

Term Information

Effective Term Spring 2026

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 equips students with critical thinking/research skills to analyze global firearms citizenship issues through diverse lenses (familial, cultural, ethical, social, democratic resilience). Students will develop a nuanced understanding of the complex landscape surrounding firearms and will cultivate evidence-based perspectives for shaping policy and strengthening democratic citizenship.
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, family socialization, symbolic representations, media influences, industry activities, and violence prevention efforts, both domestically and globally.
- ELO: Synthesize diverse international perspectives and insights gained through comparative analysis of case studies, application of ethical reasoning frameworks, and assessment of democratic resilience factors.
- ELO: Apply evidence-based learning to formulate balanced policy recommendations that weigh individual rights, public interests, democratic values, family wellbeing, and responsible global citizenship in diverse governance contexts.
- Develop strategies for democratic engagement that bridge polarized positions while maintaining core democratic values and strengthening civic dialogue across difference.

Content Topic List

- Foundations of the Global Citizenship and Firearms
- Citizenship Theory
- Firearms Citizenship and the Family Around the World
- Ethical Perspectives on Firearms Rights and Responsibilities
- Comparative Governance
- Symbolic Meanings and Citizenship Identities in Global Firearms Culture
- Families and Firearm Socialization
- Citizenship Dimensions of Firearms Violence Impact
- Firearm Impacts - Global Case Studies
- Evidence-Based Citizenship Approaches to Firearms Policy
- Global Firearms Industry, Design, and Citizenship Responsibility
- Policing Illegal Firearms, Racial Disparities, and Use of Force
- Democratic Citizenship in Action - Civic Engagement in an Era of Populism
- Firearms Policy Forum - Country Presentations
- UN Firearms Policy Forum - Resolution Development

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 Concurrence Political Science.pdf: 1.7.25
(Concurrence. Owner: Tackett, Kimberly Ann)
- HDFS 4570 Memo Response - 10.20.25.pdf: 10.20.25 Memo Response
(Other Supporting Documentation. Owner: Tackett, Kimberly Ann)
- HDFS 4570 Syllabus.pdf: 10.20.25
(Syllabus. Owner: Tackett, Kimberly Ann)

Comments

- Please see memo response and updated syllabus as requested from ASC on 9.18.25. - KT *(by Tackett, Kimberly Ann on 10/20/2025 02:23 PM)*
- Please see feedback email sent to the department 09-18-2025 RLS *(by Steele, Rachel Lea on 09/18/2025 12:32 PM)*
- Please see Subcommittee feedback email sent 02/03/2025. *(by Hilty, Michael on 02/03/2025 04:18 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)*

COURSE REQUEST
4570 - Status: PENDING

Last Updated: Locascio, Peter J.
10/20/2025

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
Revision Requested	Hilty, Michael	02/03/2025 04:18 PM	ASCCAO Approval
Submitted	Tackett, Kimberly Ann	05/02/2025 04:23 PM	Submitted for Approval
Approved	Tackett, Kimberly Ann	05/07/2025 03:41 PM	Unit Approval
Approved	Locascio, Peter J.	05/07/2025 04:19 PM	College Approval
Revision Requested	Steele, Rachel Lea	09/18/2025 12:32 PM	ASCCAO Approval
Submitted	Tackett, Kimberly Ann	10/20/2025 02:23 PM	Submitted for Approval
Approved	Tackett, Kimberly Ann	10/20/2025 02:23 PM	Unit Approval
Approved	Locascio, Peter J.	10/20/2025 02:37 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/20/2025 02:37 PM	ASCCAO Approval



TO: ASC Curriculum Committee (Themes II Subcommittee)

FROM: Deanna Wilkinson (Lead Faculty)

DATE: 10/20/25

SUBJ: HDFS 4570 (New course, GE Theme: Citizenship for a Diverse and Just World)

RE: Response to requested revisions on 9/18/25

1. **Comment I:** The Subcommittee commends the department for their work on this course; they are happy to see that the meeting with Assoc. Dean Daly yielded a clearer vision and a much-improved course.
2. **Contingency II:** The Subcommittee requests that the department provide a cover letter outlining the changes made to the course in response to the feedback below.
3. **Contingency III:** The Subcommittee notes and appreciates the discussion of justice in module 12; however, they would like the concepts of justice, difference, equity, and inclusion (i.e. ELO 4.1 and 4.2) to be more visible throughout the course. They note that coverage of these concepts may be embedded in the course materials, but it is difficult for a non-expert (and likely for students) to see this explicitly in the syllabus.

Response: Updates can be found on the various page numbers listed below

Here is a summary of the improvements implemented to make justice, difference, equity, and inclusion more visible throughout the course:

Learning Objectives Revisions

Module 2:

- Revised: "Compare how different citizenship models approach the balance between individual rights and collective welfare, and how this affects access to rights across social groups" (page 11)

Module 4:

- Added: "Examine how different ethical frameworks address justice and care responsibilities toward vulnerable populations" (page 12)

Module 6:

- Revised: "Analyze how firearms symbols reflect and reinforce citizenship ideals and social hierarchies across political systems" (page 13)

Module 8:

- Revised: "Evaluate how experiences of violence reshape citizen-state relationships and expectations, particularly for marginalized communities" (page 14)

Module 12:

- Revised: "Analyze how firearms enforcement practices reveal and reinforce citizenship hierarchies and systemic inequalities across governance systems" (page 16)

Research Blog Prompts Added

Table 2 now includes specific justice/equity prompts:

- Module 3: "Examine how family structures and socioeconomic contexts shape differential access to firearms citizenship" (page 6)

- Module 6: “Whose voices are centered vs. marginalized in these symbolic representations?” [page 6](#))
- Module 7: “What perspectives or experiences might be missing from dominant narratives about firearms and family life?” [page 6](#))

Assignment Requirements Enhanced

Case Study Research Project:

- Added requirement to "Address how firearms policies differentially impact various demographic groups (by class, race, gender, rural/urban, etc.) in your country" [\(page 7\)](#)

Knowledge Check Quiz Option 2:

- Added to analysis section: (2) Critical Analysis choosing one approach from comparative analysis, real-world application, critique of arguments, connection to course themes, or consideration of missing perspectives (How might different groups be affected by the issues discussed?) [\(page 5\)](#)

UN Simulation: Community Stakeholder Engagement [\(pages 8-10 and pages 40-42\)](#)

The community stakeholder integration directly addresses the subcommittee's concern about making justice, difference, equity, and inclusion more visible by transforming abstract academic concepts into concrete, lived experiences. The diverse stakeholder groups—Buckeye Firearms Association, Columbus Office of Violence Prevention, Central Ohioans for Peace, and Moms Demand Action—represent fundamentally different approaches to justice and collective responsibility around firearms policy. When students present their case study findings to these practitioners, they must demonstrate not just theoretical understanding of citizenship frameworks, but practical awareness of how policies differentially impact real communities. The stakeholders will naturally challenge students to address whose voices are centered or marginalized in their analysis, creating organic accountability for equity considerations that might otherwise remain superficial.

