DUE Feb. 11: First Reaction Paper** (upload to Carmen by 11:59PM EST)

- Week 6** 2-13 Guns: Who Can Have Them?  
**Read:** Spitzer, Chapt 5  
**Read:** “Comprehensive Background Checks for Firearms Sales” (Carmen)
- 2-15 Guns, Mental Health, and The Social Cost of Gun Ownership  
**Read:** “Preventing Gun Violence Involving People with Serious Mental Illness” (Carmen)  
**DUE Feb. 18: Informational Interview Assignment** (upload to Carmen by 11:59PM EST)

- Week 7** 2-20 Gun Trauma and Gun Regulation: a new framework
- 2-22 “Ricochet: An American Trauma.” PBS NewsHour Special Report. 2023. / Assignment  
<https://www.youtube.com/watch?v=XLfWagzcee0>

- Week 8** 2-27 **MIDTERM EXAM** (exam review day/time is TBD)

## Part III – Do Guns Make Us (Less) Safe?

- 2-29 Everyday Fears  
**Read:** Spitzer, Chapt. 3  
**DUE March 3: Ricochet Assignment** (upload to Carmen by 11:59PM EST)
- Week 9** 3-5 The Gun Carry Revolution  
**Read:** Carlson, Chapt. 1 and 2  
**Read:** Carlson, “From Gun Politics to Self-Defense Politics”
- 3-7 A Different View of the NRA / Right to Self-Defense  
**Read:** Carlson, Chapt. 3 and 4  
**Read:** Shapira and Simon, “Learning to Need a Gun”
- 3-12 & 3/14 **SPRING BREAK WEEK—NO CLASSES**
- Week 10** 3-19 Profiling / When Good Guys Go Bad  
**Read:** Carlson, Chapt. 5 and 6  
**Read:** Packet *Wells v. Warner* (19CV001358, Franklin County, OH)
- 3-21 **Guest Speakers: 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/>

**DUE March 24: Second Reaction Paper** (upload to Carmen by 11:59PM EST)

**Week 11** 3-26 OPTIONAL trip to campus pistol/rifle range; no lecture

3-28 OPTIONAL trip to campus pistol/rifle range; no lecture

**Week 12** 4-2 Video: 20/20 “If I Only Had A Gun” (original air date 4-10-09)

4-4 Video—The Gun Shop

**Week 13** 4-9 Mass & School Shooters

**Read:** Langman, *Why Kids Kill*, excerpts (Carmen)

**Read:** Klebold, “I will never know why.” (Carmen)

**WATCH ON YOUR OWN:** 20/20 *Silence Broken, A mother’s reckoning*

NOTE: link is in Carmen

4-11 Domestic Violence, Red Flag Laws, and ERPOs

**Read:** Geller, Booty & Crifasi, “The Role of Domestic Violence ...”

**SKIM:** *United States v. Emerson, United States v. Rahimi* (Carmen)

**Week 14** 4-16 Limits of Dissent --From Waco to Oklahoma City

**SKIM:** Henigan, “Arms, Anarchy and the Second Amendment” (Carmen)

**WATCH ON YOUR OWN:** *VICE: America’s Modern Militia*

<https://tubitv.com/tv-shows/665999/s01-e02-america-s-modern-militias?start=true>

**DUE April 16: On Target Podcast Review** (upload to Carmen by 11:59PM EST)

## **Part IV—The Landscape Beyond the NRA**

4-18 Facebook and “No Compromise”

