



**Gun violence in America: public health, politics, and pragmatism**

Class Schedule: Tuesdays, 4:55-6:35pm

Class Location: NYU/NYC

Semester and Year: Fall 2018

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**COURSE DESCRIPTION:**

More U.S. residents have been killed with guns since 1968 than died in all the wars since the country’s founding. Addressing this crisis means solving tenacious public health problems in the realms of science and of politics. In this course we will review the epidemiology of gun violence and the empirical foundations of efforts to address it through policy, study design, programmatic interventions, and physical design. We will consider obstacles to the rigorous study of gun violence as well as the innovative approaches researchers have adopted to overcome them, whether in the fields of epidemiology, medicine, criminology, or economics. And we will place all of this in the political and legal context that shapes our collective actions. Through lectures and discussion, students will become familiar with the main factors connected with firearm injury, the study of gun violence, the policy actors that have influenced the U.S. response to date, and the underlying beliefs and behaviors that define the U.S. relationship with guns.

**COURSE LEARNING OBJECTIVES AND RELATED COMPETENCIES AND COMPONENTS:**

Learning Objective	Competency	Course component (lesson #, assignment, etc.)
1. Summarize the epidemiology of gun violence in the U.S. including etiology of domestic violence, community gun violence, suicide, and law enforcement involved shootings.	Utilize evidence to guide policymaking to protect and promote the public’s health. (Health Policy).	Weeks 1, 2, 4, 8, 10, 12.
2. Describe how illegal gun markets and social norms influence unlawful gun carrying, and the implications for highly disadvantaged urban neighborhoods.	Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels (CEPH).	Weeks 8, 9
3. Describe the connections between gun culture (beliefs, behaviors), interest groups’ goals and tactics for building power, and the epidemiology of firearm injuries.	Utilize evidence to guide policymaking to protect and promote the public’s health. (Health Policy).	Weeks 3, 6, 7, 13.
4. Describe successful campaigns to	Evaluate public policies and programs that	Weeks 5, 9, 14.

enact gun violence prevention laws or implement non-legislative gun violence prevention programs, highlighting the roles of key stakeholders.	promote health and health equity (Health Policy).	
5. Compare the strength of evidence supporting various interventions for addressing gun violence, identify weaknesses in research methods, and highlight gaps in current knowledge.	Utilize evidence to guide policymaking to protect and promote the public's health (Health Policy).	Weeks 2, 4, 5, 9, 10.
6. Describe the components of leading non-legislative approaches for reducing community gun violence and the role different stakeholders play in successful implementation.	Discuss processes for developing and implementing policies and programs to improve the health status of populations, especially vulnerable groups (Health policy).	Week 9.

**PRE-REQUISITES:**

GPH-GU 2106 Epidemiology (suggested)

**COURSE REQUIREMENTS AND EXPECTATIONS:**

Students are expected to complete all readings and participate in discussion.

A majority of a student's grade will be determined by their writing assignments, and those will be held to a high standard. They will be graded on clarity of writing, accurate and thoughtful employment of supporting evidence, relevance to content covered during the course, and degree to which they satisfy their specific form (described more below).

Late assignments will be penalized 10% per day late.

Item:	Percentage or Points:
<u>Classroom participation:</u> Students are expected to prepare for and attend class, listen actively, and offer their viewpoints. Inactive presence in class will result in a reduction from the overall grade, whereas students who make significant contributions in class showing mastery of concepts and methods will receive full points for participation. If you have concerns about classroom participation, please see the instructor in person early in the semester.	20%
<u>Op-eds:</u> Over the span of the course, students must write two op-eds between 450-550 words each—related to the previous week's class or course in general—that are persuasive to a general audience. Student should note the newspaper or news magazine they are writing to. Students must complete one op-ed by the 5 <sup>th</sup> week of class and the second by the 10 <sup>th</sup> week. They will be graded on clarity of writing, accurate and thoughtful employment of supporting evidence, relevance to content covered during the course, and attention to detail (including accurate spelling and grammar). An exemplary op-ed will be distributed for guidance during the first week.	30%
<u>Policy briefs:</u> Over the span of the course, students must choose two topics to address in policy briefs, between 1,000-1,400 words each and addressed to a policymaker of their choice. The policy brief should cite sources (citations will not count towards word-count). One effective way to organize the brief is in three sections: context, the critical	30%

issue, and the policy response needed. The assignment is essentially to outline the issues for a policymaker, drawing on the best available evidence, and support a particular position. Students must complete one policy brief by the 7 <sup>th</sup> week of class and the second by the 13 <sup>th</sup> week of class. They will be graded on clarity of writing, accurate and thoughtful employment of supporting evidence, relevance to content covered during the course, and quality of argument.	
<u>Midterm take-home exam</u> : Students will receive an in-class exam with a set of brief essay questions based on the content of the first half of the course. Further instructions and criteria for grading will be distributed with the exam.	20%

