

The Global View on Gun Control

Political Science 4597.02
Spring Semester, 2015

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This statute on display at the U.N. Headquarters in New York was designed by Swedish artist Karl Fredrik Reuterswärd as a tribute to John Lennon

Course Description

What *IS* “gun control”? How is the term commonly understood not just in the United States but abroad as well? What is/are the end goal(s) of gun control and, if “control” is implemented, what are the results? Recently, the United Nations’ Arms Trade Treaty has received much public attention. Proponents endorse the Treaty as a necessary measure to combat the illicit international trade of arms and light weapons and to reduce instances of armed violence and conflict that often lead to human rights violations, civilian casualties, and even genocide. Domestically, the Treaty is attacked as part of a global “gun grab” designed to get around the Second Amendment. The purpose of this course is to provide students with an understanding of differing policies related to gun control and the effect(s) of such policies cross-nationally. The course will provide students with an opportunity to reflect on their own attitudes about the role of gun control in society.

GEC Capstone Experience

Goals/Rationale:

Thematic upper-division course work, drawing upon multiple disciplines, enriches students’ experiences of the contemporary world. Learning Objectives:

1. Students synthesize and apply knowledge from diverse disciplines to contemporary issues.
2. Students write about or conduct research on the contemporary world.

Required Books:

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

- Robert J. Spitzer. 2011. *The Politics of Gun Control*, 6th ed. Boulder, CO: Paradigm Publishers. ISBN 978-1-61205-721-7
- Joyce Lee Malcolm. 2002. *Guns and Violence: The English Experience*. Cambridge, MA: Harvard University Press. ISBN 0-674-01608-4
- Wendy Cukier and Victor W. Sidel. 2006. *The Global Gun Epidemic: From Saturday Night Specials to AK-47s*. Westport, CT: Praeger Security Intl. ISBN 0-275-98256-4

Required Articles:

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

- David Kopel, Paul Gallant, and Joanne Eisen. “The Human Right of Self-Defense.” *22 BYU Journal of Public Law* 43, 2007.
- Gary A. Mauser. Nov., 2003. “The Failed Experiment: Gun Control and Public Safety in Canada, Australia, England and Wales.” The Fraser Institute.
- Guy Smith. 2011. “Gun Facts Version 6.2.” Available at <http://www.gunfacts.info/>
- Adam Winkler. 2011 (Sept). “The Secret History of Guns.” *The Atlantic*.

Recommended for Additional Information:

- Clayton E. Cramer. 2006. *Armed America: The Story of How and Why Guns Became as American as Apple Pie*. Nashville, TN: Thomas Nelson.
- Graduate Institute of International Studies, Geneva. 2007. *Small Arms Survey 2007: Guns and the City*. New York, NY: Cambridge University Press.
- Joyce Lee Malcolm. 1994. *To Keep and Bear Arms: The Origins of an Anglo-American Right*. Cambridge, MA: Harvard University Press.
- Noel Perrin. 1988. *Giving Up the Gun: Japan’s Reversion to the Sword, 1543-1879*. David R. Godine, pub.
- Springwood, Charles. Ed. 2006. *Open Fire: Understanding Global Gun Cultures*. New York: Bloomsburg.
- Adam Winkler. 2011. *Gun Fight: The Battle Over the Right to Bear Arms in America*. New York: W.W. Norton. ISBN 978-0-393-07741-4

Method of Evaluation

Quizzes (4) – 15% of course grade

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

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

and verified by the instructor before any make-up quizzes will be scheduled.
Quiz 1—Jan. 28; Quiz 2—Feb. 11; Quiz 3—Mar. 13; Quiz 4—April 15

Midterm Exam – 35% of course grade – **Feb. 26**

Final Exam – 35% of course grade – **May. 4 at 6pm**

Research Paper– 15% of course grade (due no later than April 23)

You have two options for the research paper. Option #1: Select a topic relevant to this course that you can approach from a comparative perspective. Option #2: Select one country OTHER THAN those specifically discussed in lecture and conduct research into 1) the history of gun ownership in that country, 2) legislation passed restricting/expanding firearms ownership in that country, 3) the impact of said legislation on firearms ownership (if any), and 4) the current state of firearms ownership in that country.