**DUE April 18: Third Reaction Paper** (upload to Carmen by 11:59PM EST)

### **FINAL EXAM**

Wednesday, April 24 at 2:00PM-3:45PM in the regular classroom

Exam review day/time is TBD

**DUE April 24: No Compromise Extra Credit** (upload to Carmen by 11:59PM EST)



## 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](mailto: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:

- Bruce L. Berg. *Qualitative Research Methods for the Social Sciences*, 4<sup>th</sup> ed. Boston: Allyn and Bacon, 2001. (Chapts. 3 and 4)
- 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.
- Brian DeLay. "The Myth of Continuity in American Gun Culture." 113 *California Law Review* 101-246 (2025).
- Lisa B. Geller, Marisa Booty, and Cassandra K. Crifasi. "The Role of Domestic Violence in Fatal Mass Shootings in the United States, 2014-2019." 8 *Injury Epidemiology* 38 (2021).
- Kristin A. Goss. "The Socialization of Conflict and Its Limits: Gender and Gun Politics in America." 98 *Social Science Quarterly* No. 2 (June, 2017)
- Tim Hartford. "How Interchangeable Parts Revolutionized the Way Things are Made." *BBC News* <https://www.bbc.com/news/business-49499444>
- Dennis A. Henigan. 1991. "Arms, Anarchy and the Second Amendment." <https://scholar.valpo.edu/cgi/viewcontent.cgi?article=2132&context=vulr>
- 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. Chapts. 1 & 8.
- Randolph Roth. "Why Guns Are and Are Not the Problem: The Relationship between Guns and Homicide in American History." In Jennifer Tucker, Barton Hacker, and Margaret Vining, eds. *A Right to Bear Arms?* Washington, D.C. Smithsonian. 2019.
- Harel Shapira and Samantha J. Simon. "Learning to Need a Gun." 41 *Qualitative Sociology* (2018).
- Daniel W. Webster and Jon S. Vernick, eds. *Reducing Gun Violence in America: Informing Policy with Evidence and Analysis*. 2013. Baltimore: Johns Hopkins U.P. [selections]
- 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](https://www.youtube.com/watch?v=oS_GDpZM3ak)
- *The Gun Shop* [https://www.youtube.com/watch?v=G-UThVLd\\_jY](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
Ricochet Assignment – Due Sunday, March 3 by 11:59PM	15 points
Final Exam – April 27 @ 2pm	50 points
<b>OPTIONAL No Compromise podcast review Extra Credit</b>	15 points
Weekly Meetings for Honors Students	<b>25 points</b>
Policy Research Paper	<b>95 points</b>
Total (without No Compromise optional extra credit)	<b>395 points</b>

## 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.

For general background on qualitative research and interviewing, please read Berg, Chapt. 3 (Ethical Issues) and Chapt. 4 (A Dramaturgical Look at Interviewing) posted to Carmen.

## **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 misconduct statement:

**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 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).**

Disability services statement

**The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.**

**If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).**

Religious accommodation statement

**Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.**

**With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.**

**A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.**

**If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#). (Policy: [Religious Holidays, Holy Days and Observances](#))**



- 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, Chaps 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, Chaps 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, Chaps 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 podcasts.

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.

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 130 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.

## **Curriculum Map: BA Political Science**

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.

### Learning Goals:

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 the students the confidence to assume progressively greater initiative and independence through their undergraduate years and beyond.

### Level Index:

- A = Basic
- B = Higher-level Introductory
- C = Broad-based Advanced
- D = Focused Advanced

### Overview of Program Learning Goals

Course Number	Course	Field	Credit Hours	Learning Goals			
				1	2	3	4
<b>Pre-Major Courses</b>							
1100	Intro to American Politics	American Politics	3	x			x
1200	Intro to Comparative Politics	Comparative Politics	3	x			x
1300	Global Politics	International Relations	3	x			x
2150	Voters & Elections	American Politics	3	x	x		x
2300	American Foreign Policy	International Relations	3	x	x		x
2400	Intro to Political Theory	Political Theory	3	x	x		x
<b>Field Distribution</b>							
				x	x	x	x
<b>Focus Area</b>							
					x	x	x
<b>Course Levels</b>							
	1000(A)			x			x
	2000(B)			x	x		x
	3000(B)			x	x	x	x
	4000(C)				x	x	x
	5000(D)				x	x	x

Program Learning Goals for All Undergraduate Courses

Course Number	Course	Field	Credit Hours	Learning Goals			
				1	2	3	4
<b>Level A</b>							
1100 (H)	Intro to American Politics	American Politics	3	x			x
1105	American Political Controversies	American Politics	3	x			x
1165	Intro to Politics	American Politics	3	x			x
1200	Intro to Comparative Politics	Comparative Politics	3	x			x
1300	Global Politics	International Relations	3	x			x
<b>Level B</b>							
2120	Politics of Health	American Politics	3	x	x		x
2145	Native American Politics	American Politics	3	x	x		x
2150	Voters & Elections	American Politics	3	x	x		x
2194.0x	Group Studies	Variable	3	x	x		x
2300	American Foreign Policy	International Relations	3	x	x		x
2367	Contemp Issues in American Politics	American Politics	3	x	x		x

