

## Term Information

Effective Term Autumn 2025

## General Information

Course Bulletin Listing/Subject Area Human Dev and Family Science  
Fiscal Unit/Academic Org Department of Human Sciences - D1251  
College/Academic Group Education & Human Ecology  
Level/Career Undergraduate  
Course Number/Catalog 4570  
Course Title Firearms, Families, and Citizenship: Global Perspectives  
Transcript Abbreviation Firearm, Fam, Ctn  
Course Description This course cultivates citizenship by developing students' critical thinking and research skills around global firearms issues through cultural, ethical, social, and practical lenses. Analyzing topics like family socialization, media influences, global gun violence, industry factors, and civic engagement, students gain nuanced cross-cultural understanding to shape evidence-based firearm policies.  
Semester Credit Hours/Units Fixed: 4

## Offering Information

Length Of Course 14 Week, 12 Week, 8 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 Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

## Prerequisites and Exclusions

Prerequisites/Corequisites  
Exclusions  
Electronically Enforced No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 19.0701  
Subsidy Level Baccalaureate Course  
Intended Rank Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors  
Citizenship for a Diverse and Just World; Research Seminar

## Course Details

### **Course goals or learning objectives/outcomes**

- Goal: Develop student's skills in interdisciplinary critical analysis, data evaluation, ethical reasoning, comparative research, and evidence-based policy formulation related to complex issues surrounding families, firearms, and modern citizenship.
- ELO: Critically analyze complex issues relating to families, firearms, and citizenship from interdisciplinary perspectives spanning cultural studies, ethics, political science, communications, business, criminology, psychology, and public health.
- ELO: Evaluate relevant evidence and data on the impacts of firearm policies, violence, training programs, media representations, industry activities, and violence prevention efforts, both domestically and globally.
- ELO: Synthesize diverse international perspectives and insights gained through comparative analysis of case studies and application of ethical reasoning frameworks.
- ELO: Apply evidence-based learning to formulate balanced policy recommendations that weigh individual rights, public interests, family wellbeing, and responsible global citizenship.

### **Content Topic List**

- Firearms Citizenship and the Family Around the World
- Symbolic Meanings of Firearms Around the World
- Ethical Perspectives on Firearms Rights and Responsibilities
- Firearm Training and Education for Responsible Ownership
- Families and Firearm Socialization
- Firearms in Popular Media and Culture
- Impacts of Gun Violence on Families
- Families, Fear, and Firearm Violence Around the World
- Firearm Impacts - Global Case Studies
- Evidence-Based Firearms Policy
- Global Firearm Industry and Influence
- Policing Illegal Firearms, Racial Disparities, and Use of Force
- Evaluating Firearm Safety - Product Design, Storage, Carrying
- Firearms, Citizenship, and Civic Engagement

### **Sought Concurrence**

Yes

**Attachments**

- LOS 4570.pdf: 4.12.24 Letter of Support  
*(Other Supporting Documentation. Owner: Tackett, Kimberly Ann)*
- HDFS 4750 Cover Letter.pdf: 4.12.24  
*(Cover Letter. Owner: Tackett, Kimberly Ann)*
- HDFS 4570 GE Submission Form.pdf: 4.12.24 GE Citizenship Form  
*(Other Supporting Documentation. Owner: Tackett, Kimberly Ann)*
- HDFS 4570 Research and Creative Inquiry Course Inventory.pdf: 4.12.24 Research Inventory  
*(Other Supporting Documentation. Owner: Tackett, Kimberly Ann)*
- HDFS 4570 Syllabus-Appendix A.pdf: 1.23.25  
*(Syllabus. Owner: Tackett, Kimberly Ann)*
- HDFS 4570 Concurrence Political Science.pdf: 1.7.25  
*(Concurrence. Owner: Tackett, Kimberly Ann)*

**Comments**

- Dr. Vankeerbergen, my apologies. I inadvertently submitted a concurrence document that I had yet combined with Political Science's response/feedback. This has since been updated for resubmission. Thank you. *(by Tackett, Kimberly Ann on 01/07/2025 02:56 PM)*
- Please provide the response from Political Science. We are provided with what is a response from your dept to the dept of Poli Sci but we do not know how anything was solved (or if things were solved). The course reviewers need to be able to know if/how the two depts have resolved the issues. *(by Vankeerbergen, Bernadette Chantal on 01/07/2025 02:40 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Tackett, Kimberly Ann	04/12/2024 10:56 AM	Submitted for Approval
Approved	Tackett, Kimberly Ann	04/12/2024 11:37 AM	Unit Approval
Approved	Bagent, Aaron Michael	04/29/2024 07:23 AM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	08/07/2024 02:45 PM	ASCCAO Approval
Submitted	Tackett, Kimberly Ann	01/03/2025 12:06 PM	Submitted for Approval
Approved	Tackett, Kimberly Ann	01/03/2025 12:07 PM	Unit Approval
Approved	Locascio, Peter J.	01/03/2025 03:46 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	01/07/2025 02:41 PM	ASCCAO Approval
Submitted	Tackett, Kimberly Ann	01/07/2025 02:57 PM	Submitted for Approval
Approved	Tackett, Kimberly Ann	01/07/2025 02:57 PM	Unit Approval
Approved	Locascio, Peter J.	01/07/2025 03:03 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	01/07/2025 03:03 PM	ASCCAO Approval



Dr. Sue Sutherland  
Associate Chair  
Department of Human Sciences  
Office of Academic Program Services and Innovation (OAPSI)

February 21, 2024

Dear Sue,

We are pleased to submit the attached course plan for HDFS 4570: Families, Firearms, and Citizenship - Global Perspectives to be approved under the Citizenship for a Just and Diverse World theme. As described in depth on the accompanying forms and syllabus, this proposed course is designed intentionally to address the overall goals for a high impact general education experience as well as the specific expected learning outcomes defined for the Citizenship theme. HDFS 4570 leads students to analyze families, firearms, and citizenship issues at an advanced level from diverse global perspectives. Reflective writing, collaborative discussions, data analysis, and mock UN style policy hearings actively facilitate connecting academic insights across students' learning both within and beyond this course. The cross-cultural independent research project also exemplifies original scholarly inquiry, allowing students to demonstrate intellectual growth.

As highlighted on the syllabus and associated documents the course projects, activities, readings, and assessments are designed specifically to cultivate skills, knowledge and mindsets outlined for intercultural competence, evaluating multiple notions of rights/responsibilities underpinning citizenship, and examining intersections with justice and equity concerns. Students are empowered to formulate nuanced, evidence-based policies balancing constituencies. In fostering synthetic investigation, self-assessment, applied learning, and global citizenship development in context of a prominent contemporary issue from multiple frames, HDFS 4570 strongly models the enriched educational experience envisioned for the Ohio State University's general education curriculum. We welcome the opportunity to discuss further how this course can contribute to students' understanding of citizenship and skill building for tackling complex challenges in our diverse, interconnected society.

On January 18th, 2024, an electronic vote was taken to approve a new course proposal, HDFS 4570 (Family, Firearms, and Citizenship). Of the 19 faculty members in HDFS, 11 responded all approving the new course. This course will not only add timely and important research to the HDFS curriculum, but it will also satisfy the GEN ED requirement, Citizenship for a Diverse and Just World (4 credits).

Let me know if you have questions or concerns regarding this new course.

Sincerely,

Gene

H. Eugene Folden, Ph.D.  
Co-Chair, HDFS Undergraduate Studies Committee  
Associate Professor, Clinical  
STEP Mentor/FIT Mentor  
Department of Human Sciences  
[Folden.1@osu.edu](mailto:Folden.1@osu.edu); 614-292-5676

Deanna L. Wilkinson, Ph.D.  
Associate Professor

April 12, 2024  
Aaron Bagent  
Curriculum Specialist  
EHE Office of Undergraduate Education

Dear Aaron:

I am writing in support of the requested new course, **effective Autumn 2024**.

HDFS 4570 - Firearms, Families, and Citizenship: Global Perspectives

This course cultivates citizenship by developing students' critical thinking and research skills around global firearms issues through cultural, ethical, social, and practical lenses. Analyzing topics like family socialization, media influences, global gun violence, industry factors, and civic engagement, students gain nuanced cross-cultural understanding to shape evidence-based firearm policies.

Attached you will find the necessary documentation from Gene Folden and Deanna Wilkinson. These changes have been approved by the faculty in the Human Development and Family Science program. Review of and approval from members of the Department of Human Sciences Undergraduate Curriculum Committee has also been obtained.

There are currently no negative budgetary implications and no additional funds or human resources necessary for the execution of this new course request. Thus, I am in support of the proposed changes as outlined by Gene and Deanna in the attached documents.

If you have any questions or need additional information, do not hesitate to contact me.

Sincerely,



**Sue Sutherland, PhD**

*Pronouns: she/her/hers*

Professor, Associate Department Chair

College of Education and Human Ecology

## HDFS 4570: Firearms, Families, and Citizenship: Global Perspectives

AUTUMN 2024, 4 credit hours, Undergraduate

**Instructor: Deanna L. Wilkinson, Ph.D. (Associate Professor)**

Email: [Wilkinson.110@osu.edu](mailto:Wilkinson.110@osu.edu)

Phone: 614.247.4004

### Course Information

**Course times and location:** TBA

**Credit hours:** 4

**Mode of delivery:** In-person lecture and discussion

**Office Hours:** 1 hour after class on TTH and by appointment

**Course Coordinator or Teaching Assistant:** Not applicable.

**Preferred modes of communication:** My preferred method for questions is email. Our class-wide communications will be sent through the Announcements tool in Carmen Canvas.

### Course Overview

#### Description/Rationale

This course equips students with critical thinking and research skills to analyze global firearms citizenship issues through diverse familial, cultural, ethical, social, and practical lenses. By exploring topics such as family firearms socialization, firearms citizenship, media influences, impacts of gun violence, industry dynamics, and civic engagement, students will develop a nuanced understanding of the complex landscape surrounding firearms and cultivate evidence-based perspectives for shaping policy and driving change.

