

Gun Politics
Political Science 518
Course No. 23567
Winter Quarter, 2012



“A well-regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.”

--The Second Amendment

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Introduction

Few schisms in American life run as deep or as wide as the divide between gun rights and gun control advocates. Awash in sound and symbol, the gun regulation debate has largely been defined by forceful rhetoric rather than substantive action. Politicians shroud themselves in talk of individual rights or public safety while lobbyists on both sides make doom-and-gloom pronouncements on the consequences of potential shifts in the status quo.

--From dust jacket, J. Jacobs. 2002. *Can Gun Control Work?*

I have never believed in the general practice of carrying weapons....I do not believe in the general promiscuous toting of guns. I think it should be sharply restricted and only under licenses.

--Karl T. Frederick, President, National Rifle Association

The phrase “gun politics” refers to the views of different people within a particular country as to what degree of control (increased gun rights vs. greater gun control) should be enforced upon the private ownership and use of firearms, to what extent firearms ownership influences crime, and how best to achieve a balance of power between the individual and the state.

In America today there are some 300+ million firearms in private hands, amounting to one weapon for every American. Two in five American homes house guns. On the one hand, most gun owners are law-abiding citizens who believe they have a constitutional right to bear arms. On the other, a great many people believe gun control to be our best chance at reducing violent crime.

This course will examine gun control through historical, legal, sociological, and public health lenses. Upon completion of the course students will have a better understanding of how truly multi-faceted and complex the issue is and, thus, why consensus is so difficult to achieve.

Course Readings

Required Books:

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

- Robert J. Spitzer. 2011. *The Politics of Gun Control*, 5th ed. Boulder, CO: Paradigm Publishers. ISBN 978-1-59451-987-1

- Dennis A. Henigan. 2009. *Lethal Logic: Exploding the myths that paralyze American gun policy*. Washington, D.C.: Potomac Books. ISBN 978-1-59797-356-4
- Adam Winkler. 2011. *Gun Fight: The battle over the right to bear arms in America*. New York, NY: WW Norton. ISBN: 978-0-393-07741-4
- John R. Lott, Jr. 2010. *More Guns Less Crime: Understanding crime and gun control laws*. Chicago, IL: University of Chicago Press. ISBN: 978-0-226-49366-4
- Bernard E. Harcourt. 2006. *Language of the Gun: Youth, crime, and public policy*. Chicago, IL: University of Chicago Press. ISBN: 0-226-31609-2

The following book is out of print. Selected excerpts will be posted to Carmen. YOU DO NOT ORDER HAVE TO THIS BOOK unless you really want a copy.

- James William Gibson. 1994. *Warrior Dreams: Paramilitary Culture in Post-Vietnam America*. New York: Hill & Wang.

Required Articles:

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

- Dave Grossman. “On Sheep, Wolves and Sheepdogs.” From Dave Grossman and Loren W. Christensen, *On Combat* (PPCT Research Publications, 2004). Available at http://www.killology.com/sheep_dog.htm
- Susan Klebold. “I will never know why.” *O: The Oprah Magazine*, Nov., 2009, pp. 161-233.
- Peter Langman. 2009. *Why Kids Kill: Inside the minds of school shooters*. New York: Palgrave/Macmillan. Chaps. 1 & 8.
- Gary A. Mauser. Nov., 2003. “The Failed Experiment: Gun Control and Public Safety in Canada, Australia, England and Wales.” The Fraser Institute. Available at http://www.fraserinstitute.org/commerce.web/product_files/FailedExperimentRev.pdf
- Richard Posner. 2008. “In Defense of Looseness: The Supreme Court and Gun Control.” *The New Republic*.
- Guy Smith. 2009. “Gun Facts Version 6.0.” Available at <http://www.gunfacts.info/>

Required Cases:

The following cases are available on Carmen:

- *Presser v. Illinois*, 116 U.S. 252 (1886)
- *Quilici v. Village of Morton Grove*, 695 F.2d 261 (7th Cir., 1982)

- *U.S. v. Miller*, 307 U.S. 174 (1939)
- *U.S. v. Emerson*, 270 F.3d 203 (5th Cir. 2001), *cert. denied*, 536 U.S. 122 (2002)
- *District of Columbia v. Heller*, 554 U.S. 570 (2008)
- Brief *amicus curiae* of Buckeye Firearms Foundation et al., *D.C. v. Heller*
- *McDonald v. City of Chicago*, 561 U.S. ____ (2010)
- Brief *amicus curiae* of Buckeye Firearms Foundation et al., *McDonald v. City of Chicago*
- *Cleveland v. State*, Slip Opinion No. 2010-Ohio-6318

Required Videos:

The following videos will be shown in class:

- *Mythbusters: Bulletproof Water*
- *Bowling for Columbine* (MGM, 2002)
- *30 Days: Gun Nation* (original airdate 7-1-08; season 3, ep. #5)
- *20/20: If I only had a gun...* (original airdate 4-10-09)
- *Remington Under Fire* (CNBC original airdate 10-20-10)
<http://www.cnn.com/id/39554936>
available via HULU at <http://www.hulu.com/watch/195819/cnn-originals-remington-under-fire-a-cnn-investigation>

Method of Evaluation

Quizzes – [see p. 8 below!!]