2400 (H)	Intro to Political Theory	Political Theory	3	x	x			x
2496	Study at a Domestic Institution	Variable		x	x			x
3001	Economy, Polity, and Community	Variable	3	x	x	x		x
3001	Tradition, Progress, and Utopia	Variable	3	x	x	x		x
3005	Political Games	Variable	3	x	x	x		x
3100	American Politics & Policy Making	American Politics	3	x	x	x		x
3115	Intro to the Policy Process	American Politics	3	x	x	x		x
3147	Interesectionality and Identity Politics	American Politics	3		x	x		x
3160	Political Polarization	American Politics	3	x	x	x		x
3170	Political Psychology	American Politics	3	x	x	x		x
3191	Internship	American Politics	1		x	x		x
3220	Politics of the Developing World	Comparative Politics	3	x	x	x		x
3225	Post-Conflict Reconstruction	Comparative Politics	3	x	x	x		x
3245	Radicalization, Deradicalization	Comparative Politics	3	x	x	x		x
3240	Political Violence	Comparative Politics	3	x	x	x		x
3260	Global Politics of Health & Disease	Comparative Politics	3	x	x	x		x
3280	Politics of Markets	Comparative Politics	3		x	x		x
3290	Comparative Public Policy	Comparative Politics	3	x	x	x		x
3310(H)	Defense Policy & National Security	International Relations	3	x	x	x		x
3380	Pol Analysis of Intl Econ Relations	International Relations	3		x	x		x
3420	Political Theories of Democracy	Political Theory	3	x	x	x		x
3430	Political Theories of Freedom	Political Theory	3	x	x	x		x
3440	Political Theories of Justice	Political Theory	3	x	x	x		x
3450	Ethics and Public Policy	Political Theory	3	x	x	x		x
3460	Global Justice	Political Theory	3	x	x	x		x
3500	Political Games	Variable	3	x	x	x		x
3549	Survey Research in Political Science	Political Theory		x	x	x		x
3596	Nationalism & Ethnicity	Comparative Politics	3	x	x	x		x
3780 (H)	Data Literacy & Data Visualization	Variable	3	x	x	x		x
3785	Data Science for the Social and Behavioral Sc	Variable	3	x	x	x		x
3798	Field Research Methods: Education Abroad i	Comparative Politics	3	x	x	x		x
3905	Political Manipulation	American Politics	3	x	x	x		x
3910	Identity Politics	International Relations	3	x	x	x		x
3912	Political Leadership	American Politics	3	x	x	x		x

**Level C**

4110	The American Presidency	American Politics	3	x	x	x
4115	Bureaucracy & Public Policy	American Politics	3	x	x	x
4120	US Congress	American Politics	3	x	x	x
4123	Political Crisis & Reform	American Politics	3	x	x	x
4125	American State Politics	American Politics	3	x	x	x
4126	Ohio Politics	American Politics	3	x	x	x
4127 (H)	Governing Urban America	American Politics	3	x	x	x
4130	Law & Politics	American Politics	3	x	x	x
4131	American Supreme Court	American Politics	3	x	x	x
4132H	Supreme Court Decision Making	American Politics	3	x	x	x
4135(E)	American Constitutional Law	American Politics	3	x	x	x
4136	Civil Liberties	American Politics	3	x	x	x
4137	Politics of Legal Decision Making	American Politics	3	x	x	x
4138	Women & the Law	American Politics	3	x	x	x
4139 (E)	Gun Politics	American Politics	3	x	x	x
4140	Black Politics	American Politics	3	x	x	x
4143	Race, Ethnicity and American Politics	American Politics	3	x	x	x
4145	Asian American Politics	American Politics	3	x	x	x
4150	American Political Parties	American Politics	3	x	x	x
4152	Campaign Politics	American Politics	3	x	x	x
4160	Public Opinion	American Politics	3	x	x	x
4162	Religion & American Politics	American Politics	3	x	x	x
4164	Pol Participation & Voting Behavior	American Politics	3	x	x	x
4165	Mass Media & American Politics	American Politics	3	x	x	x
4170	Gender & Politics	American Politics	3	x	x	x
4175	Women, Government & Public Policy	American Politics	3	x	x	x
4190	Pol Decision Making & Public Policy	American Politics	3	x	x	x
4191	Internship	American Politics	3	x	x	x
4192	Policy Analysis	American Politics	3	x	x	x
4193	Individual Studies	American Politics	3	x	x	x
4200	Politics of Modern Democracies	Comparative Politics	3	x	x	x
4210	Politics of European Integration	Comparative Politics	3	x	x	x
4212	Dictatorship to Democracy	Comparative Politics	3	x	x	x