This course is organized in five parts and consists of 14 Learning modules. Each module provides students with opportunities to build their critical thinking/research skills and global perspectives on citizenship, families, and firearms.

The first part of the course establishes critical foundational concepts for analyzing firearms issues globally. Students are introduced to varying notions of firearm citizenship and rights across cultures and examine the complex symbolic meanings associated with guns. This part grounds the course in core frameworks for understanding diverse perspectives.

Building on the foundations, Part 2 explores ethical frameworks and responsibilities around firearms. Students analyze philosophical arguments regarding individual rights versus collective responsibilities. This part develops critical analysis skills and personal ethical perspectives.

Shifting focus, Part 3 examines influences shaping social values, behaviors, and norms related to firearms. Students critically analyze media portrayals, marketing, family socialization patterns, and youth exposure. Concepts of media literacy, psychology, and cultural transmission underpin this section.

Part 4 investigates tangible impacts of gun violence on families and communities across the globe. Students evaluate associated trauma, costs, and policy/program interventions. Evidence-based analysis and recommendations are emphasized through case studies.

The final part analyzes the firearm industry, product design, illicit trafficking, and civic engagement solutions. Students

gain practical knowledge of business marketing strategies, regulation frameworks, trafficking dynamics, and civic strategies for shaping policy. The course culminates in applying critical knowledge.

**Prerequisites:** N/A

**Prerequisite Knowledge:** N/A

### General Education Goals: Theme – Citizenship for a Just and Diverse World

**Goal 1:** Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.

**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 the future.

**Goal 3:** Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

**Goal 4:** Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

### General Education Expected Learning Outcomes: Theme – Citizenship for a Just and Diverse World

- ✓ **ELO 1.1.** Engage in critical and logical thinking about the topic or idea of the theme.
- ✓ **ELO 1.2.** Engage in advance, in-depth, scholarly exploration of the topic or idea of the theme.
- ✓ **ELO 2.1.** Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- ✓ **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.
- ✓ **ELO 3.1.** Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.
- ✓ **ELO 3.2.** Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.
- ✓ **ELO 4.1.** Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.
- ✓ **ELO 4.2.** Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power, and/or advocacy for social change.

### Goals and Expected Learning Outcomes Specific to this Course

**Goal 5:** This course develops students' skills in interdisciplinary critical analysis, data evaluation, ethical reasoning, comparative research, and evidence-based policy formulation related to complex issues surrounding families, firearms, and modern citizenship around the globe.

Upon successful completion of this course, students will be able to:

- ✓ **ELO5.1** Critically analyze complex issues relating to families, firearms, and citizenship from interdisciplinary perspectives spanning cultural studies, ethics, family science, communications, business, criminology, psychology, and public health.
- ✓ **ELO5.2** Evaluate relevant evidence and data on the impacts of firearm policies, violence, family resources, media representations, industry activities, and violence prevention efforts, both domestically and globally.
- ✓ **ELO5.3** Synthesize diverse international perspectives and insights gained through comparative analysis of case studies and application of ethical reasoning frameworks.

- ✓ **ELO5.4** Apply evidence-based learning to formulate balanced policy recommendations that weigh individual rights, public interests, family wellbeing, and responsible global citizenship.

## High Impact Nature of the Course

This course provides students with an immersive, scaffolded research experience centered around an in-depth, semester-long case study project examining student-driven investigative questions. Through iterative assignments that build over time, students receive meaningful faculty mentoring, peer collaboration, and frequent feedback as they conduct their comparative case analyses. The weekly reflection blog and synthesis activities further support integrating knowledge throughout the course. By comparing international case studies to the US context, students reveal the real-world relevance and application of their analysis. Students showcase their gained competence through a final Model UN style policy presentation. Additionally, the cross-cultural structure necessitates building intercultural competence and empathy when analyzing diverse perspectives. Intentional efforts are made to cultivate an inclusive course climate for respectful sharing and discussion of socially relevant issues.

## Course Materials, Fees, and Technologies

### Required

The readings and other instructional materials will include book chapters, journal articles, artifacts, governmental, research think tanks, and NGO reports, and other resources that will be made available to students on Carmen Canvas.

The required and optional readings, as well as relevant materials for the student research projects are included in Appendix A. In addition, the instructor will continue to update course materials with relevant studies published between the time of this course design and the course offering date will be reviewed.

## Course Requirements and Evaluation

### Grades

Assignment / Category	Points	Type
<b>Engaged Learning and Collaboration</b>		
Class Attendance and Participation in Active Learning in Individual and Group Work (8 points/module)	112 points	Independent & Collaborative Work
<b>Assessment</b>		
Self-Check Reading Comprehension Quizzes (4 points/quiz)	48 points	Independent Work
<b>Case Study Research Project</b>		
Weekly Research Blog and Peer Commentary (8 points, 2 points/blog)	140 points	Independent & Collaborative
Case Study Research Proposal	50 points	Independent Work
Case Study Presentation and Support Materials	100 points	Collaborative Work
The Best of My Learning Reflection	50 points	Independent Work
<b>TOTAL</b>	<b>500 Points</b>	

### Due Dates and Late Work

All assignments including your weekly blog posts have due dates BUT I recognize that you may have circumstances that delay your work. I am here to help you, if you know you will need more time you **need to submit a message to me** in advance. Please refer to Carmen for due dates. See additional information under Course Policies.

### Grading Scale (OSU standard)

93–100%: A	87–89.9%: B+	77–79.9%: C+	67 –69.9%: D+
90–92.9%: A-	83–86.9%: B	73–76.9%: C	60 –66.9%: D
	80–82.9%: B-	70 –72.9%: C-	Below 60%: E



## Assignment Descriptions

**Participation & Engaged Learning Activities. (8 points per module, 112 Total)** (Goals 1, 2, 3, 4 & 5; ELOs .1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 5.3, & 5.4). We will have an in-class in every lesson period. Each student must be present in class to participate in activities. Attendance counts as one point per day/ 2 per module of the 8 points total. Students are allowed to drop their lowest Participation score (call-off module). Activities cannot be made up for points even for an excused absence UNLESS we have discussed your situation in advance. Remind me in case I lose track. Please note that in-class activities points will be capped at 112, so students may not earn more than this number of points in this category.

**Knowledge Check Reading Quizzes. (12 @ 4 points each, 48 Total)** (Goals 1, 2, 3, & 4; ELOs 1.2, 2.1, 3.1, 4.2). Each week you will complete a multiple-choice quiz on Carmen Canvas. These low stakes quizzing opportunities will allow you to test yourself on your knowledge of the key terms of each reading. You will have 30 minutes to answer 10 questions and you will be allowed two chances to take the quiz. The best score will be recorded as your quiz grade.

**Weekly Research Blog Posts on your Case Study.** (Goals 3, 4, 5; ELOs 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, & 5.5) Using the WordPress [www.osu.u](http://www.osu.u) website established for this course, each student will have a blog to reflect on their country case study research and course learning. Students are encouraged to utilize a variety of post formats -profiles, op-Ed style essay, interviews, roundtable discussions, play data critic/reviewer for a selected data source or reports relevant to your case study, and researchers' choice (invent your own format). Each contribution should be ~300 words or equivalent. Guidelines will be provided for each format.

**Case Study Research Proposal Detailed Outline.** (Goals 1, 2, 3, 4, 5; ELOs 1.2, 2.1, 2.2, 3.1, 3.2, 4.2, 5.2, 5.3, 5.4, & 5.5) With 50 students in this course, I estimate that we will have the bandwidth to investigate approximately 25 countries. Students can self-select to work *individually, in pairs, or in groups of 3 (expectations will be calibrated accordingly)*. Early on, we will conduct a proposal outline workshop that sets students up for success in their case study research journey. The detailed outline will include background, objectives, central research questions, a synthesis of the relevant literature review, proposed methods: data sources, collection, analysis approaches, proposed timeline and milestones, division of labor (if pairs, group), expected outcomes, and case study goals.

**Research Presentation in an UN-Style Hearing.** (Goals 1, 2, 3, 4, 5; ELOs 1.2, 2.1, 2.2, 3.1, 3.2, 4.2, 5.2, 5.3, 5.4, & 5.5) Students will make 5–8-minute status report on firearm issues/policies in their country. The testimony should describe the country's existing laws and cultural contexts. The presentation should also address human rights impacts of gun violence, deaths, injuries, and public health. Evidence of the influence of our countries or the global marketplace would be of interest for promoting a just and diverse world. Finally, the presentation should include meaningful recommendations for their country. Presenters should be prepared to field questions and lead discussion for about 5-minutes following their presentation.