Quiz #1 is MANDATORY

6 additional quizzes [6 quizzes given; lowest of these scores dropped]

Each quiz will cover readings assigned for THAT DAY! Consult the course schedule to determine what material will be covered by each quiz

Reaction Papers [See below] – 40 pts

4 papers @ 10 points each

- 2 papers are due **no later than Feb 17**; final 2 are due **no later than Mar. 10** [NOTE: papers can be turned in at any time prior to the due date]

Two Writing Assignments [See below] – 60 pts

2 papers @ 30 points each

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 or pagers prior to class.

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://www.osu.edu/offices/oaa/procedures/1.0.html>

For tips on avoiding plagiarism, see <http://www.utoronto.ca/writing/plagsep.html> or http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm

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 me. Individual exceptions are granted ONLY in cases of medical or family emergency ***documented to my satisfaction***. Unexcused late assignments or papers will result in a score of zero.

Tues. Jan 3 **Introduction; topic: What’s all the fuss about?**
QUIZ #1

Quiz #1 – Available on Carmen until Sunday, Jan. 9 @ 11:59pm

Thurs. Jan 5 **Topic: Guns & Ammo**
Writing topic #1 **Read:** Wilson, Introduction
Topic: Getting ready for the range

Tues. Jan 10 **Optional Range Day. Guest Instructor: Dr. James Sweeney, Head Coach, OSU Varsity Pistol.**
Students will gather in 020 Converse Hall at either 1:30 (last names A through L) or 2:30 (last names M through Z)

Thurs. Jan 12 **Topic: Guns in America**
QUIZ #2 over Henigan & Wilson
Read for discussion: Henigan, Chapt. 1 & 2
Wilson, Chapt 2
Gibson, *Warrior Dreams*, Intro and Chapt. 1

Tues. Jan 17 **Video: Mythbusters—“Bulletproof Water”**
Video: “Remington Under Fire” CNBC
Read for discussion: Keefe, “CNBC’s ‘Remington Under Fire.’”

Thurs. Jan 19 **Video: *Bowling for Columbine***

Sat/Sun Jan. 21 & 22 **Showmasters Gun Shows, Roberts Center, 123 Gano Rd., Wilmington OH. For directions and \$1 off admission, go to <http://www.showmasters.us/ShowInformation/WilmingtonOH/tabid/66/Default.aspx>**

Tues. Jan 21 Finish *Bowling for Columbine*; discussion to follow
QUIZ #3 over *Bowling for Columbine*
Read for discussion: Klebold (2009), “I will never know why.”
Langman (2009), *Why Kids Kill*, Chapt. 1 & 8
Henigan, pp. 30-36

Thurs. Jan 23 **Topic: Guns and the Law—Federal, State, Local**
Reading Federal Court Opinions
Read: Ohio Amended House Bill 347
Cleveland v. State
Wilson, Chapt. 3
Henigan, Chapt. 5 & 6

*Be prepared to discuss
Henigan in class*

Tues. Jan 31* **Guest Speaker – Mr. Ken Hanson, Esq. Firestone, Brehm, Hanson, Wolf and Burchinal LLP**
*May be rescheduled
Read: Brief *amicus curiae* of Buckeye Firearms Foundation et al., *D.C. v. Heller*
Brief *amicus curiae* of Buckeye Firearms Foundation et al., *McDonald v. City of Chicago*

Thurs. Feb 2 **The Second Amendment I – Foundations**
Writing topic #1 due **Read:** Wilson, Chapt. 1
Henigan, Chapt. 7
Read for discussion: *Presser v. Illinois* (1886); *Quilici v. Morton Grove* (1982),
United States v. Miller (1939)

Tues. Feb 7 **The Second Amendment II – Individual Rights Ascending**
QUIZ #4 over
Heller
& *McDonald*
Writing topic #2
Read: Posner, “In defense of looseness”
Read and bring for discussion: *U.S. v. Emerson*, (5th Cir. 2001--*cert. denied*); *District of Columbia v. Heller*; *McDonald v. City of Chicago*

Thurs. Feb 9 tba

Tues Feb 14 **Video: 30 Days: Gun Nation**

Thurs. Feb 16 **Topic: Armed Self-defense**
First two reactions due
QUIZ #5 Over Ohio's CCW law
Read: Gibson, Chapt. 9 pp 170-192
Henigan, Chapt. 4
Read for discussion: Grossman, “On Sheep, Wolves and Sheepdogs”
Topic: Concealed Carry
Read: Ohio's CCW booklet (OH Attny Gen) –posted to Carmen or
<http://www.ohioattorneygeneral.gov/files/Publications/Publications-for-Law-Enforcement/Concealed-Carry-Publications/2009-Concealed-Carry-Laws-Booklet.aspx>