4214	Northern European Politics	Comparative Politics	3	x	x	x
4216	East European Politics	Comparative Politics	3	x	x	x
4218	Russian Politics	Comparative Politics	3	x	x	x
4219	European Political Development	Comparative Politics	3	x	x	x
4225H	Dem in Muslim Majority Countries	Comparative Politics	3	x	x	x
4230	Chinese Political System	Comparative Politics	3	x	x	x
4231	China: State & Society	Comparative Politics	3	x	x	x
4232	Contemporary Politics of South Asia	Comparative Politics	3	x	x	x
4235	Japanese Politics	Comparative Politics	3	x	x	x
4236	Southeast Asian Politics	Comparative Politics	3	x	x	x
4240	Latin American Politics	Comparative Politics	3	x	x	x
4241	Special Topics in Latin American Politics	Comparative Politics	3	x	x	x
4242	Incomplete Democracies	Comparative Politics	3	x	x	x
4245H	Democratic Erosion	Comparative Politics	3	x	x	x
4249	Domestic Politics of Intl Conflict	Comparative Politics	3	x	x	x
4250(H)	African Politics	Comparative Politics	3	x	x	x
4262	The New Religious Politics	Comparative Politics	3	x	x	x
4270	The Canadian Political System	Comparative Politics	3	x	x	x
4282	Politics of Income Inequality	Comparative Politics	3	x	x	x
4285	Comparative Pol of the Welfare State	Comparative Politics	3	x	x	x
4300	Theories of International Relations	International Relations	3	x	x	x
4305	International Theory	International Relations	3	x	x	x
4310	Security Policy	International Relations	3	x	x	x
4315	International Security & Causes of War	International Relations	3	x	x	x
4318	Politics of International Terrorism	International Relations	3	x	x	x
4320	Strategies for War & Peace	International Relations	3	x	x	x
4326	Russian Foreign Policy	International Relations	3	x	x	x
4327	Politics in the Middle East	International Relations	3	x	x	x
4330	Global Governance	International Relations	3	x	x	x
4331	The United Nations System	International Relations	3	x	x	x
4332	Politics of Globalization	International Relations	3	x	x	x
4335	International Environmental Politics	International Relations	3	x	x	x
4381	Contemp Intl Political Economy	International Relations	3	x	x	x
4385(E)	Quantitative Studies of International Conflict	International Relations	3	x	x	x

4420H	Debating Democracy	Political Theory	3	x	x	x
4450	Politics & Ethics	Political Theory	3	x	x	x
4455	Human Rights	Political Theory	3	x	x	x
4460	American Political Ideas	Political Theory	3	x	x	x
4465	Feminist Political Theory	Political Theory	3	x	x	x
4553	Game Theory for Political Scientists	Political Theory	3	x	x	x
4591	Seminar in Public Policy	American Politics	3	x	x	x
4597.01	International Cooperation & Conflict	International Relations	3	x	x	x
4597.02	Political Problems of Contemp World	Comparative Politics	3	x	x	x
4597.03	Gender & Democracy in Contemp World	Comparative Politics	3	x	x	x
4780	Thesis Research Colloquium	Variable	3	x	x	x
4781	Data Analysis in Political Science I	Variable	3	x	x	x
4782	Data Analysis in Political Science II	Variable	3	x	x	x
4784( E)	Complexity Science and the Study of Politics	Variable	3	x	x	x
4891	Topics in American Politics	American Politics	3	x	x	x
4892	Topics in Comparative Politics	Comparative Politics	3	x	x	x
4893	Topics in International Relations	International Relations	3	x	x	x
4894	Topics in Political Theory	Political Theory	3	x	x	x
4895	Topics in Public Policy	Public Policy	3	x	x	x
4910(H)	Business-Government Relations	American Politics	3	x	x	x
4920(H)	Politics in Film & Television	American Politics	3	x	x	x
4940	Politics of Immigration	Comparative Politics	3	x	x	x
<b>Level D</b>						
4998	Undergraduate Research	Variable	variable	x	x	x
4999(H)	Thesis Research	Variable	variable	x	x	x
5000	Quantum Mind and Social Science	Political Theory	3	x	x	x
5124	Urban Politics	American Politics	3	x	x	x
5140	Ethnic Politics in American Cities	American Politics	3	x	x	x
5411	Ancient & Medieval Political Thought	Political Theory	3	x	x	x
5412	Early Modern Political Thought	Political Theory	3	x	x	x
5413	19th Century Political Thought	Political Theory	3	x	x	x
5414	20th Century Political Thought	Political Theory	3	x	x	x