All written work should be double-spaced, one-inch margins, and 12 pt font.

**GRADING SCALE:**

A:	94-100	C+:	77-79
A-:	90-93	C:	73-76
B+:	87-89	C-:	70-72
B:	83-86	D+:	67-69
B-:	80-82	D:	60-66
		F:	<60

**NYU CLASSES:**

Readings will be available on NYU Classes, which will be used extensively throughout the semester for assignments, announcements, and communication. NYU Classes is accessible through at <https://home.nyu.edu/academics>

**TECHNOLOGY POLICY:**

A body of evidence demonstrates that use of mobile devices and laptops inhibits learning, both of students employing them and their fellow classmates. Technology policy will be discussed in the first session — but the goal of the class is engagement and participation, not note-taking.

**COURSE OUTLINE:**

The course is organized in three sections. First it introduces the science of gun violence, to establish the scope of the topic from a public health perspective, challenges that epidemiologists will face in assessing it empirically, and the intersection of behaviors that heighten risk of injury but also codify cultural identities. Second, because “gun violence” is not one but a group of related problems all involving guns, the course reviews the epidemiology of major causes of firearm related injury and unique empirical methods that have been applied to the study of each. Third, the course reviews strategies for addressing gun violence including the evidence supporting them and major outstanding questions for epidemiologists to tackle. Content will be presented in a combination of lectures and small-group and class-wide reading discussions.

<b>Session 1 – The science of gun violence: Asking better questions</b>	
<b>9/4/18</b>	Reducing gun violence in the U.S. depends on developing new evidence and provoking new actions, and public health practitioners must learn how to ask better questions to

advance both.

Learning Objectives:

1. Describe epidemiology of firearm injury in the U.S.
2. Apply conceptual models (epidemiological triad, health belief model, etc.) to firearm injury in the U.S., and appreciate how different conceptualizations suggest disparate solutions.

Readings:

Follman, Mark et al. (Cost analyses by Ted Miller, PIRE). "The True Cost of Gun Violence in America." *Mother Jones*. April 15, 2015. Available at: <https://bit.ly/2HjCMzO>

Everytown for Gun Safety. "Firearm Technology and Vocabulary." Available at: <https://every.tw/2H8HSy8>

Freedenthal, Stacey. "Language about suicide (Part 1): The Power of Words." Available at: <https://www.speakingofsuicide.com/2013/04/13/language>

LaVigne, Nancy G. "People first: changing the way we talk about those touched by the criminal justice system." The Urban Institute. Available at: <https://urbn.is/2sljEVG>

Film: Kim Snyder, *Newtown*, 2016. [Available for rental on Amazon/iTunes/Netflix; a screener can be provided on request.]

Optional readings:

Grinshteyn, Erin and David Hemenway. "Violent Death Rates: The US Compared with Other High-income OECD Countries, 2010." *American Journal of Medicine* 129, no. 3 (March 2016): 266-273.)

U.S. Department of Justice. "The Nation's Two Measures of Homicide." July 2014. Available at: <http://bit.ly/2IU0Miq>

**Session 2 – The science of gun violence: measuring "gun culture" with surveys and ethnographic research**

**9/11/18** Gun violence and gun politics in the U.S. are preceded by a prevalent and durable culture of gun ownership and use.

Learning Objectives:

1. Consider the ways in which surveys and qualitative research inform firearm-related research.
2. Describe patterns in firearm ownership, behaviors, and beliefs across demography and geography and over time, highlighting measurement error and gaps in research
3. Examine synergistic connections between gun behaviors possession, cultural identity, and political beliefs

Readings:

Jennifer Carlson, *Citizen Protectors* (2015) [Chapter 3, p. 58-84].