Sat/Sun Feb. 18 & 19 **Showmasters Gun Shows, Roberts Center, 123 Gano Rd., Wilmington OH. For directions and \$1 off admission, go to**
<http://www.showmasters.us/ShowInformation/WilimingtonOH/tabid/66/Default.aspx>

Tues. Feb 21 **Guest Speakers –Chief Paul Denton and Officer David Ferimer, University Police Division**

Thurs. Feb 23 **Topic: The Politics of Gun Control**
QUIZ #6 Over Wilson, Ch 5
Video: YouTube Democratic Debate
David v. Goliath—The NRA, HCI and Interest Group Participation
Read for discussion: Wilson, 5

Tues. Feb 28 **Topic: The Limits of Dissent—Armed Civilian Resistance**
Topic: Guns and Religion?
Read Gibson, chapt. 2-6 and pp. 212-230

*Be prepared to discuss
Gibson in class*

Thurs. Mar 1 **Video: 20/20: If I only had a gun ...**
Guest Speaker: Ms. Toby Hoover, Executive Director, Ohioans Against Gun Violence. www.ohioceasefire.org

Sat./Sun. Mar. 3 & 4 C&E Gun Show, Westland Mall
<http://cegunshows.com/ShowInformation/ColumbusOHWestlandMall/tabid/69/Default.aspx> for directions and \$1off coupon

Tues. Mar 6 **Topic: Guns and the Media**
QUIZ #7 over Wilson Ch 6
Writing topic #2 due
Read: Wilson, Chapt. 6

Thurs. Mar 8 **Can Gun Control Work?**
Last two reaction papers due
Read for discussion: Wilson, Chapt. 4 & 8
Henigan, Epilogue
Gibson, remainder

Mausser (2003), "The failed experiment."

Quizzes -- All quizzes will be given via the course website on Carmen. You will be able to take the quiz **between 8 A.M. on Wednesday and 8 P.M. on Friday** of the week that the quiz is assigned. If the quiz is not taken by 8 P.M. on Friday, you will not be allowed to take the quiz. As you have THREE DAYS 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.

Consult schedule to see in which weeks there will be a quiz.

Reaction Papers

[Note: I will not accept any papers sent electronically.]

You are required to submit four (4) reaction papers during the quarter. These papers are intended to allow you to voice your thoughts and feelings regarding any of the readings, videos, guest speakers, or out-of-class activities.

The reaction papers can be submitted ***at any time until the due date***, but I must institute deadlines or else all of the reaction papers will be turned in the final week of the quarter.

Two reaction papers are due no later than Feb. 18. **Papers must be turned in IN CLASS.**

The final two reaction papers are due no later than Mar. 10. **Papers must be turned in IN CLASS.**

What to write:

Reaction papers are just that, a *reaction* to something. How did it make you feel? Did it provide you with any new information? Did it confirm/disprove previously held ideas? Was anything missing (i.e., could the author/director/speaker have gone into more detail regarding certain topics?). What questions do you have as a result?

As it is *your* reaction, you may write in the first person; do not be afraid to use “I,” “me,” or “my.”

Format:

Reaction papers must be typed and double-spaced using a standard font and black ink. Please use one-inch margins. Pages must be secured with a staple. Papers should run no longer than three (3) pages. See “Tips for Writing Papers,” page 11 below.

All assignments submitted for credit MUST be typed. Handwritten work WILL NOT be accepted.

Writing Assignments

The two writing assignments provide an opportunity for you to organize your thoughts and clarify your position on a particular issue relevant to this course.

The assignments are worth 30 points each.

Papers should be approximately 4 pages at a minimum, but no longer than 8 pages. I will accept papers that are a bit shorter than the page minimum provided that they are well-executed. I would rather have three pages of good writing than 10 pages of crap.

See below for “Tips for Writing Papers.”

The papers **must** have proper source citations (if applicable).

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.

Format: Papers must be typed and double-spaced using a standard font and black ink. Please use one-inch margins. Pages must be secured with a staple. Cover pages waste paper and serve no purpose. Please place your name and the course number in the upper left hand corner of page one. Remember to number all pages except the first one.

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 presumed 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.

The following is a guide to help you avoid plagiarism.

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.

-*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 honestly 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!!!

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 happily. **Incorrect:** To happily go.
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 out the name.
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.
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. **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.



Statement of Student Responsibility*

**Political Science 518
Winter, 2011**

- 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 senior): _____

Interesting Tidbit About Myself: _____

* Due in class on Thursday, Jan. 6, 2011