This structure operationalizes ELO 4.1 and 4.2 by requiring students to "examine various expressions and implications of diversity, equity, and inclusion" through direct engagement with community members who prioritize different aspects of justice from individual rights advocates to public health practitioners to peace activists. Rather than simply reading about intersections of justice, difference, and citizenship, students must navigate these tensions in real-time dialogue with people whose professional work centers these issues. The forum format models democratic resilience by requiring students to maintain civil discourse while receiving pointed questions about implementation challenges, unintended consequences, and missing perspectives in their policy recommendations. The authentic assessment provided by community stakeholders ensures that justice and equity analysis becomes essential rather than optional. Academic presentations that fail to address differential impacts across demographic groups will face immediate, substantive pushback from practitioners who work daily with affected communities. This creates a feedback loop where students must integrate justice considerations throughout their research process, not just mention them



superficially, because they know they will be held accountable by experts who understand the real-world implications of policy choices for diverse populations.

Module Content Clarifications

Added brief clarifying sentences to highlight existing justice themes:

- Module 4: "Special attention to ethics of care frameworks and justice implications for vulnerable families" (page 12)
- Module 8: "Emphasis on differential impacts across communities and citizenship-based support strategies" (page 14)
- Module 12: "Focus on racial disparities and equitable reform approaches" (page 16)

Assessment Integration

Participation Rubric:

- Added criterion: "Demonstrates awareness of diverse perspectives and differential impacts of policies on various groups" (page 5)

These changes make justice, difference, equity, and inclusion explicitly visible throughout the course structure while maintaining the existing content and time allocations. The improvements ensure students consistently engage with differential impacts and marginalized perspectives across all major assignments and learning activities.

4. **Contingency IV:** As of August 29th, 2025, all syllabi must have either a link to the statements below **or** these statements written out in their entirety within the syllabus (the statement(s) in **bold** below are either outdated or missing from the current syllabus). Syllabi should link to the Office of Undergraduate Education's [Syllabus Policies & Statements webpage](#) and/or copy-and-paste the statements from the Office of Undergraduate Education's website.

- a. Academic Misconduct
- b. **Student Life - Disability Services**
- c. **Religious Accommodations**
- d. **Intellectual Diversity**

Instructors are also welcome to include any other standard and/or recommended syllabus statements found on the Office of Undergraduate Education's webpage which they deem relevant for their course. Please also refer to this page to ensure that the Diversity and Title IX Statements on pp. 19-20 of the syllabus (now combined into the statement on "Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct") and all other statements are current and accurate

Response: PG. 17-21

Updated the following institutional policies: Academic Misconduct, Artificial Intelligence and Academic Integrity, Disability Statement (with Accommodations for Illness), Intellectual Diversity, Creating an



Environment Free from Harassment, Discrimination, and Sexual Misconduct (added), Religious Accommodations

5. **Contingency V:** The Subcommittee requests that the department provide additional information on the syllabus regarding the teaching of research methods and practices in the field. While the HIP Inventory does say that this will be addressed via the Case Study Research Proposal Outline, *where* and *when* this content is being delivered to students is not evident in the course calendar (syllabus, pp. 7-14).

Response: PG. 3-4

I added the following paragraphs to highlight the research methods training planned for this course.

Research Methods and Practices: This course integrates social science research methods throughout the semester via the scaffolded case study project. Student pairs learn and apply comparative case study methodology, literature review and source evaluation, data collection (existing datasets) and analysis, and professional presentation of findings through dedicated workshop sessions embedded within regular class periods. Research skills develop progressively from case selection and question development (Modules 1-3) through literature review and cross-cultural source evaluation (Modules 2-5) to data analysis and policy assessment techniques (Modules 5-10) culminating in diplomatic presentation and dialogue skills (Modules 11-14). Students receive iterative feedback on case study milestones while developing competencies in academic database use, bias assessment, evidence evaluation standards, and professional communication essential for evidence-based policy analysis and democratic engagement.

Interdisciplinary Research Methods and Standards: Students develop competencies in systematic literature review protocols that synthesize research findings across criminology, public health, family science, and political science. The curriculum emphasizes cross-national data comparison techniques for analyzing firearms violence patterns across different governance systems, addressing validity challenges in international crime statistics including variations in reporting standards and cultural bias in measurement tools. Students practice triangulation techniques integrating quantitative and qualitative sources while learning to distinguish correlation from causation in policy research. Critical attention is given to ethical considerations specific to violence research, including responsibilities to affected communities and trauma-informed approaches.

Family Systems and Comparative Analysis: The course incorporates family systems approaches and ecological systems theory for critically analyzing existing research on firearms violence impacts across multiple levels of family interaction. Students learn policy evaluation methodology for violence prevention interventions while developing skills in assessing family resilience studies, intergenerational trauma transmission research, and protective factors literature. This foundation enables rigorous comparative analysis that acknowledges methodological limitations while evaluating sampling strategies and measurement validity across diverse family structures and cultural contexts.

Evidence Assessment and Source Evaluation: Students develop critical analytical skills in evaluating research quality and reliability, requiring them to simultaneously assess methodological limitations,



cultural validity, and potential bias, with emphasis on assessing sample representativeness across countries with different demographic compositions and data collection capabilities. The course builds competency in recognizing publication bias in controversial topics where political considerations influence research dissemination. Critical source evaluation includes systematic assessment of governmental, academic, and NGO data sources, helping students understand how institutional contexts shape research priorities, methodological choices, and interpretation of findings.