## Curriculum Map: BS Political Science

### Learning Goals:

1. Students have a fundamental understanding of the theories, research methods, and substantive issues that guide the study of politics.
2. Students have a basic knowledge across three of the four major fields of Political Science: American Politics, Comparative Politics, International Relations, and Political Theory.
3. Students have advanced knowledge of the methods of research design and data analysis as used in the discipline of Political Science.
4. Students develop analytic and critical thinking skills that will enable them to rigorously evaluate competing arguments and to appraise value-based claims.

### Key to Learning Goal Levels:

F = Foundational

I = Intermediate

A = Advanced

### Prerequisite to the Major (1 Course)

Course Number	Course	Credit Hours	Learning Goals			
			1	2	3	4
1100	Intro to American Politics	3	F		F	F
1200	Intro to Comparative Politics	3	F		F	F
1300	Global Politics	3	F		F	F
1165	Intro to Politics	3	F		F	F
2150	Voters & Elections	3	I		I	I
2300	American Foreign Policy	3	I		I	I
2400	Intro to Political Theory	3	I		I	I

### Core (4 Courses)

Course Number	Course	Credit Hours	Learning Goals			
			1	2	3	4
3780	Data Visualization	3			I	I
4781(H)	Data Analysis in Political Science I	3			A	A
4782	Data Analysis in Political Science II	3			A	A
	<b>AND one of the following courses:</b>					
3549	Survey Research in Political Science	3			I	I
	<b>OR</b>					
4192	Policy Analysis	3			A	A
	<b>OR</b>					

4553	Game Theory for Political Scientists	3		A	A
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Breadth Requirement (3 Courses): 1 Course from 3 of 4 Subfields

Course Number	Course	Credit Hours	Learning Goals			
			1	2	3	4
<b>American Politics</b>						
2120	Follow the Science: Politics of Health	3	I		I	I
2145	Native American Politics	3	I		I	I
2150(H)	Voters & Elections	3	I		I	I
2194.01	Group Studies	3	I		I	I
3100	American Politics & Policy Making	3	I	I	I	I
3115	Intro to the Policy Process	3	I	I	I	I
2367(H)	Contemporary Issues American Politics	3	I		I	I
3147	Intersectionality and Identity Politics	3			I	I
3160	Political Polarization	3	I		I	I
3170	Political Psychology	3	I		I	I
3310(H)	Foreign Policy and National Security	3	I		I	I
3596(H)	Nationalism and Ethnicity	3	I		I	I
3905	Political Manipulation	3	I		I	I
3912	Political Leadership	3	I		I	I
4110	The American Presidency	3		A	A	A
4115	Bureaucracy & Public Policy	3		A	A	A
4120	US Congress	3		A	A	A
4125	American State Politics	3		A	A	A
4126	Ohio Politics	3		A	A	A
4127	Governing Urban America	3		A	A	A
4130	Law & Politics	3		A	A	A
4132H	Supreme Court Decision Making	3		A	A	A
4135(E)	American Constitutional Law	3		A	A	A
4136	Civil Liberties	3		A	A	A
4137	Politics of Legal Decision Making	3		A	A	A
4138	Women & the Law	3		A	A	A
4139(E)	Gun Politics	3		A	A	A
4140	Black Politics	3		A	A	A
4143	Race, Ethnicity and American Politics	3		A	A	A

