



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

Class Schedule: Mondays 11:00am-1:30pm
Class Location: 45 W 4th Street, Room B06
Semester and Year: Fall 2021

Professor: Ted Alcorn
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Email: ted.alcorn@gmail.com

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, policing, behavioral interventions, and environmental/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 public health, 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 COMPONENTS:

1. Describe the characteristics of major categories of gun violence in the U.S. including domestic violence, community gun violence, suicide, and shootings by law enforcement.
2. Describe how illegal gun markets and social norms influence unlawful gun carrying, and the implications for highly disadvantaged urban neighborhoods.
3. Describe the connections between gun culture (beliefs, behaviors), interest groups' goals and tactics for building power, and the epidemiology of firearm injuries.
4. Describe successful campaigns to enact gun violence prevention laws or implement non-legislative gun violence prevention programs, highlighting the roles of key stakeholders.
5. Compare the strength of evidence supporting various interventions for addressing gun violence, identify weaknesses in research methods, and highlight gaps in current knowledge.
6. Describe the components of leading non-legislative approaches for reducing community gun violence and the role different stakeholders play in successful implementation.

PRE-REQUISITES:

None

COURSE REQUIREMENTS AND EXPECTATIONS:

Late assignments will be penalized 10% per day late.

	Percentage or Points:
<u>Reading responses and classroom participation:</u> By noon <i>the day before class</i> , students must prepare a brief, informal response to that week's readings, which will be posted to Brightspace to prepare for group discussion. These responses can be as little as 150 words and <i>no more than 400 words</i> and can adopt any format: drawing connections between readings, critiquing them, or articulating questions. They will not be graded on content or prose, but may be referenced during class discussion. In class, students are expected to listen actively and offer their viewpoints. Inactive presence in class will result in a reduction from the overall grade, whereas students who prepare reading responses and make active contributions in class showing mastery of concepts and methods will receive full points for participation. A detailed rubric detailing the expectations around course engagement will be distributed during the first class-session. If you have concerns about classroom participation, please see the instructor in person early in the semester.	30%
<u>Group data exercise:</u> Working in groups of 3-4, students will obtain and analyze epidemiological data related to gun violence morbidity and mortality from CDC's Web-based Injury Statistics Query and Reporting System (WISQARS) or Wide-ranging Online Data for Epidemiologic Research (WONDER), which are portals to national data on gun-related fatalities. Students will receive a problem-set by the 4 th week of class, and will then identify, acquire, and analyze data appropriate for answering the questions, producing analyses and visualizations of their findings. The finished product should be a brief written document with an explanation of the analyses pursued, documentation of the analyses themselves, and results yielded (with figures visualized). The final product is due by the 7 th week of class. Assignments will be graded on thoughtfulness of analysis, accurate interpretation of data, organization and clarity of writing and visualizations, and attention to detail (including accurate spelling and grammar).	15%
<u>In-class midterm 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.	15%
<u>Final paper:</u> Students will write a 2,000- to 3,000-word paper on an evidence-based means of preventing gun violence that we have not covered in-depth in class, describing how the intervention is meant to work, the scope of where and when it has been implemented, the evidence of its effectiveness (referencing at least three peer-reviewed evaluations), and their own critical analysis of the <i>politics</i> of the intervention (who does it appeal to? who objects to it?) Topics could include transformative mentoring and conditional cash transfers such as those incorporated in Advanced Peace, place-based interventions such as improving outdoor lighting, gun buybacks, California's proactive removal of firearms from prohibited people, new prohibitions on gun ownership such as for alcohol-related offenses, training police officers in de-escalation, introducing new forms of emergency response, improving clearance rates for homicides, or educational programs that promote safe storage of firearms. The paper should cite sources (citations will not count towards word-count). Students must submit a <100-word statement of topic by the 9 th week of class and the final paper by the 14 th week of class. Assignments 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. Students will briefly present their findings to their classmates on the final day of class.	40%

All written work should be double-spaced, one-inch margins, and 11-point font.

GRADING SCALE:

A:	93-100	C+:	77-79
A-:	90-92	C:	73-76
B+:	87-89	C-:	70-72
B:	83-86	F:	<69
B-:	80-82		

NYU BRIGHTSPACE:

Readings will be available on NYU Brightspace, which will be used extensively throughout the semester for assignments, announcements, and communication.

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, challenges that policymakers 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 research 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 policymakers to tackle. Content will be presented in a combination of lectures and small-group and class-wide discussions.