6. **Contingency VI:** The Subcommittee asks that the department provide additional information about the public demonstration of competence. Specifically, they would like to know how the department will ensure that the community members outside of the course's students and instructor(s) (e.g. faculty, graduate students, community stakeholders, etc.) will be a part of the UN-style policy hearings. They are also unsure when this will take place, as it does not appear to be on the class schedule (syllabus, pp. 7-14).

Response: Updates can be found on the various page numbers listed below

The syllabus has been revised to clearly specify how community stakeholders will participate in the public demonstration of competence. The High Impact Practice section (page 3) now identifies four specific organizations—Buckeye Firearms Association, Columbus Office of Violence Prevention, Central Ohio Peace Network, and Moms Demand Action—and defines their roles as expert panelists, advisors, and evaluators who provide authentic assessment of student policy recommendations.

The Research Presentation section (pages 8-9) details three specific ways stakeholders engage with students: serving as expert questioners during presentations, advising thematic committees during deliberations, and evaluating the real-world applicability of student recommendations. The course calendar (pages 17-18) places this community engagement explicitly in Modules 14-15, with stakeholder participation integrated throughout both the presentation sessions and committee work phases of the UN-style forum.

This structure ensures that students demonstrate competence to external practitioners representing diverse approaches to firearms policy, creating authentic public accountability for their research and policy analysis skills.



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



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; 614-292-5676

Deanna L. Wilkinson, Ph.D.
Associate Professor

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

SPRING 2026, 4 credit hours, Undergraduate

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

Email: 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 lenses including familial, cultural, ethical, social, and democratic resilience frameworks. By exploring topics such as symbolic meanings of firearms, family socialization, governance systems, impacts of gun violence, industry dynamics, and civic engagement in populist contexts, students will develop a nuanced understanding of the complex landscape surrounding firearms and cultivate evidence-based perspectives for shaping policy and strengthening democratic citizenship.

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

Building on these foundations, Part 2 explores comparative governance systems and ethical frameworks surrounding firearms. Students analyze how different political systems approach firearms citizenship and examine philosophical arguments regarding individual rights versus collective responsibilities. This section develops critical analysis of how populist movements challenge traditional governance approaches to firearms issues.

Shifting focus, Part 3 examines influences shaping social values and norms related to firearms. Students critically analyze symbolic representations, family socialization patterns, and media influences. Special attention is given to how families interpret and transmit firearms symbolism and how these processes reflect broader governance approaches.

Part 4 investigates tangible impacts of gun violence on families and communities globally. Students evaluate associated trauma, costs, and policy interventions. Evidence-based analysis is emphasized through case studies examining how different societies balance firearms policies with democratic values.

The final part analyzes the firearm industry, regulatory frameworks, and civic engagement strategies for strengthening democratic citizenship. Students develop practical knowledge of how to foster inclusive dialogue across polarized positions while maintaining democratic resilience in challenging contexts. The course culminates in applying this critical knowledge through policy analysis and UN-style deliberations that respect diverse perspectives while promoting evidence-based approaches.

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, democratic resilience, 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 socialization, symbolic representations, media influences, 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, application of ethical reasoning frameworks, and assessment of democratic resilience factors.
- ✓ **ELO5.4** Apply evidence-based learning to formulate balanced policy recommendations that weigh individual rights, public interests, democratic values, family wellbeing, and responsible global citizenship in diverse governance contexts.
- ✓ **ELO5.5** Develop strategies for democratic engagement that bridge polarized positions while maintaining core democratic values and strengthening civic dialogue across difference.

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. The course develops critical democratic resilience skills through activities that require navigating complex firearms citizenship issues across polarized positions. Students showcase their gained competence through a final Model UN style policy presentation that challenges them to balance diverse cultural perspectives with evidence-based approaches.

Additionally, the cross-cultural structure necessitates building intercultural competence and empathy when analyzing diverse perspectives on citizenship and governance. Deliberative dialogue exercises provide practical experience in fostering constructive engagement across difference—a crucial skill for democratic citizenship in an era of increasing polarization. Intentional efforts are made to cultivate an inclusive course climate for respectful sharing and discussion of socially relevant issues through structured activities that model democratic values in practice.

Course Materials, Fees, and Technologies

Required

The readings and other instructional materials will include book chapters, journal articles, documentaries, podcast episodes, 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.

Course Requirements and Evaluation

Grades

Assignment / Category	Points	Type
Engaged Learning and Collaboration		
Class Attendance and Participation in Active Learning in Individual and Group Work (8 points/module)	112 points	Independent & Collaborative Work
Assessment		
Self-Check Reading Comprehension Quizzes (5 points/quiz x12) Choose your Assessment Type from three options	60 points	Independent Work
Case Study Research Project		
Weekly Research Blog and Peer Commentary (15 points/blog x 8)	120 points	Independent & Collaborative
Case Study Research		Independent Work
Check Point 1 -Week 2	10 points	
Check Point 2 -Week 5	10 points	
Check Point 3 - Proposal Outline Week 8	30 points	
Check Point 4 – Week 11	10 points	
Check Point 5 – Week 13	10 points	
Case Study Presentation and Support Materials	100 points	Collaborative Work
Research Log and Reflections on the Process	28 points	
Peer Assessment	20 points	
The Best of My Learning Reflection Choose your Format	50 points	Independent Work
TOTAL	550 Points	

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 & 5.5). 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. Please 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. (13 @ 5 points each, 65 Total) (Goals 1, 2, 3, & 4; ELOs 1.2, 2.1, 3.1, 4.2). Each week you will complete a Knowledge Check quiz on Carmen Canvas. You can choose from three alternative assessment options: (1) a standard multiple-choice quiz consisting of 10 questions (two attempts allowed); (2) creating 5 meaningful discussion questions based on readings; or (3) write one-page reading summary and analysis. 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.

Bi-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 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 Checkpoints and Milestones. Students will work on their case study research throughout the semester with the following check points along the way: Weeks 1-2: Introduce concepts, select countries/groups, develop initial questions; Weeks 3-5: Develop research plan, gather sources, create annotated bibliography; Weeks 6-8: Submit proposal, refine research questions, analyze data; Weeks 9-11: Develop preliminary findings, receive feedback, refine analysis; Weeks 12-13: Draft presentation, develop recommendations; Weeks 14-15: Deliver presentations, participate in UN-style forum.