**Culminating "Best of My Learning" cumulative reflection assignment** will build off the student blogs. (Goals 1, 2, 3, 4, 5; ELOs 1.2, 2.1, 2.2, 3.2, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, and 5.5) Students will review their blog posts from the semester identifying key insights. Draft a 5-7-minute culminating video or 500-700 word blog post that: introduces the overall topic/country of focus, summarizes 2-3 of the most significant learning moments/insights, explains how your perspective shifted/evolved over the semester, discusses how you may build on this learning in future classes or experiences, shares what key questions remain unanswered for you moving forward, and concludes by addressing what you are still curious to learn in this domain. The goal is to craft a reflective piece that highlights students' intellectual growth throughout the course, documents key takeaways, and articulates future learning goals. Please cite/link to previous blog posts referenced and any relevant course resources

Week	Module/Topic	Module Learning Objectives	ELOs	Assessment	Activities/Assignments
1	Module 1: Firearms Citizenship and the Family Around the World	<ul style="list-style-type: none"> <li>• Analyze how notions of citizenship, rights, and civic responsibilities related to firearms ownership vary across different cultural contexts.</li> <li>• Evaluate how families shape and transmit values and norms related to firearms across generations and societies.</li> <li>• Compare US conceptions of firearm citizenship and norms to those internationally.</li> </ul>	1.1, 1.2 2.2 3.1 5.1, 5.3	<ul style="list-style-type: none"> <li>• Personal Introduction for your Blog in Flip</li> <li>• Brief World Tour</li> <li>• 1-minute Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Icebreaker activity: Gun perceptions around the world -hat pick, R &amp; R</li> <li>• Review syllabus, expectations, community goals (annotation in hypothesis)</li> <li>• Mini-Lecture on Key Concepts and Terms</li> <li>• Present case examples of global perspectives on firearms</li> <li>• Pair discussion of additional case examples</li> <li>•</li> </ul>
2	Module 2: Symbolic Meanings of Firearms Around the World	<ul style="list-style-type: none"> <li>• Assess common symbolic themes associated with firearms in the US and internationally using a semiotic approach.</li> <li>• Compare and contrast gun symbols in American vs. global political rhetoric, folklore, ritual, art, and everyday life.</li> <li>• Analyze transnational flows and dissemination of pro/anti-gun symbols across media.</li> <li>• Evaluate how US gun culture and symbols have influenced notions of identity and citizenship globally.</li> </ul>	1.1, 1.2 4.1 5.1, 5.3	<ul style="list-style-type: none"> <li>• Wkly Blog Entry #2</li> <li>• Country Selection decision-making worksheet</li> <li>• Quiz</li> <li>• Class Participation</li> </ul>	<ul style="list-style-type: none"> <li>• Mini-lecture on U.S. gun symbolism analysis framework and examples of gun symbols globally</li> <li>• Country Selection decision-making worksheet</li> <li>• Compare and contrast gun symbols in American vs. global political rhetoric, folklore, ritual, art, and everyday life.</li> <li>• Rhetorical analysis of American vs. global pro-gun rights messages</li> </ul>

Date	Module/Topic	Module Learning Objectives	ELOs	Assessments	Activity/Assignments
3	Module 3: Ethical Perspectives on Firearms Rights and Responsibilities	<ul style="list-style-type: none"> <li>Examine the ethical basis for gun rights and responsibilities at the individual and collective level.</li> <li>Analyze philosophical arguments regarding the balance of rights and responsibilities.</li> <li>Consider impacts of firearm policy on family and community safety.</li> <li>Articulate a reasoned ethical perspective on firearm rights and responsibilities.</li> </ul>	1.1, 1.2 2.2 4.2 5.1, 5.3	<ul style="list-style-type: none"> <li>Wkly Blog Entry #3</li> <li>Class Participation</li> <li>Quiz</li> <li>Generate a Social Media Post with your developing personal ethical perspective on firearms rights and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Mini-lecture on Rights Based Ethical Frameworks</li> <li>Respectfully discuss existing personal viewpoints</li> <li>Mini-Lecture on Utilitarianism, social contract theory, and Ethics of Care</li> <li>Small group work analyzing statistics on family/community impacts</li> </ul>
4	Module 4: Families and Firearm Socialization, Part 1	<ul style="list-style-type: none"> <li>Evaluate evidence on how parenting practices and family dynamics influence norms related to firearms ownership and use.</li> <li>Analyze how gender norms surrounding firearms are cultivated within families across societies.</li> <li>Compare transmission of firearm norms between individualistic and collectivist family cultures.</li> </ul>	1.1 2.1 5.1, 5.2	<ul style="list-style-type: none"> <li>Wkly Blog Entry #4</li> <li>Quiz</li> <li>Class Participation</li> <li>1-minute Reflection</li> </ul>	<ul style="list-style-type: none"> <li>Mini-Lecture on research findings family socialization and guns</li> <li>Discuss personal experiences with family socialization and guns.</li> </ul>
5	Module 5: Families and Firearm Socialization, Part 2	<ul style="list-style-type: none"> <li>Examine how family traditions, rituals, and narratives shape attitudes toward guns.</li> <li>Assess impacts of societal shifts and external influences on familial firearm socialization practices.</li> </ul>	2.1 3.2 4.2 5.1, 5.3	<ul style="list-style-type: none"> <li>Wkly Blog Entry #5</li> <li>Quiz</li> <li>Class Participation</li> <li>30-second PSA on Culture-Specific Firearm socialization advice for parents.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze study on parenting practices, gender, and firearms.</li> <li>Mini-Lecture on individualist vs. collectivist cultural differences</li> <li>Small group work draft socialization advice tailored to each culture.</li> <li>Discuss societal influence shifts like global media and peers.</li> </ul>

Date	Module/Topic	Module Learning Objectives	ELOs	Assessments	Activity/Assignments
6	Module 6: Firearms in Popular Media and Culture	<ul style="list-style-type: none"> <li>• Identify themes and narratives involving firearms portrayed across media genres.</li> <li>• Apply critical analysis techniques to media examples.</li> <li>• Evaluate the cultural meanings embedded in media representations of firearms.</li> <li>• Analyze how these portrayals shape public perceptions and attitudes toward firearms.</li> <li>• Assess research insights on impacts of violent media on youth attitudes and behaviors.</li> <li>• Examine perspectives surrounding children’s play with toy guns.</li> </ul>	1.1, 1.2 4.1 5.1, 5.2	<ul style="list-style-type: none"> <li>• Wkly Blog Entry #6</li> <li>• Quiz</li> <li>• Class Participation</li> <li>• Dear Parents Memo</li> </ul>	<ul style="list-style-type: none"> <li>• Mini-Lecture on common firearm themes in media and popular culture</li> <li>• Analyze photos/video clip examples for themes</li> <li>• Small group work to analyze song lyrics, report out</li> <li>• Mini-Lecture on cultivation theory and the research on violent video games effects on youth</li> <li>• Small group work to analyze an example first-person shooter violent game.</li> <li>• Groups present analysis of messaging/effects</li> </ul>
7	Module 7: Impacts of Gun Violence on Families	<ul style="list-style-type: none"> <li>• Analyze US and global trends in family firearm deaths: suicide, homicide, accidental.</li> <li>• Examine patterns in domestic firearm deaths, including homicide, suicide, and unintentional shootings.</li> <li>• Analyze evidence linking firearm access to increased risk of domestic violence, child accidents, and suicide.</li> <li>• Examine links between firearm access and increased family risks.</li> <li>• Assess grief, trauma, coping needs among affected families.</li> <li>• Evaluate support strategies for promoting healing and resilience.</li> </ul>	1.2 4.1 5.1, 5.2	<ul style="list-style-type: none"> <li>• Wkly Blog Entry #7</li> <li>• Quiz</li> <li>• Class Participation</li> <li>• Family Coping Interview Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Mini-Lecture on trends and patterns in firearm mortality due to suicide, family homicide, and accidents globally.</li> <li>• Analyze data sources and interactive maps to generate profiles of firearm mortality/morbidity and linkages with firearm availability for selected countries.</li> <li>• Mini-Lecture on grief and trauma research and impacts</li> <li>• Discussion of support strategies and programs</li> <li>• In groups, generate a resource list for your community or country</li> </ul>

Date	Module/Topic	Module Learning Objectives	ELOs	Assessments	Activity/Assignments
8	Module 8: Families, Fear, and Firearm Violence Around the World	<ul style="list-style-type: none"> <li>• Analyze theories around family socialization regarding danger, security threats, and violence.</li> <li>• Evaluate research evidence on how parental fear and behaviors surrounding guns shape child development.</li> <li>• Compare approaches to preparing for and perceiving gun threats between individualist and collectivist cultures.</li> <li>• Examine how family narratives of historical conflicts involving firearms influence youth worldviews.</li> <li>• Assess impacts of desensitization versus sensitization to gun violence through media and culture.</li> <li>• Develop recommendations for constructive discussions and mitigating fear.</li> </ul>	3.2 4.1 5.1, 5.3	<ul style="list-style-type: none"> <li>• Wkly Blog Entry #8</li> <li>• Quiz</li> <li>• Class Participation</li> <li>• Talking to Children about Local Gun Violence Events</li> </ul>	<ul style="list-style-type: none"> <li>• Mini-Lecture on key theories and research findings on this topic.</li> <li>• Small group discussion of personal experiences regarding fear of gun violence transmitted by family member.</li> <li>• Analyze article on the impacts of desensitization versus sensitization to gun violence through media and culture.</li> <li>• Mini-Lecture on cross-cultural difference in fear, moral panic, safety planning drills, and narratives.</li> <li>• In small groups, draft a set of recommendations for parents to mitigate fear.</li> </ul>
9	Module 9: Firearm Impacts - Global Case Studies	<ul style="list-style-type: none"> <li>• Analyze global statistics on firearm deaths, injuries, crime, availability patterns.</li> <li>• Evaluate research on health/social impacts of firearms in different countries.</li> <li>• Examine psychological, economic, productivity effects of gun violence across cultures.</li> <li>• Compare direct and indirect costs associated with gun violence globally.</li> <li>• Assess successes and failures of policy interventions aimed at reducing firearm impacts.</li> <li>• Develop context-specific, evidence-based policy recommendations for a case study.</li> </ul>	1.2 5.1, 5.2, 5.3	<ul style="list-style-type: none"> <li>• Wkly Blog Entry #9</li> <li>• Quiz</li> <li>• Class Participation</li> <li>• Imagery and Script for video presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Mini-Lecture on comparative analysis frameworks in examining the psychological, economic, familial, and community effects of gun violence across cultures. Locating and evaluating data sources.</li> <li>• Small group evaluation of case studies.</li> <li>• UN hearing style video presentation overview</li> <li>• Brainstorm ideas and research needs for evaluating evidence and statistics to inform their UN style video presentation recommending policies for their assigned country case study.</li> </ul>