4145	Asian American Politics	3		A	A	A
4150	American Political Parties	3		A	A	A
4152	Campaign Politics	3		A	A	A
4160	Public Opinion	3		A	A	A
4162	Religion & American Politics	3		A	A	A
4164	Political Participation & Voting Behavior	3		A	A	A
4165	Mass Media & American Politics	3		A	A	A
4170	Gender & Politics	3		A	A	A
4175	Women, Government & Public Policy	3		A	A	A
4190	Political Decision Making & Public Policy	3		A	A	A
4191	Internship	3		A	A	A
4192	Policy Analysis	3		A	A	A
4193	Individual Studies	3		A	A	A
4891(H)	Topics	3		A	A	A
4910(H)	Business-Government Relations	3		A	A	A
5124	Urban Politics	3		A	A	A
5140	Ethnic Politics in American Cities	3		A	A	A
<b>Comparative Politics</b>						
2194.02	Group Studies	3	I		I	I
2240	Indigenous Politics	3	I		I	I
3220	Politics of the Developing World	3	I	I	I	I
3225	Post-conflict Reconstruction	3		A	A	A
3245	Radicalization, Deradicalization	3		A	A	A
3260	Global Politics of Health & Disease	3		A	A	A
3275	Politics of Sports	3		A	A	A
3280	Politics of Markets	3		A	A	A
3290	Comparative Public Policy	3		A	A	A
3596 (H)	Nationalism and Ethnicity	3		I	I	I
4200	Politics of Modern Democracies	3		A	A	A
4210	Politics of European Integration	3		A	A	A
4212	Dictatorship to Democracy	3		A	A	A
4214	Northern European Politics	3		A	A	A
4216	East European Politics	3		A	A	A
4218	Russian Politics	3		A	A	A
4219	European Political Development	3		A	A	A

4225H	Democracy in Muslim Majority Countries	3		A	A	A
4230	Chinese Political System	3		A	A	A
4231	China: State & Society	3		A	A	A
4232	Contemporary Politics of South Asia	3		A	A	A
4235	Japanese Politics	3		A	A	A
4236	Southeast Asian Politics	3		A	A	A
4240	Latin American Politics	3		A	A	A
4241	Special Topics in Latin American Politics	3		A	A	A
4242	Incomplete Democracies	3		A	A	A
4245	Democratic Erosion	3		A	A	A
4249	Domestic Politics of International Conflict	3		A	A	A
4250 (H)	African Politics	3		A	A	A
4262	The New Religious Politics	3		A	A	A
4270	The Canadian Political System	3		A	A	A
4282	Politics of Inequality	3		A	A	A
4285	Comparative Politics of the Welfare State	3		A	A	A
4597.02/H/E	Political Problems of the Contemporary World	3		A	A	A
4597.03	Gender & Democracy in the Contemporary World	3		A	A	A
4892(H)	Topics	3		A	A	A
4940	Politics of Immigration	3		A	A	A
<b>International Relations</b>						
2194.03	Group Studies	3	I		I	I
2300(H)	American Foreign Policy	3	I		I	I
3310(H)	Defense Policy and National Security	3	I	I	I	I
3380	Political Analysis of International Economic Relations	3		A	A	A
3910	Identity Politics	3	I	I	I	I
4300	Theories of International Relations	3		A	A	A
4305	International Theory	3		A	A	A
4310	Security Policy	3		A	A	A
4315	International Security & Causes of War	3		A	A	A
4318	Politics of International Terrorism	3		A	A	A
4320	Strategies for War & Peace	3		A	A	A
4326	Russian Foreign Policy	3		A	A	A
4327	Politics in the Middle East	3		A	A	A
4330	Global Governance	3		A	A	A

4331	The United Nations System	3		A	A	A
4332	Politics of Globalization	3		A	A	A
4335	International Environmental Politics	3		A	A	A
4381	Contemporary International Political Economy	3		A	A	A
4385(E)	Quantitative Studies of International Conflict	3		A	A	A
4597.01(H)	International Cooperation & Conflict	3		A	A	A
4893(H)	Topics	3		A	A	A
4784( E)	Complexity Science and the Study of Politics	3		A	A	A
<b>Political Theory</b>						
2194.04	Group Studies	3	I		I	I
2400(H)	Intro Political Theory	3	I		I	I
3420	Political Theories of Democracy	3	I	I	I	I
3430	Political Theories of Freedom	3	I	I	I	I
3440	Political Theories of Justice	3	I	I	I	I
3450	Ethics and Public Policy	3	I	I	I	I
3460	Global Justice	3	I	I	I	I
4420H	Debating Democracy	3		A	A	A
4450	Politics & Ethics	3		A	A	A
4455	Human Rights	3		A	A	A
4460	American Political Ideas	3		A	A	A
4465	Feminist Political Theory	3		A	A	A
4894	Topics	3		A	A	A
5000	Quantum Mind and Social Science	3		A	A	A
5411	Justice, Sin & Virtue: Ancient and Medieval Pol Thought	3		A	A	A
5412	Life, Liberty & Property: Early Modern Pol Thought	3		A	A	A
5413	Democracy, Equality & Revolution: Modern Pol Thought	3		A	A	A
5414	Liberalism, Totalitarianism & Empire: Contemp Pol Thought	3		A	A	A