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 *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 record 5–8-minute video presentation 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. Each student may choose which professional format suits their preferences. The format options are as follows: Video reflection (5-7 minutes), Written blog post with images (500-700 words), Visual journey map with explanatory text, Letter to future students with key insights, Audio podcast with transcript. The content will be consistent across format type. Students need to introduce the overall topic/country of focus, summarize 2-3 of the most significant learning moments/insights, explain how your perspective shifted/evolved over the semester, discuss how you may build on this learning in future classes or experiences, share what key questions remain unanswered for you moving forward, and conclude by addressing what you are still curious to learn in this domain. The goal is to craft a reflective piece that highlights your 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. At the end of our course, we'll create a digital showcase called "Global Perspectives on Firearms, Families & Citizenship" featuring your most compelling research and insights.

Week	Module/Topic	Module Learning Objectives Readings	ELOs	Assessment	Activities/Assignments
1	Module 1. Foundations of the Global Citizenship and Firearms	➤ Define key concepts of citizenship and citizenship theory across different contexts ➤ Analyze how notions of citizenship shape firearms rights and responsibilities globally ➤ Establish a comparative framework for analyzing firearms issues globally Readings: (Akkari & Maleq, 2020; Sant et al., 2018)	1.1 2.1 3.1 4.2 5.1 5.3	Reflective Blog Entry #1: "Personal Citizenship Perspectives" Brief World Tour 1-minute Reflection paper Citizenship Concepts Self-Check Quiz Initial country preference survey	Icebreaker activity: Gun perceptions around the world - hat pick, R & R Review syllabus, expectations, community goals (annotation in hypothesis) "Brief World Tour" - visual presentation of firearms contexts globally Think-pair-share: What surprised you about global firearms patterns? Small group work analyzing contrasting case examples from different regions
2	Module 2. Citizenship Theory	➤ Analyze major citizenship theories and their implications for rights and responsibilities manifest in different cultural and political contexts ➤ Compare how different citizenship models approach the balance between individual rights and collective welfare ➤ Apply citizenship frameworks to understand varied approaches to firearms policies globally ➤ Apply critical citizenship theories to understand power dynamics in firearms debates (Bellamy, 2011; Benhabib, 2020; Cabrera, 2010; Carlson, 2019; Delanty, 2006; Janoski, 1998; Sommers, 2008)	1.1 1.2 3.1 3.2 4.2 5.1 5.3 5.5	Reflective Blog Entry #2: "Citizenship Model Application" Citizenship Framework Comparison Chart Citizenship Theory Quiz	Mini-lecture: Citizenship Frameworks: Rights, Responsibilities, and Firearms Policy Multi-Lens Case Analysis: Apply multiple citizenship perspectives to the same case study Citizenship Debate Structured debate where students argue firearms positions from different citizenship perspectives

Week	Module/Topic	Module Learning Objectives	ELOs	Assessments	Activity/Assignments
3	Module 3: Firearms Citizenship and the Family Around the World	➤ Analyze how notions of citizenship, rights, and civic responsibilities related to firearms ownership vary across different cultural contexts. ➤ Evaluate how families shape and transmit values and norms related to firearms across generations and societies. ➤ Compare US conceptions of firearm citizenship and norms to those internationally. _____ (Carlson et al., 2019; Chidiogo Uzoamaka Akpuokwe et al., 2024; Hubbert & Eaton, 2024; Johnson et al., 2021; Jouet, 2019; Mencken & Froese, 2019)	1.1, 1.2 2.2 3.1 5.1, 5.3	Research Blog Entry #3, “Citizenship Case Study Exploration” Cross-Cultural Comparison Brief Quiz	Mini-Lecture on Notions of Citizenship, Rights, and Civic Responsibilities Related to Firearms Ownership Citizenship Framework Case Study Analysis Cross-Cultural Family Socialization Simulation Case Study Scoping Document
4	Module 4: Ethical Perspectives on Firearms Rights and Responsibilities	➤ Analyze key ethical frameworks for evaluating firearms citizenship rights and responsibilities ➤ Compare how different ethical traditions balance individual autonomy with collective well-being ➤ Apply ethical reasoning to evaluate firearms policies' impacts on families and communities globally _____ Readings: (Anderson et al., 2017; Crummett, 2021; Heider, 2022; Huemer, 2016; Iwundu et al., 2022; Lawrence, 2019; Shultz et al., 2020; Ulrich, 2023)	1.1, 1.2 2.2 4.1, 4.2 5.1, 5.2, 5.3, 5.4	Wkly Blog Entry #4, “Ethical Framework Analysis” Quiz Jigsaw notes	Mini-lecture on Ethical Frameworks Jigsaw activity applying frameworks to case study _____ Mini-Lecture on Utilitarianism, social contract theory, and Ethics of Care Small group work analyzing statistics on family/community impacts

Week	Module/Topic	Module Learning Objectives	ELOs	Assessments	Activity/Assignments
5	Module 5: Comparative Governance	➤ Compare how democratic and non-democratic systems approach citizenship rights and responsibilities regarding firearms ➤ Analyze how different political systems define the citizen-state relationship in matters of security ➤ Examine how governance structure impacts policy development, implementation, and citizen compliance Readings: (Ausman & Faria, 2019; Blanton, 1999; Clermont & Sherwin, 2002; Digiuseppe & Poast, 2018; Erhardt et al., 2021; Ho et al., 2022; Kharel & Acharya, 2023; Kuo, 2024; Middlewood et al., 2024; Newhall, 2023; O'Shea, n.d.; Voinea et al., 2023; Williams, 1938)	1.1, 1.2 3.1, 3.2 4.2 5.1, 5.2 5.3, 5.4	Weekly Blog Entry #5: "Compliance Analysis for Case Study Country" Case Study Annotated Bibliography checkpoint Quiz	Governance spectrum mapping exercise Critical analysis "citizenship" definitions across different systems Case Study Annotated Bibliography Workshop Trust and Compliance Data Visualization Project Implementation Analysis Brief
6	Module 6: Symbolic Meanings and Citizenship Identities in Global Firearms Culture	➤ Analyze how firearms symbols reflect and reinforce citizenship ideals across political systems ➤ Compare how different societies use firearms imagery to construct national and civic identities ➤ Evaluate how symbolic meanings influence citizen-state relationships and civic participation Readings: (Boine et al., 2020; Cukier & Sheptycki, 2012; de Jong & Mügge, 2024; Erhardt et al., 2021; Jouet, 2019; Naujoks, 2020; Novak, 2023; Thomas et al., 2022; Tribl, 2023)	1.1, 1.2 3.1 4.1, 4.2 5.1, 5.3	Wkly Blog Entry #6, Firearms Symbolism Country Selection decision-making worksheet Quiz	Mini-lecture on U.S. gun symbolism analysis framework and examples of gun symbols globally Country Selection decision-making worksheet Compare and Contrast Gun Symbols Activity Rhetorical analysis of American vs. global pro-gun rights messages