Date	Module/Topic	Module Learning Objectives	ELOs	Assessments	Activity/Assignments
10	Module 10: Evidence-Based Firearms Policy	<ul style="list-style-type: none"> <li>• Removed objective on the 2<sup>nd</sup> amendment</li> <li>• Analyze data and research related to the impacts of firearms on public health and safety.</li> <li>• Evaluate evidence regarding the effectiveness of various firearms policies and regulations.</li> <li>• Develop evidence-based policy recommendations that balance individual liberties, public safety, responsible citizenship, and family well-being.</li> </ul>	1.1, 1.2 5.2, 5.4	<ul style="list-style-type: none"> <li>• Wkly Blog Entry 10</li> <li>• Quiz</li> <li>• Class Participation</li> <li>• Evidence-Based Policy Recommendation Essay</li> </ul>	<ul style="list-style-type: none"> <li>• Mini-Lecture on the cost of gun violence and who pays.</li> <li>• Group work time: research country context.</li> <li>• Group work: script video presentation</li> <li>• Mini-Lecture on the constitutional and legal frameworks for gun rights</li> <li>• Small group work - Analyze gun ownership and gun deaths data for U.S. and other countries; identify key takeaways.</li> <li>• Review research studies comparing gun laws across states and countries.</li> <li>• Think-Pair-Share activity - Students reflect on how evidence fits their prior assumptions; discuss w/ partner</li> <li>• Mini-Lecture on Standards for Efficacy and Evidence-Based Label.</li> <li>• Small group work - Evaluate evidence on specific policies (background checks, training, etc.); compare effectiveness in different countries.</li> <li>• Class discussion, share</li> </ul>

Date	Module/Topic	Module Learning Objectives	ELOs	Assessment	Activity/Assignments
11	Module 11: Global Firearm Industry and Influence	<ul style="list-style-type: none"> <li>• Examine the size, structure, and business strategies of the global gun industry.</li> <li>• Analyze marketing and sales techniques aimed at civilian gun owners.</li> <li>• Evaluate industry lobbying efforts and political influence.</li> <li>• Assess global flows and availability of firearms beyond intended end users.</li> </ul>	1.1, 1.2 5.1, 5.2	<ul style="list-style-type: none"> <li>• Wkly Blog Entry 11</li> <li>• Quiz</li> <li>• Class Participation</li> <li>• Firearms Industry Influence Case Study Project</li> </ul>	<ul style="list-style-type: none"> <li>• Mini-Lecture on the size, structure, and strategies of the global gun industry, an overview marketing theories, and sales techniques aimed at civilian gun owners.</li> <li>• Compile a Digital Collection of Firearms Marketing Ads and Campaigns for your case study country.</li> <li>• Small group work –apply marketing theory to firearms marketing based on sample ads collected representing countries from around the world.</li> <li>• Class discussion on marketing themes across cultures.</li> <li>• Mini-Lecture on Lobbying, Global Influences, and Impacts</li> <li>• Analyze case studies of key lobbying initiatives and global influence campaigns.</li> <li>• Dialogue on Industry Ethics and Responsibilities</li> </ul>

Date	Module/Topic	Module Learning Objectives	ELOs	Assessment	Activities/Assignments
12	Module 12: Policing Illegal Firearms, Racial Disparities, and Use of Force	<ul style="list-style-type: none"> <li>• Compare illegal firearms laws and categories across countries.</li> <li>• Examine enforcement strategies used for policing illegal firearms possession, trafficking, and use of force.</li> <li>• Examine the roles of the criminal and juvenile justice system in addressing illegal gun offenders.</li> <li>• Analyze data on racial/ethnic disparities in illegal firearms enforcement and use of force.</li> <li>• Identify root causes and implications of disparate policing practices.</li> <li>• Evaluate reform proposals to address discriminatory practices.</li> <li>• Develop context-specific policy recommendations to balance safety and equity.</li> </ul>	1.2 4.1, 4.2 5.1, 5.2	<ul style="list-style-type: none"> <li>• Wkly Blog Entry 12</li> <li>• Quiz</li> <li>• Class Participation</li> <li>• SWOT analysis-based reform plan (case study countries).</li> </ul>	<ul style="list-style-type: none"> <li>• Mini-Lecture on Legal Frameworks to address illegal firearms in the U.S. and our case study countries.</li> <li>• Small group analysis of enforcement strategies, report out</li> <li>• Mini-Lecture on Racial/ethnic disparities in illegal firearms enforcement and use of force.</li> <li>• Small group SWOT analysis for case study countries to generate draft reform ideas. /balance safety and equity</li> </ul>
13	Module 13: Evaluating Firearm Safety - Product Design, Storage, Carrying	<ul style="list-style-type: none"> <li>• Examine and categorize key safety features incorporated into major types of firearms such as handguns, rifles, and shotguns.</li> <li>• Analyze the relationship between a firearm's intended use and its design safety features.</li> <li>• Evaluate the effectiveness of existing safety features in preventing unintentional discharges and propose innovations aligned with intended uses.</li> </ul>	1.1 2.1 5.1, 5.2	<ul style="list-style-type: none"> <li>• Wkly Blog Entry 13</li> <li>• Quiz</li> <li>• Class Participation</li> <li>• Firearms Safety Assessment Project</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture on common safety features and use-related design</li> <li>• Demonstration of sample firearms and features</li> <li>• Small groups analyze features of different firearms.</li> <li>• Review of accidental discharge data</li> <li>• Firearms Safety Assessment Project</li> </ul>



Date	Module/Topic	Module Learning Objectives	ELOs	Assessment	Activities/Assignments
14	Module 14: Firearms, Citizenship, and Civic Engagement	<ul style="list-style-type: none"> <li>• Examine rights and duties of democratic citizenship in relation to firearms</li> <li>• Analyze examples of successful advocacy and activism campaigns related to firearms globally.</li> <li>• Evaluate effectiveness of various civic engagement strategies around firearm policies and norms.</li> <li>• Develop plans for expressing citizenship individually or collectively to promote public safety and human rights.</li> <li>• Consider how families and youth can engage on this issue constructively.</li> </ul>	1. 3.1 4.2 5.3	<ul style="list-style-type: none"> <li>• Wkly Blog Entry 14</li> <li>• Class Participation</li> <li>• Family/Youth Engagement plan for case study country</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture on citizens' roles in firearms, advocacy/activism campaigns related to firearms globally.</li> <li>• Video Clips of Case Studies</li> <li>• Small groups analyze 1 case study each and present key insights</li> <li>• Class Discussion comparing/contrasting cases</li> <li>• Develop an engagement plan complete with goals, context-appropriate strategies, persuasive messages, engagement promotion to families/youth, and an evaluate plan.</li> </ul>
15	Final Presentations	<ul style="list-style-type: none"> <li>• Course Evaluation and Learning Reflection</li> </ul>		<ul style="list-style-type: none"> <li>• UN style hearing on the state of Families, Firearms, and Citizenship Issues Around the Global (presentations)</li> <li>• The Best of My Learning Blog Wrap Up</li> </ul>	<ul style="list-style-type: none"> <li>• Mock UN style hearing</li> </ul>

\*I was aided in this course design, by Claude, an AI assistant created by Anthropic. Claude provided relevant examples and suggestions based on pedagogical best practices. Claude was used as a knowledge assistant tool under my direction.

## Course Policies

### Discussion & Communication

The university's official mode of communication is via university email. Students should use their buckeyemail when emailing their professor, and faculty will use their OSU email when emailing students.

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** Please remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across well online or in person. Conversely, it is important to give people the benefit of the doubt when communicating online. Assume your peers have positive intentions.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For course materials, list at least the author, year, title, and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

### Response Times

I am providing the following list to give you an idea of my intended availability throughout the course:

- E-mail: I will reply to e-mails within **24 hours** on school days.
- Texts and Voicemail: I will reply to texts within 6 hours on days our class meets. On other days, I will respond within 24 hours or as soon as possible.
- Grading and feedback: For weekly blogs on our class website, your case study outline, and any graded in-class activities you can generally expect feedback within 3 business days.
- The final research presentations: 5-7 business days
- Quizzes will automatically be corrected with feedback.
- Final reflection: 5-7 business days

**Credit hours and work expectations:** This is a **4-credit-hour course**. According to [Ohio State policy](#), students should expect around 4 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) **in addition to 8 hours of homework** (reading and assignment preparation, for example) to receive a B grade.

**Attendance and participation requirements:** To do your best work in this course, it is recommended that you avoid missing class. If you do need to miss on occasion limit the total number across the semester to 3 class periods. You will have one "free pass" week for participation/attendance/learning activities. **Communicate with me!** Active engagement in our discussions of the course materials by asking and answering questions is strongly encouraged.

### **Office hours in person and via Zoom (optional):**

I will be available in person to meet with you on Mondays and Wednesdays after class until 2:30 p.m. I do not have an office on campus due to the Campbell Hall closure, but can reserve meeting space as needed. We can also set up Zoom meetings as needed. If you would like to schedule a one-on-one meeting with me, please reach out and we can schedule it. I am here to maximize your learning experience. I look forward to getting to know my students and working collaboratively with you. I love to learn from and with you!

### **How This Course Works | Course Organization**

**Mode of delivery:** This course is a *traditional in-person format*. It is required for you to be engaged in the class sessions as much as possible. Activities that are scheduled during the class period should be completed during the class period. If for some reason you haven't finished the activity during the class period, you have until midnight on that day to submit your work unless you have made arrangements in advanced with the instructor. There will be many times when an activity is continued from one class period to another, you will submit your progress on an in-class activity each day.

**Pace of activities:** The course calendar is posted on the Carmen Canvas Home page. The course is organized in Modules. The general rhythm will be to:

- Complete assigned readings before the lesson on that topic.
- Complete the blog after reading and the lesson.
- Complete in-class practice and research activities during the lesson.
- Complete the quiz after completing the weekly reading and you are ready to test yourself.
- Make steady progress on research and analysis for your case study each week building on what we do in class.
- Complete your case study proposal outline.
- If working in groups or pairs, be a good colleague. Be dependable, communicate, and be kind.