Azrael, Deborah, Lisa Hepburn, David Hemenway, and Matthew Miller. 2017. "The Stock and Flow of U.S. Firearms: Results from the 2015 National Firearms Survey." *RSF: The Russell Sage Foundation Journal of the Social Sciences* 3(5): 38–57.

Shapira, Harel, and Samantha J. Simon. "Learning to Need a Gun." *Qualitative Sociology*, vol. 41, no. 1, 2018, pp. 1–20., doi:10.1007/s11133-018-9374-2.

Pew Research Center. June 2017. "America's Complex Relationship with Guns." Available at: <https://pewrsr.ch/2xfG4h7>

Optional readings:

Shapira, Harel, et al. "Trends and Patterns of Concealed Handgun License Applications: A Multistate Analysis." *Social Currents*, vol. 5, no. 1, 2017, pp. 3–14., doi:10.1177/2329496517725334.

Smith, Tom, Faith Laken and Son Jaesok. "Gun ownership in the United States: Measurement Issues and Trends." January 2014. Available at: <https://bit.ly/2H4c3qn>

### Session 3 – Violence in focus: domestic violence with guns

**9/18/18** More than half of women murdered in the United States are killed by intimate partners or family members — and more than half of intimate partner homicides of women are committed with guns.

Learning Objectives:

1. Examine the epidemiology of firearm violence by intimate partners or family members and the interplay with mass shootings and murder-suicides
2. Discuss how case-control study designs inform the study of risk factors for

- relatively rare outcomes like domestic violence gun homicide
3. Introduce state and federal legal framework for restricting access to guns by high-risk groups.

Readings:

Campbell, Jacquelyn C., Daniel Webster, Jane Koziol-McLain, Carolyn Block, Doris Campbell, Mary Ann Curry, Faye Gary, et al. 2003. "Risk Factors for Femicide in Abusive Relationships: Results from a Multisite Case Control Study." *American Journal of Public Health* 93 (7): 1089–97.

Sorenson, Susan and Rebecca Schut. 2016. "Nonfatal Gun Use in Intimate Partner Violence - A Systematic Review of the Literature." *Trauma, Violence & Abuse*, 1-12.

Wintemute GJ, Frattaroli S, Wright MA, Claire BE, Vittes KA, Webster DW. Firearms and the incidence of arrest among respondents to domestic violence restraining orders. *Injury Epidemiology*. 2015;2(1):14. doi:10.1186/s40621-015-0047-2.

Zeoli, April M., Alexander McCourt, Shani Buggs, Shannon Frattaroli, David Lilley, and Daniel W. Webster. "Analysis of the strength of legal firearms restrictions for perpetrators of domestic violence and their association with intimate partner homicide." *American journal of epidemiology* (2017).

Optional readings:

Wintemute GJ, Frattaroli S, Claire BE, Vittes KA, Webster DW. Identifying Armed Respondents to Domestic Violence Restraining Orders and Recovering Their Firearms: Process Evaluation of an Initiative in California. *American Journal of Public Health*. 2014;104(2):e113-e118. doi:10.2105/AJPH.2013.301484.

Vittes, Katherine A., and Susan B. Sorenson. 2008. "Keeping Guns out of the Hands of Abusers: Handgun Purchases and Restraining Orders." *American Journal of Public Health* 98 (5): 828–31.

SMU Dedman School of Law. Spring 2017. "Taking Aim At Family Violence: A Report on the Dallas County Gun Surrender Program."

Everytown for Gun Safety. 2015. "Domestic Abuse Protective Orders and Firearm Access in Rhode Island." Available at: <https://every.tw/2y8cKz1>

## Session 4 – Violence in focus: Gun violence in cities - gangs, illegal markets, policing

**9/25/18** Cities bear a disproportionate burden of gun violence — together the 25 largest cities in the U.S. account for one in five of the nation’s gun homicides.

### Learning Objectives:

1. Describe the etiology of gun violence in cities, and what is currently understood about the function of urban gun markets.
2. Demonstrate the contribution of mapping and social network analysis to gun violence related research.
3. Discuss analyses models of decision-making that drive illegal firearm carrying and theories of deterrence.

### Readings:

Jill Leovy, *Ghettoside: A True Story of a Murder in America*, 2015. [Part 1, p. 3-96].