Date	Module/Topic	Module Learning Objectives	ELOs	Assessments	Activity/Assignments
7	Module 7: Families and Firearm Socialization	➤ Analyze how families interpret and transmit firearms symbolism as citizenship education sites ➤ Evaluate how family structures transform cultural firearms symbols during socialization ➤ Compare democratic vs. authoritarian family dynamics' impact on firearms citizenship development ➤ Examine families as mediators between symbolic narratives and individual firearms identity formation ➤ Evaluate how families reinforce or create alternatives to dominant firearms narratives Readings: (Collins & Swoveland, n.d.; Glover & Hilliard, 2021; Kalesan et al., 2016; Lanterman & Blithe, 2018; Martin-Storey et al., 2015; Paruk et al., 2024; Wombacher & Wallace, 2019)	1.1 2.1 3.2 4.2 5.1, 5.2 5.3	Wkly Blog Entry #7, “Socialization and Symbolism Reflection” Quiz Case Study Methods and Sources Review	Mini-Lecture on research findings family socialization and guns Case Study Methods and Sources Review Symbol to Socialization Pathway Mapping Facilitated Discussion on Family Socialization Citizenship Symbols in Action Project Workshop (Group Project) Mid-semester Course feedback survey
8	Module 8: Citizenship Dimensions of Firearms Violence Impact	➤ Analyze how firearms violence impacts citizenship rights and participation across global contexts ➤ Compare how different societies balance public health approaches with citizenship rights ➤ Evaluate how experiences of violence reshape citizen-state relationships and expectations ➤ Assess how citizenship frameworks inform support strategies for affected communities Readings: (Florquin, 2021; Lanterman & Blithe, 2018)	1.2 3.2 4.1, 4.2 5.1, 5.2 5.3, 5.4 5.5	Wkly Blog Entry #8, “Citizenship Resilience” Reading Comprehension Quiz Cross-Cultural Support Strategy Brief	Mini-Lecture on Firearm Mortality Patterns Small group data analysis Cross-Cultural Support Strategy Workshop Guided reflection connecting statistics to lived citizenship experiences Citizenship-Informed Support Strategy Development

Date	Module/Topic	Module Learning Objectives	ELOs	Assessment	Activity/Assignments
9	Module 9: Firearm Impacts - Global Case Studies	➤ Analyze global statistics on firearm deaths, injuries, crime, availability patterns. ➤ Evaluate research on health/social impacts of firearms in different countries. ➤ Examine psychological, economic, productivity effects of gun violence across cultures. ➤ Compare direct and indirect costs associated with gun violence globally. ➤ Assess successes and failures of policy interventions aimed at reducing firearm impacts. Readings: (Abdellatif Mami, 2020; Akkari & Maleq, 2020; Bagnall & Moore, 2020; Demelenne, 2020; Early, 2021; <i>Gun Violence</i>, n.d.; <i>The Economic Cost of Gun Violence</i>, n.d.)	1.2 2.1 3.1 4.1 5.1, 5.2 5.3, 5.4	Wkly Blog Entry #9, "Firearms Impacts in Case Study Country" Quiz Imagery and Script for video presentation. Case Study Preliminary Findings Brief	Mini-Lecture on Firearms Impacts UN hearing style video presentation overview Case Study Preliminary Findings Workshop Mini-Lecture on the cost of gun violence Evidence Analysis Workshop Presentation Script Development
10	Module 10: Evidence-Based Citizenship Approaches to Firearms Policy	➤ Analyze how evidence-based policy approaches can be integrated with diverse citizenship frameworks ➤ Evaluate how different societies weigh evidence against cultural and citizenship values ➤ Apply systematic evidence assessment methods to firearms policy evaluation Readings: (Demir, 2020; Head, 2010; Oliver et al., 2014; UNESCO, 2025; Zapata-Barrero & Mansouri, 2022)	1.1, 1.2 2.1 3.1 4.2 5.1, 5.2 5.3, 5.4	Wkly Blog Entry #10, "Evidence-Citizenship Reflection" Quiz Evidence Evaluation Form	Mini-Lecture on Comparative Evidence Standards Evidence-Value Matrix Activity Jigsaw Analysis of Firearms Policies Mini-Lecture on Standards for Evidence-Based Policies Citizenship-Evidence Integration Workshop Small Group Evidence Evaluation

Week	Module/Topic	Module Learning Objectives	ELOs	Assessment	Activity/Assignments
11	Module 11: Global Firearms Industry, Design, and Citizenship Responsibility	➤ Analyze Industry-Citizenship Relationships ➤ Evaluate Marketing and Citizenship Identity ➤ Examine Corporate Citizenship Standards ➤ Analyze Global Industry Flows and Governance Readings: (<i>Armax</i>, n.d.; Arsovska, 2014; Blocher et al., 2023, 2023; Blocher & Charles, 2020; Byrne, 2007; Cavataro et al., 2025; Cukier & Sheptycki, 2012; Doucette et al., 2023; Gundlach et al., 2010; Raissian et al., 2022; Werbick et al., 2021; Wood et al., 2018)	1.1, 1.2 2.1 3.1 4.2 5.1, 5.2 5.3, 5.4	Wkly Blog Entry #11, “Corporate Citizenship Reflection” Quiz Case Study Presentation Outline/Storyboard	Mini-Lecture on Industry-Citizenship Relationships Marketing Analysis Workshop Case Study Presentation Planning Mini-Lecture on Global Industry Flows Jigsaw activity on regulatory systems across governance contexts Integrated Industry Citizenship Analysis
12	Module 12: Policing Illegal Firearms, Racial Disparities, and Use of Force	➤ Analyze how firearms enforcement practices reveal citizenship hierarchies across governance systems ➤ Compare how different societies balance security interests with equitable citizenship rights ➤ Evaluate how enforcement disparities reflect and reinforce citizenship inequalities ➤ Develop citizenship-centered reform frameworks that address both safety and equity concerns Readings: (Aguirre Tobón et al., 2021; Aranda & Vaquera, 2015; Cooper et al., 2022; Diphoorn et al., 2021; Hayvon, 2024; Pérez Esparza et al., 2021; Pérez Ricart et al., 2021; Picard, 2021; Presser & Alpers, 2021; Skinner, 2024; Squires et al., 2021; Weigend Vargas et al., 2021; Wood et al., 2018)	1.1 3.1 4.1, 4.2 5.1, 5.2 5.3, 5.4 5.5	Wkly Blog Entry #12, “Citizenship Justice Reflection” Quiz	Mini-Lecture on Enforcement Approaches Citizenship Rights Mapping Disparities Data Analysis Workshop Enforcement Systems Analysis SWOT Analysis for Reform Planning

