

SYLLABUS

PP 476 APPLIED LEARNING SEMINAR

Profs. Ann Chih Lin and Stephanie Sanders

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Fall 2018

Course Objectives

1. Students will explore their social identities, values and emotions about a public policy issue (gun control) and examine the factors that have contributed to their beliefs.
2. Students will gain an understanding of the ways their beliefs and emotions are embedded in social networks and shared values.
3. Students will learn to consciously employ effective communication (i.e. reflection, empathy, asking, and listening), as a tool for understanding public policy debates and advancing public policy solutions.
4. Students will practice using narratives, reframing, and dialogue to work across differences.

Thirty percent of the American population owns at least one gun, and the United States is one of only four countries (Mexico, Haiti, and Guatemala are the others) with constitutions that guarantee a right to own guns. At the same time, Americans are bitterly divided about who should own guns, and when and how they should be used. How do we talk across our divisions? What are these divisions based upon? What role should our different beliefs play in legislation and policy? In this class, we develop the tools to answer these questions.

Ford School Inclusivity Statement

Members of the Ford School community represent a rich variety of backgrounds and perspectives. We are committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:

- share their unique experiences, values and beliefs
- be open to the views of others
- honor the uniqueness of their colleagues
- appreciate the opportunity that we have to learn from each other in this

- community
- value one another's opinions and communicate in a respectful manner
 - keep confidential discussions that the community has of a personal (or professional) nature
 - use this opportunity together to discuss ways in which we can create an inclusive environment in Ford classes and across the UM community

Accommodations for Students with Disabilities

If you believe you need an accommodation for a disability, please let your instructor know at your earliest convenience. Some aspects of courses may be modified to facilitate your participation and progress. As soon as you make your instructor aware of your needs, they can work with the Services for Students with Disabilities (SSD) office to help determine appropriate academic accommodations. Any information you provide will be treated as private and confidential.

Resources for Student Mental Health and Well-Being

The University of Michigan is committed to advancing the mental health and wellbeing of its students. We acknowledge that a variety of issues, such as strained relationships, increased anxiety, alcohol/drug problems, and depression, directly impacts students' academic performance. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) and/or University Health Service (UHS). For a listing of other mental health resources available on and off campus, visit: <http://umich.edu/~mhealth/>

Plagiarism

Copying and pasting is so quick, and web sources are so numerous, that it is easy to get lazy about citing sources and even about putting ideas into your own words. It is even easier to justify copying and pasting when you are writing from the point of view of a real person or organization: isn't it more accurate to use their press releases, their speeches, or their Congressional testimony instead of your own words?

NO. Our expectation, in this and in every class, is that you can learn to write it better than the original – and that's what you're in school to do. **Put ideas in your own words. If you have to use a quote, put it in quotation marks. Cite every source you use, including sources you've used for background information and ideas. Copying or cutting and pasting from web sites or published sources is never acceptable.** The syllabus shows the preferred citation format, but the basic rule is simple: citations help your reader, and you, locate the source. As long as you provide that information, the exact format is secondary.

Please review additional information and policies regarding academic expectations and resources at the Ford School of Public Policy at this link: <http://fordschool.umich.edu/academics/expectations>

Community Norms

Goal: To clarify expectations, foster mutual respect, and engage in collaborative inquiry:

1. **Respect**
2. **Challenge ideas**
3. **Listen**
4. **Learn from others**
5. **Be actively engaged**

Assignments and Grading

This is a pass-fail class, in which your active participation determines your grade:

- 1) **Attendance:** You are expected to be present for **every class**. Any excuse due to illness or family emergency should be requested by email prior to class. Getting your road trip out the door a few hours early is not a valid excuse. Unexcused absences will count against your grade unless you complete a make-up assignment within a week after the missed class. You yourself must design the make-up assignment, get approval of your plan from Prof. Lin or Prof. Sanders, and complete the assignment after approval has been granted.
- 2) **Reflection journal: Create a Google doc for your journal and share it with Ann Lin (annlin@umich.edu) and Stephanie Sanders (stepsand@umich.edu).** You will add to this each week throughout the semester. Some weeks you will write your own reflections on the readings; in others, we will ask you to have an online conversation with a randomly selected classmate or to engage in some other activity. **You must complete at least 8 of 10 entries.**
- 3) **Class presence and discussion:** This is a large class, so we will often break up into pairs or small groups. Your interest, attention and willingness to enter into the different activities is what we hope to see! Please refrain from checking your phone or other device while in class. If you finish an activity before others in the class do, please use the extra time to get to know your classmates better.
- 4) **Final project:** Teams of students will be assigned to research and represent an interest group, legislative initiative, or federal agency that is active in the gun use and control debate. Each team will create a poster introducing their group/initiative/agency, and prepare to explain/elaborate on the poster in informal

conversation. These posters will be presented on the last day of class. Exceptional posters will be nominated for the Ford School's Gramlich Showcase in March 2019.

Class Schedule

All readings (or podcast/video listening and watching) should be completed prior to class. Entries in your reflection journal are always due Friday at 9 am and should be completed after your reading is finished. Homework assignments have their own due dates.

Friday, Sept 7 **Freedom as a value**

Friday, Sept 14 **Identities, experiences, and gun policy**

Read: Kim Parker, Juliana Horowitz, Ruth Igielnik, Baxter Oliphant and Anna Brown. 2017. *America's Complex Relationship with Guns*. Pew Research Center. June. Read Ch. 1, 2, 4.

Friday Sept 21 **The Second Amendment**

Read: Robert Cottrol and Raymond T. Diamond. (1991). "The Second Amendment: Toward an Afro-Americanist Reconsideration." *Georgetown Law Journal* 80:309-361.