### **Course Assignments and Academic Integrity**

**Quiz Policy:** Quizzes are open-booked, open-notes, BUT individual work, no use of AI or other artificial modes. Sharing questions or answers with peers is academic misconduct. Please be ethical. You are allowed two attempts to test yourself.

**Written assignments:** Your written assignments, including the final research presentation and blogs should be your own original work. In any assignment, you should follow Chicago or **APA** style to cite the ideas and words of your sources.

**Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

**Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

**Collaboration and informal peer-review:** The course may include opportunities for collaboration with your classmates. While study groups and peer-review of major written projects are encouraged, remember that

comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask me ahead of time.

**Exam Policy:** There are no exams in this course.

**Assignment Make-up Policy:** Under most circumstances, in-class activities missed due to an absence without prior notice will not count for points, but students are encouraged to complete them for their own learning.

Grace for Extraordinary Circumstance: If you are unable to submit an assignment as a result of an accident, illness, or death of a close relative, it may be made up for full credit at the discretion of the instructor. The reason must be 1) serious and compelling, 2) unanticipated, 3) out of the student's control, and 4) documented (e.g., with a doctor's note). If this applies to you, submit a written request (email is okay) as soon as possible, typically within 24 hours of the missed assignment, explaining the reason, and attach documentation. Students may submit blogs and peer commentary summaries up to one week late (7 days from the due date, regardless of weekends, holidays, or fall breaks) for partial credit. The option to submit late work for any module will close AFTER 3 weeks have gone by.

If you encounter extraordinary circumstances (that meet the criteria listed above) that lead you to miss more than a few class meetings or assignments, please contact the professor as soon as possible to discuss the possibility of establishing a more flexible schedule, or to talk about the guidelines for a Withdrawal or a grade of Incomplete.

Exceptions to this policy will be made for circumstances specifically protected by University policy or federal law. This includes work missed due to:

- Official University business (e.g., traveling with the Ohio State University athletic team). Documentation must be provided. Notification of absence is required at least two weeks prior to the absence.
- Accommodations registered with the SLDS office.
- Pregnancy or childbirth. Arrangements should be made in advance if possible. Documentation that absences are medically necessary must be provided.

Please talk to the professor as soon as possible if any of these apply to you.

### **Etiquette and Community Norms**

As a member of a community of learners, it is your responsibility to exhibit professional behavior and decorum in all modes of communication. Following the rules of etiquette on the Internet (netiquette) helps improve the readability of your messages, keeps conversations focused, increases trust, and creates a more positive experience for all participants. Etiquette includes, but is not limited to, the following guidelines:

- Honor people's rights to their opinions; respect the right for people to disagree.
- Be professional; use language that is not considered foul or abusive.
- Respond to peers honestly but thoughtfully, respectfully, and constructively.
- Avoid writing in all caps – it conveys shouting and anger.
- Avoid colors like red and green for accessibility reasons; avoid font styles, colors, and sizes that are difficult to read.
- Address the ideas, not the person, when responding to messages or discussions.

- Be careful when using sarcasm or humor – without social cues like facial expressions or body language, a remark meant to be humorous could come across as offensive or hurtful. Emojis can help reinforce the positive intentions of the interaction.
- Don't distribute copyrighted materials, such as articles and images (most things online are not licensed as "fair use"). Share links to those materials instead and be sure to properly cite all sources to avoid unintentional plagiarism.

## Technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TTY:** 614-688-8743

### Technology necessary for this course:

- CarmenCanvas
- CarmenZoom text, audio or video chat
- Flip
- OSU library and Zotero research tool
- Recording, editing, and uploading video

### Required equipment:

- Computer: current Mac (OS X) or PC with high-speed internet connection
- Mobile device, tablet, or laptop in class for activities

### Required software & applications to join:

- **Microsoft Office 365:** All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.
- **Zotero:** You can sign up for a free Zotero account here. [www.zotero.org](http://www.zotero.org)
- **Padlet:** You can sign up for a free Padlet account here. [www.padlet.com](http://www.padlet.com) Follow Padlet user: Wilkinson.110
- **Hypothes.is:** You can sign up for a free Hypothes.is account here: <https://web.hypothes.is/help/quick-start-guide/#:~:text=Sign%20up%20for%20a%20Hypothesis,don't%20see%20the%20email.>

## Student Resources

### TECHNOLOGY

[EHE Tech Help](#)

### ACADEMICS

[EHE Homepage](#)

[OSU Advising](#)

[Dennis Learning Center](#)

OSU Office of Research

### STUDENT LIFE

OSU Student Health Services

OSU Student Life

OSU Student Financial Aid

EHE Office of Diversity, Inclusion, and Community Engagement

[OSU Tech Support](#)

[EHE Advising Resource Guide](#)

[OSU Thompson Library](#)

EHE Office of Research

EHE Office of Undergraduate Education

OSU Student Advocacy Center

EHE Career Services

OSU Office of Diversity and Inclusion

## Institutional Policies

### Academic Integrity

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize the at failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes as academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:

- [COAM: The Committee on Academic Misconduct](#)
- [Ten Suggestions for Preserving Academic Integrity](#)
- [Eight Cardinal Rules of Academic Integrity](#)

See Course Assignments and Course Academic Integrity, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

## Artificial Intelligence and Academic Integrity

All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

## Accessibility Accommodations

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 isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## Grievances

According to University policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by **speaking first with the instructor or professor**. Then, if necessary, with the department chairperson, college dean, and provide, in that order. Specific procedures are outlines in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.”

## Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

- **Course Audio and Video Recording:** Students who wish to record their classes must first obtain written permission of the instructor/professor. Otherwise, such recording constitutes a violation of the *Code of Student Conduct*.
- **Student Generated Materials:** Any materials generated by a student(s) is copyrighted. Permission must be obtained to use these materials other than the intended purpose inside the course.

- **Course Materials:** These materials are copyrighted and are owned by the author. Copyrights have been secured or they are considered fair use inside/for the course, but this does not apply to uses outside of the course.

### Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning such as: strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the [Office of Student Life's Counseling and Consultation Service \(CCS\)](#) or calling 614-292-5766. CCS is located on the 4<sup>th</sup> floor of the Younklin Success Center and 10<sup>th</sup> floor of Lincoln Tower. **You can reach an on-call counselor when CCS is closed at 614-292-5766- and 24-hour emergency help is also available 24.7 by dialing 988 to reach the Suicide and Crisis Lifeline.**

**Trigger Warning:** Contents of this course may involve media that may be triggering to students due to descriptions of an/or scenes depicting acts of violence, act of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111, or Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

### Diversity Statement

The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different, as discrimination on the basis of age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

The College of Education and Human Ecology is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages everyone to strive to reach their own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches the University's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

**Statement on Title IX:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources by visiting the [Title IX Office of Institutional Equity](#) website or calling the Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu).



The Office of Diversity and Inclusion provides holistic support for qualifying student parents enrolled at Ohio State. To learn more, contact the “Child Care Access Means Parents in School” (CCAMPIS) Program at 614-247-7092, email [lewis.40@osu.edu](mailto:lewis.40@osu.edu), or visit [www.odi.osu.edu/ccampis](http://www.odi.osu.edu/ccampis).

### 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 course 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.

### Weather or other short-term closing

Unless otherwise announced by the university, online or distance-learning classes will occur as scheduled. Please visit the Weather or Other Short-Term Closings website to learn more about preparing for potential closings and planning ahead for winter weather.

### Appendix A. HDFS 4570, Families, Firearms, and Citizenship: Global Perspectives

See attached reading list

## Appendix A. HDFS 4570, Families, Firearms, and Citizenship: Global Perspectives

### Course Reference Materials | Readings

#### Module 1. Firearms Citizenship and the Family Around the World

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# GE Theme course submission worksheet: Citizenship for a Just & Diverse World – HDFS 4570

Briefly describe how this course connects to or exemplifies the concept of this Theme (Citizenship)

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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.

With a central focus on family perspectives and impacts, this course integrates research inquiry and citizenship skills by investigating firearms, families, and citizenship globally, engaging students in the examination of diverse international family perspectives and complex issues central to modern citizenship. Exploring rights, duties, policies, and impacts through a family lens provides crucial insight on participatory citizenship in our diverse and interconnected world.

Connect this course to the Goals and ELOs shared by *all* Themes – HDF5 4570

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.**

**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.

	Course activities and assignments to meet these ELOs
<b>ELO 1.1</b> Engage in critical and logical thinking.	This course will build skills needed to engage in critical and logical thinking about families, firearms, and citizenship from a global perspective at an advanced and in-depth level. Students are guided in self- and group-discovery through a variety of ways: Course materials and mini-lectures will feature integration of readings and original sources across many disciplines, data sources, and geographic locations. Individual and group research assignments will have students developing frameworks for organizing new knowledge, data source quality issues, and strategies for communicating their research findings to others. Comparative analysis of cultural attitudes and policy impacts facilitates critical evaluation of assumptions and arguments on all sides. Activities analyzing gun industry strategies, political rhetoric, and media representations using semiotic and marketing lenses foster logical critique. Assessing research and evidence on firearm training programs, technology features, and violence prevention efforts builds critical thinking capacities. Formulating policy recommendations requires weighing tensions between conflicting rights, duties, interests, and values in a reasoned manner. Examining advocacy campaigns, students must judge logical soundness and evaluate strengths of moral reasoning. The mock UN hearings center practice in critical discourse, logical debate, and reasoned negotiation between positions. Finally, the Weekly blogs and reflections necessitate continual sense-making and intellectual critique on course topics.
<b>ELO 1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	Each module described in the course alignment map (pages 7-12 of syllabus) provides detailed examples of the variety of ways students will meet ELO 1.2. For example, in Module 2. “Symbolic Meanings of Firearms Around the World” students will explore artifacts of U.S. gun symbols and learn about established frameworks for analyzing U.S. gun symbolism through a brief lecture. An in-class active learning exercise will have students working in pairs to gather internet-based examples of gun symbols found in global political rhetoric, folklore, ritual, art, and everyday living. Based partially on what emerges in