Date	Module/Topic	Module Learning Objectives	ELOs	Assessment	Activities/Assignments
13	Module 13: Democratic Citizenship in Action - Civic Engagement in an Era of Populism	➤ Analyze how civic engagement on firearms issues reflects core citizenship principles and varies across different citizenship traditions and governance systems ➤ Evaluate how effective civic action navigates diverse citizenship values and perspectives ➤ Analyze strategies for strengthening democratic resilience through inclusive civic engagement ➤ Apply Reimers' frameworks for global citizenship education to develop approaches that bridge polarized positions ➤ Design inclusive approaches that engage families and youth as active citizens Readings: (Anestis et al., 2025; Bieler et al., 2016; Boine et al., 2022; Dewaele & Lucas, 2022; Gehrke, 2024; Lima, 2025; Nakayama, 2020; Ouanada, 2020; Parigi, 2003; Paruk et al., 2024; <i>Reframing the Gun Debate (SSIR)</i>, n.d.; Reny et al., 2023; Schell et al., 2024; Seidikenova et al., 2020; Sullivant & Dowd, 2021)	1.2 2.1, 2.2 3.1, 3.2 4.2 5.1, 5.2 5.3, 5.4 5.5	Wkly Blog Entry #13, "Democratic Resilience and Civic Engagement Reflection" Quiz Citizenship Engagement Strategy Case Study Analysis Brief	Mini-Lecture on Global Civic Engagement Models Citizenship Expression Through Civic Engagement Action Mapping Activity Case Study Analysis Brief Workshop Family and Youth Citizenship Engagement Design Engagement Plan Development and Peer Review
14	Module 14: UN Firearms Policy Forum - Country Presentations	➤ Synthesize course concepts by applying citizenship frameworks to analyze firearms policies in specific country contexts ➤ Demonstrate understanding of how governance systems, cultural values, and citizenship traditions shape firearms approaches globally ➤ Present evidence-based policy recommendations that respect local citizenship contexts ➤ Engage in diplomatic dialogue across diverse perspectives while maintaining citizenship principles	1.2 2.1, 2.2 3.1, 3.2 4.1, 4.2 5.1, 5.2 5.3, 5.4 5.5	Two-day simulation of a United Nations policy forum on global firearms issues. Students present country-specific research and participate in diplomatic deliberations. Culminates in the development of policy	Session 1: Opening Session and Country Presentations Part 1 Session 2: Country Presentations Part 2 Committee Formation and Initial Discussion

		➤ Evaluate policy proposals through multiple citizenship lenses and governance frameworks ➤ Develop skills in representing country positions while acknowledging global citizenship responsibilities Readings: (Amnesty International, n.d.; Early, 2021; Gulasekaram, 2022; Hawkins, 2024; Lanterman & Blithe, 2018; Ovidiu, 2024; Steidley, 2019)		resolutions that respect diverse citizenship contexts	
Date	Module/Topic	Module Learning Objectives	ELOs	Assessment	Activities/Assignments
15	Module 15: UN Firearms Policy Forum - Resolution Development	➤ Evaluate policy proposals through multiple citizenship lenses and governance frameworks ➤ Develop skills in representing country positions while acknowledging global citizenship responsibilities Readings: Peer Case Study Reports	1.2 2.1, 2.2 3.1, 3.2 4.1, 4.2 5.1, 5.2 5.3, 5.4 5.5	Culminates in the development of policy resolutions that respect diverse citizenship contexts Final Reflection Paper: "Best of My Learning"	Session 3: Committee Deliberations Session 4: Resolution Development and Synthesis

*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 bi-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
- The M/C Quizzes will automatically be corrected with feedback. Options 2 and 3 will be graded within 3 business days
- 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 before and after class. 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!

Attendance Policy

The following measured consequences for exceeding the 3-day absence limit will be used in this course.

1. **Grade Impact:** Each absence beyond the 3-day limit could result in a percentage point reduction from the final grade or a deduction from the participation portion of the grade (perhaps 2-3% per additional absence).
2. **Graduated Response:**
 - 4-5 absences: Written warning and required meeting with the professor
 - 6-7 absences: Additional grade penalties and a formal improvement plan
 - 8+ absences: Potential course failure or mandatory withdrawal
3. **Recovery Option:** I may offer a limited number of "make-up opportunities" through additional assignments that allow students to recover some points lost due to absences.
4. **Extenuating Circumstances Clause:** As stated elsewhere there is a provision for documented emergencies, extended illness, or other significant life events that would exempt students from the standard policy.
5. **Engagement Alternative:** For unavoidable absences, require students to engage with the missed material through reflection papers or online discussions to maintain connection with the course content.

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 advance 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
- **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
- **Padlet:** You can sign up for a free Padlet account here. 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](#)

[OSU Tech Support](#)

ACADEMICS

[EHE Homepage](#)

[EHE Advising Resource Guide](#)

[OSU Advising](#)

[OSU Thompson Library](#)

[Dennis Learning Center](#)

EHE Office of Research

OSU Office of Research

STUDENT LIFE

OSU Student Health Services

EHE Office of Undergraduate Education

OSU Student Life

OSU Student Advocacy Center

OSU Student Financial Aid

EHE Career Services

EHE Office of Diversity, Inclusion, and Community Engagement

OSU Office of Diversity and Inclusion

Institutional Policies

Academic Misconduct

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 that 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 please review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

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

If students have questions about the above policy or what constitutes academic misconduct in this course, they should contact the instructor.