Hureau, David and Anthony Braga. "The Trade in Tools: The Market for Illicit Guns in High-Risk Networks" *Criminology*.

Cook, Phillip, Susan T. Parker, Harold Pollack. "Sources of guns to dangerous people: what we learn by asking them," *Preventative Medicine*. 79: 28-36.

Roberto, E., Braga, A.A. & Papachristos, A.V. "Closer to Guns: the Role of Street Gangs in Facilitating Access to Illegal Firearms" *J Urban Health* (2018) 95: 372.

<https://doi.org/10.1007/s11524-018-0259-1>

### Optional readings:

Braga, Anthony A., Andrew V. Papachristos, and David M. Hureau. 2009. "The Concentration and Stability of Gun Violence at Micro Places in Boston, 1980–2008." *Journal of Quantitative Criminology* 26 (1). Springer US: 33–53.

Sampson, Robert J., and William Julius Wilson. 1995. "Toward a Theory of Race, Crime, and Urban Inequality." In *Crime and Inequality*, edited by J. Hagan and R. D. Peterson. Stanford, CA: Stanford University Press.

Cook, Philip J. Anthony Braga. 2001. "Comprehensive Firearms Tracing: Strategic and Investigative Uses of New Data on Firearms Markets." *Arizona Law Review*.

Cook, Philip, Jens Ludwig, Sudhir Venkatesh, and Anthony Braga. 2005. "Underground Gun

Markets.” *National Bureau of Economic Research*, November. Cambridge, MA: National Bureau of Economic Research. doi:10.3386/w11737.

Everytown for Gun Safety, *Strategies for Reducing Gun Violence in American Cities* (2016).

## Session 5 – Violence in focus: gun suicide and unintentional injury

**10/02/18** The majority of gun deaths in the US are not homicides but suicides, and many of them are committed by legal possessors, so unique considerations must be taken into account in measures to reduce them — as well as rarer but equally tragic unintentional gun injuries.

### Learning Objectives:

1. Explain the epidemiology of gun suicide deaths and the role lethal means play in suicide fatality.
2. Weigh the evidence around legislative and non-legislative measures for addressing them (including point of sale interventions, safe storage requirements, gun violence restraining orders, and lethal means counseling).
3. Describe the epidemiology of unintentional firearm injuries.

### Readings:

Kellerman AL, Rivara FP, Simes G, et al. Suicide in the Home in Relation to Gun Ownership. *New England Journal of Medicine*. 1992; 327(7):467-472

Barber, Catherine W., and Matthew J. Miller. 2014. “Reducing a Suicidal Person’s Access to Lethal Means of Suicide.” *American Journal of Preventive Medicine* 47 (3). Elsevier: S264–72.

Jeffrey W. Swanson, Michael A. Norko, Hsiu-Ju Lin, Kelly Alanis-Hirsch, Linda K. Frisman, Madelon V. Baranoski, Michele M. Easter, Allison G. Robertson, Marvin S. Swartz & Richard J. Bonnie, Implementation and Effectiveness of Connecticut’s Risk-Based Gun Removal Law: Does it Prevent Suicides?, *80 Law and Contemporary Problems* 179-208 (2017). Available at: <https://scholarship.law.duke.edu/lcp/vol80/iss2/8>

### **Assignments: Policy Brief #1 due.**

### Optional readings:

Johnson, Renee M., Catherine Barber, Deborah Azrael, David E. Clark, and David

Hemenway. 2010. "Who Are the Owners of Firearms Used in Adolescent Suicides?" *Suicide & Life-Threatening Behavior* 40 (6): 609–11.

Harvard School of Public Health, "Means Matter," available at:  
<https://www.hsph.harvard.edu/means-matter/>

Vriniotis, Mary, Catherine Barber, Elaine Frank, Ralph Demicco, and New Hampshire Firearm Safety Coalition. 2015. "A Suicide Prevention Campaign for Firearm Dealers in New Hampshire." *Suicide & Life-Threatening Behavior* 45 (2): 157–63.

Runyan, Carol W., Amy Becker, Sara Brandspigel, Catherine Barber, Aimee Trudeau, and Douglas Novins. 2016. "Lethal Means Counseling for Parents of Youth Seeking Emergency Care for Suicidality." *The Western Journal of Emergency Medicine* 17 (1): 8–14.