Eric Krupke and Carl Bogus, "Episode 154: The Scary Link Between Slavery and the Second Amendment." *Decode DC*. Podcast: August 4, 2016. Accessed at: <http://www.decodedc.com/154-2/>

Friday Sept 28 **International comparisons to the United States**

Read: Joshua Newman and Brian Head. (2017). "The National Context of Wicked Problems: Comparing Policies on Gun Violence in the US, Canada, and Australia." *Journal of Comparative Policy Analysis: Research and Practice* 19(1):40-53.

Jonathan Masters. (2017). "Backgrounder: US Gun Control Policy: International Comparisons." Council on Foreign Relations. November 14. Accessed at: <https://www.cfr.org/backgrounder/us-gun-policy-global-comparisons>

Audrey Carlsen and Sahil Chinoy. (2018). "How to Buy a Gun in 15 Countries." *New York Times*. March 2. Accessed at: <https://www.nytimes.com/interactive/2018/03/02/world/international-gun-laws.html>

Friday, Oct 5 and Oct 12 – NO CLASS – PREPARE FOR PODCAST ACTIVITY on October 19!

Friday, Oct 19 The death of Philandro Castile

Listen: Minnesota Public Radio. (2018). "74 Seconds". April 24. Accessed at: <https://www.mprnews.org/story/2018/04/24/74-seconds-podcast-peabody-mpr-news>

Jane Coaston, James Christian, and Sarah Leonard. (2018). "What's Left?: Ida Get Your Gun." BuzzFeed News Opinion. September 3. Accessed at: <https://itunes.apple.com/us/podcast/ida-get-your-gun/id1426447784?i=1000419015866&mt=2>

Friday Oct 26 Gun violence restraining orders: Introduction

Read: David French, "A Gun Control Method Conservatives Should Consider." *National Review*. February 16, 2018. Accessed at: <https://www.nationalreview.com/2018/02/gun-control-republicans-consider-grvo/>

Alexei Kossef, "'Best Tool' To Restrain Gun Violence in California is Rarely Used." *Sacramento Bee*, March 29, 2018. Accessed at: <https://www.sacbee.com/latest-news/article206994229.html>

Saturday Oct 27, 10 am – 4 pm Gun violence restraining orders: Workshop

Friday, Nov 2 Epidemiology of gun violence

Watch: C-Span. "Guns and Public Health and Safety: A Panel with Dr. Matthew Miller and Dr. Phillip Cook." Presented at Johns Hopkins University Bloomberg School of Public Health, "Summit on Reducing Gun Violence in America: Informing Policy with Evidence and Analysis." December 14, 2012. Accessed at: <https://www.c-span.org/video/?310356-2/guns-public-health-safety>

Read: Andrew Van Dam, "The Surprising Way Gun Violence is Dividing America." *Washington Post*, May 31, 2018. <https://www.washingtonpost.com/news/wonk/wp/2018/05/31/the-surprising-way-gun-violence-is-dividing-america/>

Carolina Moreno, "Some Veterans Worry that a PTSD Diagnosis Will Force Them to Choose: Treatment or Their Guns?" *Huffington Post*, April 9, 2018.

Friday Nov 9 Banning types of guns

Read: Lois Beckett. 2016. "What Conservatives Get Right About Guns." *GQ*. October 26. <https://www.gq.com/story/what-conservatives-get-right-about-guns>

German Lopez. 2018. "The Capital Gazette Shooting and the Limits of an Assault Weapons Ban." *Vox.com*. January 29. Accessed at: <https://www.vox.com/policy-and-politics/2018/4/3/17174160/assault-weapons-ar-15-ban>

Joe Pinsker. 2017. "Why Investors Bet on Gun Sales After a Mass Shooting." *The Atlantic*. October 3. Accessed at: <https://www.theatlantic.com/business/archive/2017/10/gun-sales-mass-shooting/541809/>

Saturday, Nov 10, 1:00 – 3:00 pm Workshop

Friday Nov 16 Law enforcement and civilian gun use

Read: Tom Jackman, "Police Chiefs Implore Congress Not to Pass Concealed-Carry Reciprocity Gun Law." *Washington Post*. April 19, 2018. Accessed at: https://www.washingtonpost.com/news/true-crime/wp/2018/04/19/nations-police-chiefs-implore-congress-not-to-pass-concealed-carry-reciprocity-gun-law/?utm_term=.7e8622c98919

PoliceOne.com, "Gun Policy and Law Enforcement: Survey Results." April 8, 2013.

Friday Nov 23 Thanksgiving – NO CLASS

Friday Nov 30 Campus shooters

Read: Manny Fernandez, Julie Turkewitz, and Jess Bidgood. "For 'Columbiners', School Shootings Have a Deadly Allure." *New York Times*. May 30, 2018. Accessed at: <https://www.nytimes.com/2018/05/30/us/school-shootings-columbine.html>

Sarah Kaplan, "Surviving Parkland." *Washington Post*. August 9, 2018.

Jay Caspian Kang, "Should It Matter that the Shooter at Oikos University Was Korean?," *New York Times Sunday Magazine*, March 28, 2013. <https://www.nytimes.com/2013/03/31/magazine/should-it-matter-that-the-shooter-at-oikos-university-was-korean.html>

Watch: Naomi Wadler. 2018. "March for Our Lives: Washington, DC: March 24, 2018." Accessed at: <https://www.youtube.com/watch?reload=9&v=r8LiJedR-lo>

Friday Dec 7 Stakeholders taking action - Final projects due