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

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite, and others. These tools will help shape the future of work, research and technology, but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

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.

Disability Statement (with Accommodations for Illness)

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If students anticipate or experience academic barriers based on a disability (including mental health and medical conditions, whether chronic or temporary), they should let their instructor know immediately so that they can privately discuss options. Students do not need to disclose specific information about a disability to faculty. To establish reasonable accommodations, students may be asked to register with Student Life Disability Services (see below for campus-specific contact information). After registration, students should make arrangements with their instructors as soon as possible to discuss your accommodations so that accommodations may be implemented in a timely fashion.

If students are ill and need to miss class, including if they are staying home and away from others while experiencing symptoms of viral infection or fever, they should let their instructor know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations.

You can connect with them at slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th 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 sue 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 4th floor of the Younklin Success Center and 10th 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.

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing

students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a welcoming community. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office (CRCO):

Online reporting form: <http://civilrights.osu.edu/>

Call 614-247-5838 or TTY 614-688-8605

civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Religious Accommodations

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

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed

class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

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

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Civil Rights Compliance Office](#).

Policy: [Religious Holidays, Holy Days and Observances](#)

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

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Appendix B. Guidelines for Assignments, Quiz Options, and Blog Options

Knowledge Check Quiz Alternative Options

Option #1 – Standard Multiple Choice

10 questions in 30 minutes, two attempts

Option #2 –One-Page Reading Summary and Analysis Guidelines

Purpose

This alternative assessment allows you to demonstrate your understanding of the assigned readings through written analysis rather than multiple-choice questions.

Format Requirements

Length: One page (approximately 350-500 words)

Format: Double-spaced, 12-point font, 1-inch margins

Citations: Include proper citations for all sources using APA format

Submission: Upload as a PDF or Word document to Carmen Canvas

Content Structure

Your summary and analysis should include these three sections:

1. Key Concepts Summary (30%)

Identify and concisely explain 3-4 main concepts/arguments from the readings. Prioritize the most significant ideas rather than trying to cover everything. Use your own words rather than extensive quotes. Use parenthetical citations when paraphrasing sources.

2. Critical Analysis (50%)

Choose ONE of the following analytical approaches:

- Comparative analysis: How do the perspectives in these readings compare to other course concepts or previous readings?
- Application analysis: How might these concepts apply to a specific country case study or real-world situation?
- Critique: What are the strengths and limitations of the author's arguments or evidence?
- Connection analysis: How do these readings connect to broader themes of citizenship, family, or firearms regulation?

3. Reflective Questions (20%)

Pose 2-3 thoughtful questions that emerged from your engagement with the readings. Explain briefly why each question matters for understanding the module's themes.

Evaluation Criteria

1. Comprehension: Accurately represents the authors' main ideas
2. Analysis: Demonstrates critical thinking beyond simple summarization
3. Integration: Makes meaningful connections to course concepts and themes
4. Clarity: Communicates ideas clearly and concisely
5. Organization: Presents ideas in a logical, well-structured manner

Option #3. Five Meaningful Discussion Questions Assignment Guidelines

Purpose

This alternative assessment allows you to demonstrate your understanding of the assigned readings by creating thoughtful discussion questions that prompt critical thinking and analysis.

Requirements

Create 5 original discussion questions based on the assigned readings. Each question should include a brief context/rationale (2-3 sentences). Total submission length: approximately one page

Question Types

Your set of 5 questions should include at least 3 different types from this list:

1. Comparative Questions: Ask readers to compare and contrast different perspectives, theories, or approaches in the readings
2. Application Questions: Ask readers to apply concepts from the readings to real-world situations or case studies

3. Analytical Questions: Ask readers to break down arguments, identify assumptions, or evaluate evidence
4. Synthesis Questions: Ask readers to connect ideas across multiple readings or modules
5. Evaluative Questions: Ask readers to assess the strengths and limitations of arguments or approaches
6. Perspective-Taking Questions: Ask readers to consider how different stakeholders might view an issue

Format for Each Question

For each question, include:

The question itself (clearly phrased)

Question type (from the list above)

Brief context/rationale explaining why this question matters and what thinking it aims to provoke

Evaluation Criteria

Your questions will be evaluated based on:

1. Depth: Questions that prompt critical thinking beyond mere recall
2. Relevance: Clear connection to key concepts in the readings
3. Clarity: Well-formulated questions that are understandable and specific
4. Diversity: Variety of question types and topics covered
5. Insight: Demonstrates your own understanding of the material's implications

Case Study Project Instructions and Expectations for 2-3 Person Groups

Case Study Checkpoints and Milestones

Throughout the semester, your 2-3 person team will develop a comprehensive case study examining firearms, families, and citizenship in a global context. This scaffolded research experience includes:

Weeks 1-2: Exploration and Foundation

- Collaboratively explore potential countries of interest through guided activities
- Submit a team country preference with brief rationale (250 words)
- Develop 3-5 preliminary research questions that connect to course themes
- Establish team communication protocols and initial division of interests

Weeks 3-5: Research Development

- Create a structured team research plan with specific individual responsibilities
- Compile a collaborative annotated bibliography (8+ sources) with each team member contributing
- Complete source assessment worksheet identifying potential biases and limitations
- Meet as a team to discuss initial findings and refine focus areas

Weeks 6-8: Proposal and Initial Analysis

- Submit team proposal outline with clear delineation of member responsibilities
- Participate in peer feedback session to refine research questions
- Begin systematic data collection with each member taking lead on specific aspects
- Schedule team check-in with instructor for guidance and feedback

Weeks 9-11: Evidence Analysis and Findings

- Develop preliminary findings using citizenship framework analysis
- Hold team synthesis meeting to integrate individual analysis components
- Submit draft findings for structured feedback
- Refine analytical approach based on feedback

Weeks 12-13: Synthesis and Recommendations

- Draft evidence-based policy recommendations as a team
- Create presentation storyboard with defined speaking roles
- Develop discussion questions for post-presentation dialogue
- Rehearse presentation as a team for timing and coherence

Weeks 14-15: Presentation and Deliberation

- Deliver coordinated team presentation in UN-style forum
- Engage as a united delegation during Q&A
- Participate in resolution development representing your country's perspective
- Submit individual reflections on your specific contributions and learning

Case Study Research Proposal Detailed Outline

The proposal outline serves as your team's research roadmap. With 2-3 members per team, you'll create a comprehensive blueprint that clearly defines both collective goals and individual responsibilities.