Wintemute GJ, MD; Carrie A. Parham, MSc, et al. "Mortality Among Recent Purchasers of Handguns" *New England Journal of Medicine*, Vol. 341, No. 21, November 18, 1999, pp. 1583-1589.

## Session 6 – Violence in focus: Public carry, justifiable homicides, and Stand Your Ground Laws

**10/09/18** The predominant reason Americans give for owning firearms has shifted from hunting and sportsmanship to self-defense. Beliefs about defensive gun use, and laws that tailor the justice system to it, have major implications for gun violence and the politics of preventing it.

### Learning Objectives:

1. Review epidemiological research on defensive gun use and its limitations
2. Appreciate the rhetorical role of this research in gun politics, the expansion of 'Stand Your Ground' laws, and their impact on justifiable homicides by civilians
3. Describe the epidemiology of law-enforcement involved shootings and the relationship between police-community trust and violence prevention

### Readings:

Humphreys, David K., Antonio Gasparrini, and Douglas J. Wiebe. n.d. "Evaluating the Impact of Florida's 'Stand Your Ground' Self-Defense Law on Homicide and Suicide by Firearm." doi:10.1001/jamainternmed.2016.6811.

Donohue, John, et al. "Right-to-Carry Laws and Violent Crime: A Comprehensive Assessment Using Panel Data, the LASSO, and a State-Level Synthetic Controls Analysis." 2017, doi:10.3386/w23510.

Hemenway, D., D. Azrael, and M. Miller. 2000. "Gun Use in the United States: Results from Two National Surveys." *Injury Prevention: Journal of the International Society for Child and Adolescent Injury Prevention* 6 (4): 263–67.

Cook, Philip J., Jens Ludwig, and David Hemenway. 1997. "The Gun Debate's New Mythical Number: How Many Defensive Uses per Year?" Edited by Janet Weiss. *Policy Analysis and Management* 16 (3). John Wiley & Sons: 463–69.]

Optional readings:

*Washington Post*, "Fatal Force," (series) (2016).

Film: Abigail Disney, Kathleen Hughes, *The Armor of Light*, 2015. [Available for rental on Amazon/iTunes/Netflix; a screener can be provided on request.]

Mayors Against Illegal Guns, *Shoot First: 'Stand Your Ground' laws and their effect on violent crime and the criminal justice system* (2013).

## Session 7 – Violence in focus: mass shootings and the role of the media

**10/16/18** Mass shootings account for just 1-2% of total gun homicides but play a disproportionate role in the public's understanding of gun violence and the policy responses to it.

Learning Objectives:

1. Discuss theories of the role of media in shaping norms of firearm ownership and use
2. Examine data on responses to gun violence as spectacle (panic buying, contagion).

Readings:

McGinty, Emma E., Daniel W. Webster, and Colleen L. Barry. 2013. "Effects of News Media Messages about Mass Shootings on Attitudes toward Persons with Serious Mental Illness and Public Support for Gun Control Policies." *The American Journal of Psychiatry* 170 (5): 494–501.

Towers, Sherry, Andres Gomez-Lievano, Maryam Khan, Anuj Mubayi, and Carlos Castillo-Chavez. 2015. "Contagion in Mass Killings and School Shootings." *PloS One* 10 (7): e0117259.

Beland, Louis-Philippe, Dongwoo Kim. 2016. "The Effect of High School Shootings on

Schools and Student Performance.” Educational Evaluation and Policy Analysis.

**Assignments: Op Ed #1 due.**

Optional:

Wallace, Lacey N. “Responding to violence with guns: mass shootings and gun acquisition.” *The Social Science Journal* (2015) (52): 156-67.

Koper, Christopher S. “Updated Assessment of the Federal Assault Weapons Ban: Impacts on Gun Markets and Gun Violence, 1994-2003.” July 2004. Report to the National Institutes of Justice. Available at: <https://bit.ly/1KVCjZ>

### Session 8 – In Class Midterm

**10/23/18** Reading: none

### Session 9 – Evidence into action: how public health research shapes and is shaped by gun politics

**10/30/18** Impactful public health scientists understand how their work is likely to be applied because generating new knowledge is never apolitical.

Learning Objectives:

1. Identify major “gun rights” and gun violence prevention groups and how they shape understanding of the issue by the public and policymakers.
2. Examine how interest groups have influenced how gun violence research is conducted and history and jurisprudence are interpreted.