While the finished paper will not be due until later in the term, it is expected that students will begin researching their respective topic early and will take notes on what they learn so as to be able to discuss their topic during the term.

Papers should be approximately 10 pages at a minimum, but no longer than 14 pages. I will accept papers that are a bit shorter than the page minimum provided that they are well-executed.

See below for “Tips for Writing Papers.”

The paper must have proper source citations.

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

Grading Scale—below is the ONLY faculty senate-approved grading scale in existence at OSU

University Marks (Rule 3335-7-21)

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

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

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

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

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

Class Participation

It is expected that students will have read the assigned material *prior* to the date it is scheduled to be discussed. Students will be asked to make informed and constructive contributions to class discussion.

Student Conduct

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

Out of respect for others, students must turn off cellular phones prior to class. If you are expecting an important call, set the phone to vibrate and sit near the exit so that you can leave class and take the call with minimal disturbance.

Policy on attendance

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

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

Academic Integrity

All of the work you do in this course is expected to be your own. *Cheating or plagiarism will not be tolerated.* The Committee on Academic Misconduct investigates or establishes procedures for the investigation of all reported cases of student academic misconduct. “Academic misconduct” includes cases of cheating, plagiarism, and other dishonest practices. Instructors must report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp).

For established procedures, visit Academic Affairs at <http://oaa.osu.edu/coam/procedures.pdf>

For tips on avoiding plagiarism, see <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize> or <http://cstw.osu.edu/files/cstw/handouts/Plagiarism.pdf>

Students with Disabilities

If you have any condition, such as a physical, psychiatric/emotional, medical or learning disability that will make it difficult for you to carry out the work as outlined in this syllabus, please notify the instructor as soon as possible so that appropriate arrangements can be made. **You must also contact the university’s Office of Disability Services (292-3307) to receive appropriate documentation. All information and documentation of disability are confidential.** For further information, consult the ODS website at <http://www.ods.ohio-state.edu/ods/students/handbook/>

Course Schedule

Established due dates are changeable only by the instructor. Individual exceptions are granted ONLY in cases of medical or family emergency *documented to the instructor's satisfaction*. Unexcused late assignments or papers will receive a score of zero.

- Week 1 1-13 Background
Read for discussion: "Gun Violence: The Global Crisis" (IANSA) (Carmen)
- 1-15 What *IS* gun control?
SKIM: Kopel, Gallant & Eisen, "The Human Right of Self-Defense" (Carmen)
- Week 2 1-20 United Nations: Arms Trade Treaty; Programme of Action
Read: Small Arms Survey 2008, Ch. 4 "Deadly Deception" (Carmen)
Read: United Nations Programme of Action (Carmen)
View: LaPierre's address to the United Nations (Carmen)
- 1-22 History: Guns and Ammo
Read: Small Arms Survey Ch. 7, "Reducing Armed Violence"
- Week 3 1-27 History: Guns and Ammo
- 1-28 **Quiz 1 on Carmen 8am to 8 pm**
- 1-29 **Paper Day**
- Week 4 2-3 Great Britain
Paper topic
due Read: Malcolm, Chs. 1, 2 & 3
 View: After School Arms Club (Carmen)
- 2-5 Great Britain
 Read: Malcolm, Chs. 4, 5 & 6
- Week 5 2-10 Great Britain
 Read: Malcolm, Chs. 7 & 8
 Read: Mauser, "The Failed Experiment" (Carmen)
- 2-11 **Quiz 2 on Carmen 8am to 8 pm**
- 2-12 United States
 Read: Winkler, "The Secret History of Guns" (Carmen)
 Read: DHS Assessment, "Rightwing Extremism" (Carmen)

Range opportunity; participation is **totally voluntary**. Assemble in 020 Converse Hall at 12:45 on 2/10 or 2/12. I will divide class up based on last name. See Carmen. Guest lecturer is Dr. James Sweeney, Head Coach, Varsity Pistol