	<p>the “data”, students will compare gun symbols in the United States versus other countries. Another example is found in Module 7. “Impacts of Gun Violence on Families” in which students utilize web-based interactive data sources to generative profiles of firearm mortality and morbidity and linkages with civilian firearm availability for selected countries. In lecture, students will learn about evidence-based grief and trauma interventions to help families cope and recover from gun violence. Students will devote their module 7 blog post to presenting the results of an interview they conduct on the topic of family coping with gun trauma. Weekly quizzes will be used to assess students’ understanding of theoretical frameworks, methodological issues in firearms and citizenship research, and applications of research to practice. The major project in this course is completed in stages that require multiple iterations including completing a country selection worksheet (Module 2), proposal outline workshop, draft the case study research proposal outline, in-class reviews of internet-based data sources, library database searches, gather and analyzing data, interpreting and communicate research findings, and critiquing/collaborating with fellow students.</p>
<p><b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.</p>	<p>Lectures, class discussions, and active learning tasks are designed to encourage constructive dialogue with an openness to different experiences, new ideas, and differing viewpoints. The comparative international structure requires students to continually synthesize insights across different cultural approaches, policies, impacts, and advocacy strategies related to firearms and citizenship. Students must integrate ethical, legal, criminological, industry, and health approaches when formulating multifaceted policy recommendations. Analyzing diverse global case studies facilitates integrating academic research with practical, on-the-ground approaches applied in various contexts. To articulate positions in UN-style hearings, students must consider historical, political, and culturally symbolic meanings attached to firearms. Developing messaging for engaging families and youth involves synthesizing communication methods suitable for specific audiences on this topic. The work developing individual case study projects requires students to connect concepts and findings across disciplines and integrate out-of-classroom news/current events with course materials. The course pushes students to continually identify and examine complex dynamics surrounding firearms and citizenship locally and globally.</p>
<p><b>ELO 2.2</b> 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.</p>	<p>Lectures, class discussions, and active learning tasks aim to help students develop a strong sense of themselves as citizens in an interconnected with a global world. The course content includes a diversity of perspectives on firearms, families, and citizenship are not often interrogated in one course of study. Students will actively engage with the content in varied ways that may challenge them to develop a fuller understanding of the role of firearms in citizenship globally. The weekly blog assignments ask students to continually reflect on and synthesize key insights from their individual case study research, course materials, and personal perspectives. This fosters self-assessment and linking ideas over time. The culminating “Best of My Learning” reflection assignment requires students to directly demonstrate intellectual growth by tracing the evolution of their viewpoints and identifying remaining questions, explicitly building on prior coursework. The independent case study project contains stages of increasing complexity from the proposal outline to the final policy recommendations. Students must respond to the challenging cross-cultural analysis. Presenting recommendations in a mock UN hearing requires creative adaptation of knowledge for a novel context simulating global decision-making, building on prior preparation. Activities like developing an ethical argument, making counterarguments, and evaluating evidence challenge students to expand their critical thinking</p>



	capacities in order to construct reasoned positions.
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Goals and ELOs unique to Citizenship for a Just & Diverse World – HDFS 4570

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 explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

**GOAL 4:** Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

	Course activities and assignments to meet these ELOs
<b>ELO 3.1</b> Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural, national, global, and/or historical communities.	This course explores how citizenship and family experiences are shaped by firearms availability, rights, duties, policies, and impacts in our diverse and interconnected world. Access to firearms and attitudes towards their regulation vary greatly around the world. The second amendment of the U.S. constitution codifies citizens’ firearm rights. Other countries such as Japan have highly restrictive policies on civilian firearms ownership. Firearms are integral to arguments around personal liberty, ability to resist oppression, public safety, and violence prevention in the United States and globally. Some see firearm ownership as an important facet of being a citizen while others see firearm proliferation disempowering. The course content and research project require students to evaluate the issues around unregulated firearms flow and the small arms trade globally, the proliferation of firearms to enable conflict and human rights abuses in some contexts, and to disentangle the complex issue with human rights and public wellbeing concerns with critical thinking rather than moral judgments. Throughout the course students will examine a range of perspectives considering local, national, and global citizenship. The course will achieve ELO 3.1 which calls for students to "describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities," in several ways. Module 1 introduces students to varying conceptions of firearm citizenship, rights, and civic responsibilities across different cultural contexts internationally. Students compare

	<p>US notions to global perspectives. Several modules highlight differing philosophical arguments regarding the balance of individual liberties and duties related to firearms from ethical frameworks like social contract theory and utilitarianism. Case studies on impacts of gun violence and policy interventions reveal differing ideas of state duties and citizenship protections. Advocacy campaigns related to firearms policy that students analyze reflect diverse visions of citizenship. Activities to develop student policy recommendations require articulating views on the rights and duties of democratic citizenship regarding firearms regulation and ownership. The mock UN style cross-cultural policy hearings center analysis of citizenship around differing global, national, and cultural policy perspectives. In sum, through continual comparison of international case studies to the US, the course presses students to describe and analyze diverse formulations of firearm citizenship underpinning policy debates and activism efforts globally.</p>
<p><b>ELO 3.2</b> Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</p>	<p>This course supports the cultivation of "intercultural competence as a global citizen" through each course design component. From the first lecture to the final reflection, students will be thinking about the cultural distinctions that influence families, citizenship, and firearms in all parts of world. We will work to establish a respectful, empathetic, and productive learning community that embraces diversity and strives for inclusivity for all. The class discussions and small group work are designed to strengthen students' teamwork, communication, listening, and attitudes toward different cultures. For example, in Modules 8, "Families, Fear, and Firearm Violence Around the World" students analyze empirical studies on cross-cultural differences in fear, moral panic, safety planning drills, and gun violence narratives. Students will work in groups to draft a set of culturally informed recommendations for parents to mitigate a child's fear of gun violence. The cross-cultural comparative structure requires students to continually shift perspectives and build empathy when analyzing differing cultural attitudes, policies, and impacts related to firearms. Activities like analyzing gun symbols and meanings in political rhetoric, folklore, and art across societies builds intercultural analysis skills. Evaluating family socialization and gender norms around guns in various cultures facilitates reflection on one's own cultural assumptions. Examining gun industry marketing techniques and campaigns from diverse global contexts builds media literacy and reveals cultural values. Developing context-specific policy recommendations necessitates navigating tensions between cultural values and public interests, exercising intercultural skills. Presenting recommendations in UN style hearings requires advocating policies suited to other cultural contexts, applying intercultural understanding. The highly cross-cultural structure of readings, activities, and assessments presses students to continually exercise and strengthen core skills, knowledge, and mindsets for intercultural competence with regards to this complex global issue.</p>
<p><b>ELO 4.1</b> Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</p>	<p>Firearms and firearm-related issues stimulate a diversity of opinions, experiences, and emotions. Though many people describe the topic as divisive and difficult to avoid emotional reactions, students will sharpen their analytical skills to better understand how firearms-related issues are differentially experienced. Historically, in the United States and many other parts of the world, governments differentially applied firearms restrictions to persons of color. Once students begin researching their selected country, they will explore demographic patterns of firearms ownership, firearms use, firearms homicide, suicide, and aggravated assaults the disparity negative impacts on selected populations. Each module focuses on important topics that will expose the many</p>

	<p>ways in which firearms-related issues impact DEI within and between countries. This course challenges students to examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences in several ways. For example, the use of international case studies and exploration of differing cultural perspectives on firearms inherently involves examining diversity and inclusion issues. Students must explore a variety of lived experiences globally. Comparative analysis reveals disparities and equity issues in illegal gun ownership, policing, and outcomes based on demographic factors like race and ethnicity. Students must critique these dynamics. In developing context-specific policy recommendations, students must consider implications for diverse groups and promote inclusive solutions that balance interests and rights. Students analyze advocacy campaigns related to firearms through various cultural lenses, evaluating efforts to promote justice and social change for marginalized groups. The mock UN style hearings require students to articulate and negotiate competing policy concerns from diverse global perspectives and contexts.</p>
<p><b>ELO 4.2</b> Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.</p>	<p>Students will achieve ELO 4.2 through cross-cultural comparative analysis, ethical reasoning, and policy formulation activities with international case studies, the course content presses students to consider complex, intersecting dynamics shaping firearms issues globally. Multiple modules explore how notions of citizenship, rights, and responsibilities related to firearms ownership differ across cultural contexts and national laws. Students analyze differing cultural perspectives and traditions surrounding guns. Modules highlight power dynamics and discrimination in illegal gun policing and use of force, requiring students to critique issues of justice and equity. Activities have students evaluate reform proposals to address disparities. Comparing US conceptions of gun citizenship and norms to other countries involves examining the intersections of identity, culture, politics, and notions of rights/responsibilities. Having students develop context-specific policy recommendations requires grappling with balancing individual liberties, public safety, responsible citizenship, and family wellbeing. This involves navigating differing interests and perspectives. The use of mock UN style hearings creates opportunities for students to articulate and advocate for policy positions from diverse global perspectives, navigating tensions between cultural values, power dynamics, and ideals of justice.</p>

# Research and Creative Inquiry Course Inventory

## Overview

The GE allows students to take a single, 4+ credit course to satisfy a particular GE Theme requirement if that course includes key practices that are recognized as integrative and high impact. Courses seeking one of these designations need to provide a completed Integrative Practices Inventory at the time of course submission. This will be evaluated with the rest of the course materials (syllabus, Theme Course submission document, etc). Approved Integrative Practices courses will need to participate in assessment both for their Theme category and for their integrative practice.

Please enter text in the boxes below to describe how your class will meet the expectations of Research and Creative Inquiry courses. It may be helpful to consult with the OSU Office of Undergraduate Research and Creative Inquiry. You may also want to consult your Director of Undergraduate Studies or appropriate support staff person as you complete this Inventory and submit your course.

Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

## Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at [daly.66@osu.edu](mailto:daly.66@osu.edu) or call 614-247-8412.