Readings:

Goss K. *Disarmed: The Missing Movement for Gun Control in America* (2006). [Chapters 1-2, pp. 1-72]

Lacombe, Matthew. “The political weaponization of gun owners: the RA’s cultivation, dissemination, and use of a group social identity.” *Forthcoming*.

Metcalf, Dick. “Target: Me.” *Politico*. Jan. 14, 2014. Available at: <https://politi.co/2Kd9f9q>

Siegel, Reva B., "Dead or Alive: Originalism as Popular Constitutionalism in Heller" (2008). Faculty Scholarship Series. 1133. Available at: <https://bit.ly/2LSy6Tx>

Optional readings:

Alcorn T. Trends in Research Publications About Gun Violence in the United States, 1960 to 2014. *JAMA Intern Med.* 2017;177(1):124–126. doi:10.1001/jamainternmed.2016.7076

Han, Hahrie. "Want Gun Control? Learn from the N.R.A." *New York Times*, Oct. 4 2017, available at: <https://nyti.ms/2y1uOJB>

Richard Harris, "If You Love Your Guns," *The New Yorker*, April 20, 1968.

Michael Waldman, *The Second Amendment, A Biography* (2014).

Everytown for Gun Safety, *Access Denied*, 2013. Available at: [everytownresearch.org/reports/access-denied](http://everytownresearch.org/reports/access-denied)

**Session 10 – Evidence into action: laws to keep guns out of dangerous hands.**

**11/06/18** Legislative change is prominent among efforts to address gun violence. This session will consider its possibilities and limitations.

Learning Objectives:

1. Summarize the present risk-factor-based paradigm of U.S. gun laws.
2. Assess the existing criminal background check system and its shortcomings (abusive boyfriends, unlicensed sales).
3. Explain how time-series study designs and cohort studies have been employed to evaluate significant legislative interventions.

Readings:

Morrall AR et al. (2017) *The Science of Gun Policy A Critical Synthesis of Research Evidence on the Effects of Gun Policies in the United States*. The Rand Corporation. Available at: [https://www.rand.org/pubs/research\\_reports/RR2088.html](https://www.rand.org/pubs/research_reports/RR2088.html). (Read: Summary, xvii-xxviii.)

Vernick, Crifasi Webster. n.d. "Effects of Missouri's Repeal of Its Handgun Purchaser Licensing Law on Homicides."

Wintemute, G. J., C. M. Drake, J. J. Beaumont, M. A. Wright, and C. A. Parham. 1998. "Prior Misdemeanor Convictions as a Risk Factor for Later Violent and Firearm-Related

Criminal Activity among Authorized Purchasers of Handguns.” *JAMA: The Journal of the American Medical Association* 280 (24): 2083–87.

**Assignments: Policy Brief #2 due.**

Optional readings:

Wintemute, G. J., M. A. Wright, C. M. Drake, and J. J. Beaumont. 2001. “Subsequent Criminal Activity among Violent Misdemeanants Who Seek to Purchase Handguns: Risk Factors and Effectiveness of Denying Handgun Purchase.” *JAMA: The Journal of the American Medical Association* 285 (8): 1019–26.

Webster, Daniel W., and Garen J. Wintemute. 2015. “Effects of Policies Designed to Keep Firearms from High-Risk Individuals.” *Annual Review of Public Health* 36 (March): 21–37.

Wintemute GJ, Wright MA, Castillo-Carniglia A, *et al.* Firearms, alcohol and crime: convictions for driving under the influence (DUI) and other alcohol-related crimes and risk for future criminal activity among authorised purchasers of handguns. *Injury Prevention* 2018;24: 68-72.

Braga, Anthony A. and David M. Hureau. “Strong gun laws are not enough: The need for improved enforcement of secondhand gun transfer laws in Massachusetts.” *Preventative Medicine* 79: 37-42.

## Session 11 – Evidence into action: Social norms and behavior change to reduce gun violence

**11/13/18** Among the most evidence-based interventions for reducing gun violence are those seeking to directly reshape the norms of those at highest-risk of victimization and perpetration.