- Week 6 2-17 United States
Bibliography
Due
Read: Spitzer, Chs. 1 & 2
SKIM: *Dist. of Columbia v. Heller & McDonald v. City of Chicago* (Carmen)
Read: Smith, “Gun Facts” (Carmen)
- 2-19 United States
Read: Spitzer, Chs. 3 & 4
Read: McDowall, “John R. Lott, Jr.’s Defensive Gun Brandishing Estimates” (Carmen)
Read: MAIG: “Movement of Illegal Guns in America” (Carmen)
Read: NIJ report on impact of 1994 Assault Weapons Ban (Carmen)
- Week 7 2-24 United States
Read: Spitzer, Chs. 5 & 6
- 2-26 MIDTERM EXAM
- Week 8 3-3 Canada
Outline due
Read: Review Mauser, “The Failed Experiment”
- 3-5 Australia
Read: Review Mauser, “The Failed Experiment”
- Week 9 3-10 Japan
Read: “A land without guns” (Carmen)
- 3-12 Mexico
Read: “Is the U.S. to blame for gun violence in Mexico?” (on Carmen)
- 3-13 **Quiz 3 on Carmen 8am to 8 pm**
- SPRING
BREAK 3/17-3/19
- Week 10 3-24 Project Gun Runner
Watch: CBS News report on Gun Runner scandal (link on Carmen)
- 3-26 Regional Issues: Somalia and “Black Hawk Down”
Discussion
- Week 11 3-31 Regional Issues: Arab League; Child Soldiers
Read: Implementation of U.N. PoA in Rwanda (on Carmen)

Read: Child Soldiers: Global Report 2008 (on Carmen)

- 4-2 Global Gun Markets
Read: Cukier & Sidel, Chs. 1, 2 & 3
Read: Small Arms Survey Ch. 7, “Reducing Armed Violence”

Week 12 4-7 **Paper Day**

Draft due 4-9 Gun Bazaars
4/9 Read: Cukier & Sidel, Chs. 4, 5 & 6

Week 13 4-14 Global Action
Read: Cukier & Sidel, Chs. 7, 8 & 9

4-15 **Quiz 4 on Carmen 8am to 8 pm**

4-16 Is the U.S. to blame? Discussion

Week 14 4-21 CAN gun control work?

Paper due 4-23 **Discussion**
4/23

5-4 **Final Exam at 6pm in regular classroom**

Comments on Source Citations

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

What need *not* be acknowledged?

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

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

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

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

-*Your own ideas and discoveries*.

What *must* be acknowledged?

- Any direct quotation.* The **exact** words quoted must be placed in quotation marks; also include the page number where the reader can locate the quotation in the original source.
- Paraphrases and summaries* of others' ideas and/or words that provide background information, present facts not commonly known, and explain various positions on your topic.
- Arguable assertions.* If an author presents an assertion that may or may not be true, cite the source.
- Statistics, charts, tables, and graphs* from **any** source. Credit all graphic material even if you create the graph.

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

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

NOTE: When in doubt, CITE IT!!!

OSU libraries provide an online guide to assist with proper source citations. It is accessible at <http://library.osu.edu/help/research-strategies/>

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

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

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

<http://library.osu.edu/help/research-strategies/> provides information for proper source citations using MLA, APA, and Chicago formats.

Statement of Student Responsibility*

- I state that I have read and understand the procedures and requirements as outlined in the syllabus for this course. I understand that upper division college courses are taught at a pace that requires considerable work and I am prepared to complete the assignments as required and take responsibility should I fail to comply with the guidelines for the course. I agree to abide by the Code of Student Conduct and understand that failure to do so will result in university academic misconduct proceedings.
- I agree to respect others and conduct myself in a manner befitting a student at The Ohio State University.
- I understand that if I need assistance with materials throughout the term the instructor is available to guide me, but that ultimately I am responsible for my own work and for notifying the instructor if I do have problems.

Signature

Date

Print Name: _____ Hometown: _____

Year in School: _____ Major/Minor: _____

Prior Political Science Course(s): _____

Reason(s) for Taking Course: _____

Course Expectations: _____

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

Please provide a short response to the following prompt:

To me, the phrase *gun control* means

* Due in class on 1-15-15