## Pedagogical Practices for Research and Creative Inquiry Courses

Undergraduate research is defined by the Council on Undergraduate Research (CUR) as an inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline. Undergraduate creative activity is the parallel to research, engaging in a rigorous creative process using (inter)disciplinary methods to produce new work.

In the context of the 4-credit GEN Theme High Impact Practice (which, by definition, is a more robust course than a non-HIP 3-credit Theme course—since student will take one 4-credit course instead of taking two 3-credit courses), research or creative inquiry requires a level of rigor and engagement that goes beyond what is routinely already included in a 3-credit Theme course in that discipline. It will generally mean that students are either (1) instructed in and engage in original research and the production and/or analysis of new understanding or data used in the preparation of a final paper, report, or project characteristic of the discipline, or (2) they are instructed in and engage in the primary production and performance or display of new creative work characteristic of the discipline.

Further comments and clarifications: • The Creative Inquiry or Research component should be integrated throughout a substantial portion of the course (not just at the very end, for example). • The Creative Inquiry or Research component should connect to the Theme and to the subject/content of the course. If the course at hand is requesting two Themes, then the research component or creative work should fully pertain to both Themes.

- 1. Disciplinary expectations and norms: Different disciplines at the university define original research and creative inquiry differently. Please explain what the expectations/norms of your discipline are for original research or creative inquiry. How is new understanding developed in your field? How does the creative process amplify knowledge in the field? (This information should also be readily visible on the syllabus.)**

Human Development and Family Science (HDFS) is an interdisciplinary social science field that generates new knowledge through rigorous quantitative, qualitative, and mixed methods research. The research process involves identifying meaningful problems or gaps in understanding, reviewing prior literature, formulating thoughtful research questions/hypotheses, collecting and analyzing data in a systematic manner, interpreting findings while acknowledging limitations, and discussing implications for policies or practices that can enhance individual and family wellbeing. Qualitative studies might entail collecting interview or observational data and thematically analyzing it using rigorous coding techniques. Quantitative studies test hypotheses using surveys, experiments, or assessment tools to measure variables of interest using statistical tests suited to the research questions. Mixed methods combine these approaches for a comprehensive understanding. HDFS research sheds light on family relationship dynamics, human development and wellbeing across the lifespan, and policy impacts in society. New understanding is developed incrementally building on the cumulative body of knowledge. Undergraduate research in HDFS typically includes literature reviews, secondary data analysis projects, and collaborative work with faculty and graduate student researchers. HDFS scholars are often focused on policy-relevant topics and work collaboratively with research participants.

- 2. Teaching methods and practices: Which class activities and materials will be used to teach students the research methodology and/or research practices or the methods and practices of creative inquiry typical or relevant in your discipline? How will the potential ethical implications for research or creative inquiry in the field be addressed in the course? (This information should also be readily visible on the syllabus.)**

The course will teach research methodology and practices typical of the human development and family science field in several ways. The case study research project sequence scaffolds skills for every stage of inquiry: generating meaningful research questions based on gaps in understanding (module 1 introduces concepts to facilitate this); reviewing/synthesizing prior literature (modules 2-8 supply relevant background); collecting/analyzing data using appropriate global databases supplied (see module 9); interpreting findings while acknowledging limitations of methods (discussed in module 10); and discussing implications for evidence-based policy recommendations (module 14 assignment). Class lessons and activities will model sound practices like backing claims with quality sources, weighing ethical tensions in analysis, comparing rigor across studies, and avoiding biases or logical fallacies. The policy formulation assignment requires applying creative yet feasible solutions to complex multidimensional problems facing families and communities. Students consider ethical implications for research and creative inquiry when judging advocacy campaigns and weighing rights, liberties and reforms in activities and assessments throughout.

- 3. Implementing: Through which class activities and materials will the students be given opportunities to practice disciplinary research or creative inquiry techniques, methods, and skills to create new knowledge or advance praxis? (This information should also be readily visible on the syllabus.)**

The semester-long case study research project immerses students in core social science research skills. Students actively select a country, then synthesize relevant literature to inform their inquiry process. Examining global data sources, students will interpret how firearm availability impacts family and community wellbeing locally, while weighing evidence on policy interventions. Student creativity comes in as they formulate context-appropriate recommendations that balance effectiveness with cultural dynamics to advance just outcomes. Additionally, in small groups students will evaluate specific firearm policy and program effectiveness across settings. Comparing findings worldwide builds skills in cross-cultural comparative analysis common for complex social issues. Selected modules guide students in applying critical frameworks like media semiotics to understand sociocultural influences on attitudes and behaviors. Students will also interpret how traditions, rituals, rhetoric and representations transmit meaning about firearms. Examining family socialization research and applying systems theories scaffolds connecting micro to macro contexts. Through the hands-on, interactive, discussion-based and iterating project activities, students will gain authentic practice in key discipline-aligned skills for responsibly studying families, firearms, and citizenship globally to inform practices and policies.

- 4. Demonstration of competence: Disciplines develop and share new knowledge or creative work in different ways. Through which activity or activities will students first be taught and then be involved in a demonstration of competence in an appropriate format for the discipline (e.g., a significant public communication of research, display of creative work, or community scholarship celebration)? The form and standard should approximate those used professionally in the field. (This information should also be readily visible on the syllabus.)**

The final UN-style policy hearing presentations require students to publicly communicate meaningful evidence-based recommendations regarding firearm policies suited to an assigned country's cultural context. They must synthesize current knowledge on the state of issues related to families, firearms, and citizenship in that nation using statistics and multiple credible data sources examined over the semester. Interpreting impacts and advocating positions relative to human rights and equitable outcomes reflects application standards in the field. The presentation format approximates a professional academic conference panel or a community forum briefing legislators on policy impacts involving careful analysis of global data, evaluation of intervention effectiveness, understanding of cultural contexts, and ethical obligations. Following an 8-minute presentation, students must field 5 minutes of audience questions, demonstrating responsive competence. Students will demonstrate competence cultivated in skills of research, cross-cultural analysis, communication, creative recommendation formulation, and discussion engagement developed through activities during the course.

5. **Scaffolding and mentoring:** Explain how the creative inquiry or research project will be scaffolded across multiple assignments or one large project broken up across the course (e.g., specific explanations about reviewing literature, developing methods, collecting data, interpreting or developing a concept or idea into a full-fledged production or artistic work). Each pertinent assignment should help students build and demonstrate skills contributing to the larger project. Meaningful feedback and mentoring should be provided by the instructor at regular intervals to inform next steps in the process. (This information should also be readily visible on the syllabus.)

The course scaffolds the semester-long case study research project through a sequenced set of assignments, activities, and discussions designed to mentor students in building research inquiry skills. The early content modules establish foundational knowledge by introducing key terms and analytical frameworks (modules 1-3). Students then explore evidence on impacts (modules 4-8) to inform their independent research. Submitting a detailed project outline supports formulating meaningful questions and synthesizing prior literature. Professor feedback guides refinement before proceeding. Weekly research blogs encourage continual reflection to integrate insights over time. Peer commentary and instructor input help focus progress. Several module activities analyze sample case studies, building skills in interpreting global data prior to students examining statistics for their own country case analysis. In-class discussions promote collaboration. The mid-term policy recommendation draft offers an opportunity to iteratively refine ideas based on accumulated evidence and repeated feedback. Finally, the culminating presentations require creatively consolidating expertise into an evidence-based policy briefing with realistic solutions suited to assigned country contexts. Instructor mentoring and peer review enable success. Overall, staged scaffolding through tailored assignments, reflective integration, expert guidance, and collaborative participation develops skills in multifaceted research inquiry.

6. **Reflection:** Explain how the course offers students opportunities for reflection on their own developing skills and their status as learners and as researchers or creatives. (This information should also be readily visible on the syllabus.)

The course offers frequent opportunities for student reflection on their development as researchers and creatives through weekly blog assignments asking students to integrate insights from their individual case study analysis, course materials, and personal perspectives over time. Additionally, the culminating "Best of My Learning" reflection assignment requires students to directly demonstrate intellectual growth by tracing the evolution of their own viewpoints over the semester and identifying remaining questions in a reflective video or write-up, explicitly building on prior coursework. By scaffolding recurring spaces for student metacognition and self-assessment alongside the staged skill-building case study project with its layers of revision and refinement, the course structure intentionally fosters students' capacities as self-directed, lifelong learners equipped to tackle new complex topics related to families, firearms, and global citizenship.

**From:** Kurtz, Marcus <kurtz.61@osu.edu>

**Sent:** Monday, November 18, 2024 4:06 PM

CONCURRENCE FROM POLITICAL SCIENCE

**To:** Wilkinson, Deanna <wilkinson.110@osu.edu>

**Cc:** Tackett, Kimberly <tackett.209@osu.edu>; Folden, H <folden.1@osu.edu>

**Subject:** RE: Request for Concurrence - Department of Political Science

Dear Deanna,

Thank you for the careful response. At this point we are willing to join in concurrence with this course proposal.

Best,  
Marcus.

Marcus J. Kurtz, interim chair  
ASC Distinguished Professor of Political Science  
Ohio State University

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**From:** Wilkinson, Deanna <[wilkinson.110@osu.edu](mailto:wilkinson.110@osu.edu)>

**Sent:** Friday, November 8, 2024 3:28 PM

**To:** Kurtz, Marcus <[kurtz.61@osu.edu](mailto:kurtz.61@osu.edu)>

**Cc:** Tackett, Kimberly <[tackett.209@osu.edu](mailto:tackett.209@osu.edu)>; Folden, H <[folden.1@osu.edu](mailto:folden.1@osu.edu)>

**Subject:** RE: Request for Concurrence - Department of Political Science

Good afternoon Dr. Kurtz,

Thank you for your patience. Please consider our response to your request for concurrence for our proposed new course HDFS 4570, Firearms, Families and Citizenship: A Global Perspective. Two files are attached – a letter detailing our reply and the revised course syllabus for your reference (SEE OUR MEMO RESPONSE TO POLITICAL SCIENCE AND CHANGES MADE BASED ON THEIR FEEDBACK ON PG. 3-5).