Components of the Proposal (1200-1500 words total):

1. Executive Summary (150-200 words)

- Concise overview of your case country, core research questions, and significance
- Brief introduction to team members and their specific areas of focus

2. Background and Context (250-300 words)

- Essential historical, cultural, and political context of firearms in your selected country
- Current statistical snapshot of firearm ownership, legislation, and impact
- Identification of key stakeholders and institutional frameworks

3. Literature Review and Theoretical Framework (300-400 words)

- Synthesis of existing research on your country's approach to firearms
- Application of relevant citizenship frameworks from course readings
- Identification of research gaps your case study will address

4. Research Questions and Objectives (150-200 words)

- 2-3 primary research questions with clear connection to course themes
- Specific, measurable objectives that will guide your investigation

5. Methodology and Data Sources (200-300 words)

- Description of research approach with justification
- Specific primary and secondary sources with accessibility plan
- Analytical framework for evaluating evidence

6. Team Organization and Timeline (150-200 words)

- Clear delineation of team member responsibilities
- Specific milestone deadlines with accountability measures
- Team meeting schedule and communication plan
- Contingency plans for potential challenges

7. Expected Outcomes (100-150 words)

- Anticipated findings and their importance for understanding global firearms issues
- Potential policy implications

Your instructor will provide timely and detailed feedback to ensure your team has a solid foundation for continued research.

Research Presentation in UN-Style Hearing

Your team's case study culminates in a professional presentation simulating a United Nations policy hearing, with each team member taking a defined role as part of your country's delegation.

Presentation Requirements:

1. Format and Delivery

- 5-8 minute recorded video presentation with balanced speaking roles for all team members
- Professional visual aids with cohesive design
- Clear transitions between team speakers
- Coordinated professional appearance appropriate for diplomatic setting

2. Content Requirements

- **National Context (20%):** Overview of the country's firearms landscape, legal frameworks, and cultural significance
- **Evidence-Based Analysis (30%):** Key data on firearms impacts, including public health outcomes and social/familial effects
- **Citizenship Framework Application (25%):** Analysis using course frameworks
- **Policy Recommendations (25%):** Evidence-based recommendations reflecting multiple perspectives

3. Team Roles (suggestions)

- **Context Specialist:** Presents historical and legal background
- **Data Analyst:** Presents key statistics and research findings
- **Policy Expert:** Presents recommendations and implementation strategies
- (For 2-person teams, these roles can be combined as appropriate)

4. Deliberative Component

- Prepare to answer questions as a unified delegation
- Demonstrate diplomatic communication while representing your country
- Contribute to collective resolution development in final sessions

Effective team presentations will demonstrate seamless coordination between members while maintaining analytical depth and offering recommendations that reflect sophisticated understanding of firearms issues in your country's specific context.

"Best of My Learning" Final Reflection Assignment Guidelines

Purpose

The "Best of My Learning" final reflection is your opportunity to synthesize key insights from the course, demonstrate your intellectual growth, and articulate how your understanding of firearms, families, and citizenship has evolved throughout the semester.

Format Options

Choose ONE of the following formats:

- Video reflection (5-7 minutes)
- Written blog post (500-700 words)
- Visual journey map with explanatory text
- Letter to future students with key insights
- Audio podcast with transcript

Content Requirements

Regardless of the format you choose, your reflection should include the following elements:

1. **Introduction and Context** (10%)
 - Briefly introduce your case study country/focus
 - Explain your initial perspectives or assumptions at the beginning of the course
2. **Key Learning Moments** (30%)
 - Identify and analyze 2-3 significant insights from your learning journey
 - Reference specific course materials, discussions, or activities that prompted these insights
 - Connect these insights to your blog posts throughout the semester (with specific citations)
3. **Evolution of Perspective** (25%)
 - Articulate how your understanding has evolved or been challenged
 - Analyze how multiple citizenship frameworks shaped your thinking
 - Reflect on how comparing global perspectives influenced your views
4. **Integration and Application** (20%)
 - Explain how you might apply these insights in future academic or professional contexts
 - Connect course concepts to broader societal implications
 - Discuss how this learning relates to your development as a global citizen
5. **Future Inquiry** (15%)
 - Identify 1-2 questions that remain unanswered for you

- Discuss what aspects of this topic you're still curious to explore
- Consider what further research or learning would enhance your understanding

Evaluation Criteria

Your reflection will be evaluated based on:

- **Depth of reflection:** Evidence of critical thinking and self-awareness
- **Integration of course concepts:** Clear connections to course themes and frameworks
- **Evidence of growth:** Demonstration of how your thinking has developed
- **Clarity and organization:** Well-structured presentation of ideas
- **Synthesis across sources:** Integration of diverse perspectives and materials
- **Specificity:** Concrete examples rather than general statements

Important Tips

- Review your blog posts from throughout the semester before beginning
- Include specific references to at least 3 different course readings/activities
- Be authentic in sharing your learning journey, including challenges or moments of confusion
- Focus on depth rather than breadth—a few well-developed insights are better than many superficial observations
- Consider both intellectual and personal dimensions of your learning

This final reflection is not just an academic exercise but an opportunity to consolidate your learning in ways that will be meaningful beyond this course. The most successful reflections demonstrate genuine engagement with the material and honest assessment of how your thinking has been shaped by the course experience.

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)

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
ELO 1.1 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.
ELO 1.2 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

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

	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
ELO 3.1 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

	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.
ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.	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.
ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.	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

	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.
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.	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.

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 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

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

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

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

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

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

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

To: Bagent, Aaron <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

From: Bagent, Aaron <bagent.14@osu.edu>

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

To: Caldeira, Gregory <caldeira.1@polisci.osu.edu>

Cc: Kogan, Vladimir <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 26th 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



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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
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Deanna

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