Learning Objectives:

1. Compare interventions to reduce urban gun violence through shifts in social norms—including Cure Violence, Ceasefire, and cognitive-behavioral therapy—highlighting challenges to implementing and replicating them
2. Explain how quasi-experimental and natural experiments are used in gun violence research.

Readings:

Butts, Jeffrey A., Caterina Gouvis Roman, Lindsay Bostwick, and Jeremy R. Porter. 2015.

"Cure Violence: A Public Health Model to Reduce Gun Violence." *Annual Review of Public Health* 36 (March): 39–53.

Sharkey, Patrick, et al. "Community and the Crime Decline: The Causal Effect of Local Nonprofit on Violent Crime." *American Sociological Review*, vol. 82, no. 6, 2017, pp. 1214–1240., doi:10.1177/0003122417736289.

Heller, Sara B., Anuj K. Shah, Jonathan Guryan, Jens Ludwig, Sendhil Mullainathan, Harold A. Pollack. 2017. "Thinking, Fast and Slow? Some Field Experiments to Reduce Crime and Dropout in Chicago." *Quarterly Journal of Economics* 132 (1): 1-54.

Beckett, Lois. "How the Gun Control Debate Ignores Black Lives." *ProPublica*. Nov. 24, 2015. Available at: <https://bit.ly/1lg51Dh>

David Kennedy, *Don't Shoot: One Man, a Street Fellowship, and the End of Violence in Inner-City America* (2012) [pp. 44-75].

Optional readings:

Film: Steve James, *The Interrupters*, 2011. Available online at: <https://to.pbs.org/2EvelAT>

Sampson, R. *Great American City: Chicago and the Enduring Neighborhood Effect*. (2011).

## Session 12 – Evidence into action: Environmental interventions and gun violence

**11/20/18** Just as changes in the built environment have proven crucial in reducing motor vehicle accidents and addressing infectious disease, a growing body of research suggests place-based interventions can have a role in curbing gun violence.

Learning Objectives:

1. Explain how randomized control trials can be used to study gun violence.
2. Summarize research on urban blight and violence.

Readings:

Cozens, Paul, and Terence Love. "A review and current status of crime prevention through environmental design (CPTED)." *Journal of Planning Literature* 30.4 (2015): 393-412.

Branas, Charles C., et al. "Citywide Cluster Randomized Trial to Restore Blighted Vacant Land and Its Effects on Violence, Crime, and Fear." *Proceedings of the National Academy*

of Sciences, 2018, p. 201718503., doi:10.1073/pnas.1718503115.

Branas, C. C., Kondo, M. C., Murphy, S. M., South, E. C., Polsky, D., & MacDonald, J. M. (2016). Urban blight remediation as a cost-beneficial solution to firearm violence. *American journal of public health, 106*(12), 2158-2164.

Optional readings:

Garvin EC, Cannuscio CC, Branas CC. Greening vacant lots to reduce violent crime: A randomised controlled trial. *Inj Prev.* 2013; 19(3): 198-203. Doi: 10.1136/injuryprev-2012-040439

Kondo MC, Keene D, Hohl BC, MacDonald JM, Branas CC: A difference-in-differences study of the effects of a new abandoned building remediation strategy on safety. *PLoS One* Page: 1-14, 2015.

Bogar S, Beyer KM. Green Space, Violence, and Crime: A Systematic Review. *Trauma Violence Abuse.* March 2015

**Session 13 – Evidence into action: technological change and consequences for manufacturing, design, and sale of guns**

**11/27/18** Acts of gun injury and violence vary but all have one element in common: a firearm. So, what if that firearm were to change?

Learning Objectives:

1. Describe the firearm manufacturing and retail industry and examine the role it might play in injury prevention, with historical context from car manufacturers and others.
2. Review advances in firearm related technology, including: distributed manufacturing, personalized firearms and locking devices.
3. Consider how advances in technology could reshuffle gun violence and the current paradigms for its prevention.

Readings:

Barrett, Paul. (Feb. 17, 2016). "Three Days Behind the Counter at a Vegas Gun Shop." *Bloomberg Businessweek*. <https://bloom.bg/2LcK8qj>

Parloff, Roger. (Apr. 22, 2015) "Smart Guns: They're ready. Are we?" *Fortune*, available at:

<https://for.tn/1Gj9Zl3>

The Brady Campaign. *Smoking Guns*. Available at:

<http://www.bradycampaign.org/sites/default/files/smokingguns.pdf>

Wintemute GJ. Support for a Comprehensive Background Check Requirement and Expanded Denial Criteria for Firearm Transfers: Findings from the Firearms Licensee Survey. *Journal of Urban Health : Bulletin of the New York Academy of Medicine*. 2014;91(2):303-319. doi:10.1007/s11524-013-9842-7.