We look forward to your reply within 10 business days; otherwise, concurrence will be assumed as per university policy.

Sincerely,  
Deanna

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**From:** Kurtz, Marcus <[kurtz.61@osu.edu](mailto:kurtz.61@osu.edu)>

**Sent:** Friday, August 23, 2024 12:12 PM

**To:** Bagent, Aaron <[bagent.14@osu.edu](mailto:bagent.14@osu.edu)>

**Subject:** RE: Request for Concurrence - Department of Political Science

Dear Aaron,

This looks like a good course! We did, however, see some notable overlap with an existing course on gun politics (political science 4139) offered in the political science department. Here are the areas where there was the most overlap (information from the course instructor):

Module 1 – I see some overlap regarding cultural contexts of firearms as well as conceptions of firearms citizenship. How much emphasis is placed on U.S. domestic experiences (Native Americans, African-Americans, Hispanic Immigrants) versus groups experiences internationally? Also, 4139 explores the new sociological studies by Jennifer Carlson that explore gun ownership/concealed carry as a new form of citizenship. What specific readings will be assigned for this topic?

Module 3—Gun Politics has several components regarding the philosophical arguments for self-defense and the balance between rights and responsibilities.



Module 4—Firearms training programs are a topic covered in 4139 where we look at the curriculum of NRA programs for both Basic Pistol (used in most states for their concealed carry courses) and Personal Protection in the Home (popular here in Ohio). We also discuss stand your ground laws, castle doctrine, and permitless carry (aka Constitutional carry).

Module 5—the Informational interview assignment in 4139 is designed to help students understand attitudes and beliefs about firearms held by peers and/or relatives.

Module 6—4139 discusses media portrayals of firearms and advertising of firearms to women.

Module 7—This information is covered in weeks 6, 7 and 13 of Gun Politics. We also talk about “gun trauma” as a new framework to consider gun violence as a whole.

Module 10—A major component of 4139 is a discussion of the Second Amendment, the constitutional framework of gun rights.

One thought: our course is essentially focused on the US. Were this course to be very heavily ‘global’ in focus, this would substantially mitigate any overlap.

Thanks, and sorry this took a minute to put together.

Best,  
Marcus.

Marcus J. Kurtz, Interim Chair  
College of Arts and Sciences Distinguished Professor of Political Science

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**From:** Bagent, Aaron <[bagent.14@osu.edu](mailto:bagent.14@osu.edu)>

**Sent:** Monday, August 12, 2024 2:26 PM

**To:** Caldeira, Gregory <[caldeira.1@polisci.osu.edu](mailto:caldeira.1@polisci.osu.edu)>

**Cc:** Kogan, Vladimir <[kogan.18@osu.edu](mailto:kogan.18@osu.edu)>

**Subject:** Request for Concurrence - Department of Political Science

Good afternoon Dr. Caldeira,

EHE’s Department of Human Sciences would like to offer a new course – HDFS 4570 Firearms, Families, and Citizenship: Global Perspectives. Arts and Sciences has requested the we obtain concurrent from your department for this course. I’ve attached a “printout” of the entry in curriculum.osu.edu and all documents attached to the entry, including syllabus and required GE documents. Could you let me know by August 26<sup>th</sup> if we have concurrence from your department?

Thanks,  
Aaron



Dr. Marcus J. Kurtz, Interim Chair  
College of Arts and Sciences Distinguished Professor of Political Science  
Department of Political Science  
Ohio State University

November 8, 2024

Thank you for this feedback, it has been incredibly helpful refining my ideas which will ultimately make my course better. I am looking at the most current syllabus for Political Science 4139 that the instructor was kind enough to send it to me. His syllabus states “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 this issue is and, thus, why consensus is so difficult to achieve” (Smith, 2024).” My course offers a unique perspective by examining gun violence through a global lens and within the context of family development, distinguishing it significantly from PolSci 4139. Although some overlap with 4139 is inevitable, my course significantly expands the scope by examining firearms and firearm violence in the context of families across diverse global cultures, including both international families and non-U.S. families within their own national contexts.

HDFS 4570's distinctive focus becomes even clearer in its examination of firearms violence across family contexts that transcend traditional national boundaries. The course explores how global mobility and cultural complexity shape family experiences with firearms, from transnational families separated by borders to households united through international adoption or cross-cultural marriage. Students will analyze how experiences with firearms differ among families displaced by conflict, those who migrate voluntarily for economic opportunities, and those whose professions demand international mobility, such as military and diplomatic families. This global family perspective offers vital insights into how diverse cultural contexts influence attitudes toward and experiences with firearms, providing students with a deeper understanding of gun violence as a complex family and cultural phenomenon.

In terms of your specific module level concerns, I have included your comment (in italics) for reference and explain how I have adjusted the HDFS 4570 syllabus to alleviate your concerns.

*Module 1 – I see some overlap regarding cultural contexts of firearms as well as conceptions of firearms citizenship. How much emphasis is placed on U.S. domestic experiences (Native Americans, African-Americans, Hispanic Immigrants) versus groups experiences internationally? Also, 4139 explores the new sociological studies by Jennifer Carlson that explore gun ownership/concealed carry as a new form of citizenship. What specific readings will be assigned for this topic?*



We appreciate this feedback as it helped me go back into Module 1 to do a better job focusing on the global and international experience rather than the U.S. context only. The revised Module 1 readings are:

- Muddiman, E., Taylor, C., Power, S., & Moles, K. (2019). Young people, family relationships and civic participation. *Journal of Civil Society*, 15(1), 82–98.  
<https://doi.org/10.1080/17448689.2018.1550903>.
- Poole, H. (2022). Chapter 1. Understanding the global firearms phenomenon. In H. Poole & S. Sneddon (Eds.), *Firearms Global Perspectives on Consequences, Crime and Control*. Routledge.
- Skiba, R. (2024). Gun Control: International Views, Perspectives, and Comparisons. After Midnight Publishing. ISBN 978-0-9756446-3-8. Chapters 1-3.
- Tilly, C. (1997). A primer on citizenship. *Theory & Society*, 26(4), 599–602.  
<https://doi.org/10.1023/A:1006838518465>

In terms of your comment on Module 3, we would like clarification regarding how best to address the issue you have identified. You stated: "Module 3—Gun Politics has several components regarding the philosophical arguments for self-defense and the balance between rights and responsibilities." Our goal is to explore the ethical considerations surrounding firearms ownership, use, and safety beyond the U.S. context. The central readings for this module are:

- Cartwright, N., & Sneddon, S. (2022). Chapter 5. Legal frameworks. In H. Poole & S. Sneddon (Eds.), *Firearms Global Perspectives on Consequences, Crime and Control*. Routledge.
- Poole, H. (2022). Chapter 10. The role of civil society and communities in combatting firearms harm. In H. Poole & S. Sneddon (Eds.), *Firearms Global Perspectives on Consequences, Crime and Control*. Routledge.

We have revised the title of Module 3 to the following: Module 3: Ethical Perspectives and Legal Frameworks in the Global Context.

Rather than focusing on the content we had originally proposed for Module 4, we have devoted two weeks to the family socialization processes around the world. By eliminating content on firearms training programs in the U.S., our students would have more time to consider family socialization processes outside the United States. The discipline of Human Development and Family Science provides a unique lens for examining global family socialization regarding masculine and feminine identity formation, rites of passage, family-centered cultural and moral practices that help shape human interaction with technology tools such as firearms. We would be happy to include a reference to the Political Science 4139 course in our syllabus.

Again, we ask for clarification on what specifically the comment for Module 5 is requesting. The weekly blog assignment in our course would also have students interviewing people and writing about their perspectives; however, it focuses on developing a Public Service Announcement (PSA) for a selected country. While we see that the 4139 informational interview assignment has some overlap, the



assignments are not the same. You wrote: *"Module 5—the Informational interview assignment in 4139 is designed to help students understand attitudes and beliefs about firearms held by peers and/or relatives."*

In terms of Module 6, one aspect of studying families and firearms from a global perspective is examining trends and patterns over time in the globalization of firearms. Marketing and media portrayals in the United States clearly have impact globally. Students will have the opportunity in our course to dig deeper into the many ways that other parts of the world experience media and firearm product advertising. For reference, your comment: *"Module 6—4139 discusses media portrayals of firearms and advertising of firearms to women."*

There are several differences in what we plan for Module 7 compared to what is covered in 4139. First, our focus in Module 7 centers on families and considers the impact of gun violence from a family-systems and ecological perspective. Second, the inquiry expands beyond the United States context and will delve deeper into the lived experience based on decades of Dr. Wilkinson's scholarly work in this area. You wrote: *"Module 7—This information is covered in weeks 6, 7 and 13 of Gun Politics. We also talk about 'gun trauma' as a new framework to consider gun violence as a whole."*

Regarding your concern on Module 10, our course will focus much more on the efficacy of interventions to reduce gun violence by examining the empirical evidence of a wide range of strategies families employ globally. Obviously, the 2nd amendment is relevant for the U.S. context, but students will be learning about legal frameworks in up to 25 other countries. Your comment for Module 10 was: *"Module 10—A major component of 4139 is a discussion of the Second Amendment, the constitutional framework of gun rights."*

Finally, you noted that, "...our course is essentially focused on the US. Were this course to be very heavily 'global' in focus, this would substantially mitigate any overlap." Our course is indeed heavily "global" in focus as we aim to expand our course offerings to consider the important issues around firearms in families globally. We thank you for your helpful feedback on our course.

Please let us know if you have questions or concerns regarding this new course.

Sincerely,

Gene

H. Eugene Folden, Ph.D.  
Co-Chair, HDFS Undergraduate Studies Committee  
Associate Professor, Clinical  
STEP Mentor/FIT Mentor  
Department of Human Sciences  
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