**Assignments: Op Ed #2 due.**

## Session 14 – Theories of change

**12/04/18** Integrating material from all previous weeks, we will discuss the processes by which society might evolve from an intolerable status quo.

### Learning Objectives:

1. Consider the history of other public health movements to reduce injury.
2. Synthesize content on injury prevention, political engagement, and cultural change.

### Readings:

Miller, L. "An Experiment in Empathy." *New York Magazine*. (December 26, 2016), available at: <http://nym.ag/2lcYDOA>

Kahan, Dan M. And Donald Braman. (2003). "More Statistics, Less Persuasion: A Cultural Theory of Gun-Risk Perceptions." *University of Pennsylvania Law Review* v151 n4: 1291-1327.

Cook PJ and J Ludwig. (2003) "Fact-Free Gun Policy?" *University of Pennsylvania Law Review* v151 n4: 1329-1340.

Hemenway, D. *While We Were Sleeping: Success Stories in Injury and Violence Prevention* (2009). Read "Summary": 164-174.

### Optional readings

"Effective Messages in Vaccine Promotion: A Randomized Trial." *Pediatrics*, vol. 133, no. 4,

#### **STATEMENT OF ACADEMIC INTEGRITY:**

The NYU College of Global Public Health values both open inquiry and academic integrity. Students in the program are expected to follow standards of excellence set forth by New York University. Such standards include respect, honesty and responsibility. The CGPH does not tolerate violations to academic integrity including:

- Plagiarism
- Cheating on an exam
- Submitting your own work toward requirements in more than one course without prior approval from the instructor
- Collaborating with other students for work expected to be completed individually
- Giving your work to another student to submit as his/her own
- Purchasing or using papers or work online or from a commercial firm and presenting it as your own work

Students are expected to familiarize themselves with the CGPH and University's policy on academic integrity as they will be expected to adhere to such policies at all times – as a student and an alumni of New York University.

#### Plagiarism

Plagiarism, whether intended or not, is not tolerated in the CGPH. Plagiarism involves presenting ideas and/or words without acknowledging the source and includes any of the following acts:

- Using a phrase, sentence, or passage from another writer's work without using quotation marks
- Paraphrasing a passage from another writer's work without attribution
- Presenting facts, ideas, or written text gathered or downloaded from the Internet as your own
- Submitting another student's work with your name on it
- Submitting your own work toward requirements in more than one course without prior approval from the instructor
- Purchasing a paper or "research" from a term paper mill.

Students in the CGPH and CGPH courses are responsible for understanding what constitutes plagiarism. Students are encouraged to discuss specific questions with faculty instructors and to utilize the many resources available at New York University.

#### Disciplinary Sanctions

When a professor suspects cheating, plagiarism, and/or other forms of academic dishonesty, appropriate disciplinary action is as follows:

- The Professor will meet with the student to discuss, and present evidence for the particular violation, giving the student opportunity to refute or deny the charge(s).
- If the Professor confirms that violation(s), he/she, in consultation with the Chairperson or

- Chairperson or Program Director may take any of the following actions:
  - Allow the student to redo the assignment
  - Lower the grade for the work in question
  - Assign a grade of F for the work in question
  - Assign a grade of F for the course
  - Recommend dismissal

Once an action(s) is taken, the Professor will inform the Chairperson or Program Director and inform the student in writing, instructing the student to schedule an appointment with the Associate Dean for Academic Affairs, as a final step. The student has the right to appeal the action taken in accordance with the CGPH Student Complaint Procedure.

**STUDENTS WITH DISABILITIES:**

Students with disabilities should contact the Moses Center for Students with Disabilities regarding the resources available to them, and to determine what classroom accommodations should be made available. More information about the Moses Center can be found here. must appear on the syllabus. Information about the center can be found here: <https://www.nyu.edu/life/safety-health-wellness/students-with-disabilities.html>. Students requesting accommodation must obtain a letter from the Moses Center to provide to me as early in the semester as possible.