Session 1 – The science of gun violence: Asking better questions	
9/20/21	<p>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.</p> <p><u>Learning Objectives:</u></p> <ol style="list-style-type: none">1. Describe firearm injury in the U.S.2. Introduce fundamental public health concepts such as prevalence, rates, and risk.3. Consider the role that scientific evidence and reasoning play in the development of policy. <p><u>Required readings:</u></p> <p>Kahan, Dan M. And Donald Braman. (2003). “More Statistics, Less Persuasion: A Cultural Theory of Gun-Risk Perceptions.” <i>University of Pennsylvania Law Review</i> v151 n4: 1291-1327.</p> <p>Cook PJ and J Ludwig. (2003) “Fact-Free Gun Policy?” <i>University of Pennsylvania Law Review</i> v151 n4: 1329-1340.</p>

Optional readings:

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

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

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>

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

9/27/21 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. Describe patterns in firearm ownership, behaviors, and beliefs across demography and geography and over time, highlighting measurement error and gaps in research.
2. Examine how gun behaviors/possession influence cultural identity and political beliefs.
3. Consider the ways in which surveys and qualitative research inform firearm-related research.

Assignments: Interview a gun-owner

Required readings:

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

Boine, Claire, Ted Alcorn, Michael Siegel, Craig Ross, Michael Siegel. 2019. "What is gun culture? A state-level analysis to characterize its elements and trends." Under review.

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.

Optional readings:

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.

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

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: mass shootings

10/4/21 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. Compare different definitions of 'mass shooting' societal responses to them (panic buying, contagion), and consider the meaning these events have for policymakers.
2. Introduce core concepts of epidemiology including standards of evidence, correlation, and causality.
3. Acquire CDC data on violent deaths and walk through a basic analysis together.

In-class activity: introduction to WISQARS

Required readings:

Swanson JW. Introduction: Violence and Mental Illness. *Harv Rev Psychiatry*. 2021 Jan-Feb 01;29(1):1-5. doi: 10.1097/HRP.0000000000000281. PMID: 33417371.

Metzl, J. M., & MacLeish, K. T. (2015). Mental illness, mass shootings, and the politics of American firearms. *American Journal of Public Health*, 105(2), 240–249.

<https://doi.org/10.2105/AJPH.2014.302242>

Optional readings:

Reeping P.M., Cerdá M, Kalesan B, Wiebe D.J., Galea S, Branas C.C. State Gun Laws, Gun Ownership, and Mass Shootings in the US: Cross-sectional Time Series. *BMJ - British Medical Journal* 364: 1542-8, 2019.

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/1lKVCjZ>

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.

Klarevas, Louis. *Rampage Nation: Securing America from Mass Shootings*. Preface and Part 1: Problem. 2016 Prometheus Books.

Beland, Louis-Philippe, Dongwoo Kim. 2016. "The Effect of High School Shootings on Schools and Student Performance." *Educational Evaluation and Policy Analysis*.

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>

Lankford, A. and Tomek, S. (2018), Mass Killings in the United States from 2006 to 2013: Social Contagion or Random Clusters? *Suicide Life Threat Behav*, 48: 459-467. doi:[10.1111/sltb.12366](https://doi.org/10.1111/sltb.12366)

Session 4 – Violence in focus: Gun violence in cities - risk, gangs, and illegal gun supply

10/12/21 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 network analysis to gun violence-related research.
3. Discuss models of decision-making related to illegal firearm carrying, and theories of deterrence.

Group problem-set distributed.

Required readings:

Hureau, David and Anthony Braga. "The Trade in Tools: The Market for Illicit Guns in High-Risk Networks" *Criminology* (August 2018): 510-45.

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

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.

Optional readings:

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>

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.

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).

Loeffler, C. and Flaxman, S., 2017. Is gun violence contagious? A spatiotemporal test. *Journal of Quantitative Criminology*, pp.1-19.

Wiley, S.A., Levy, M.Z. and Branas, C.C., 2016. The impact of violence interruption on the diffusion of violence: a mathematical modeling approach. In *Advances in the Mathematical Sciences* (pp. 225-249). Springer, Cham.

Session 5 – Violence in focus: domestic violence with guns

10/18/21 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.

Required 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.

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.

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

Optional readings:

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, 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."

Session 6 – Violence in focus: gun suicide and unintentional injury

10/25/21 The majority of gun deaths in the US are not homicides but suicides, and many of them are committed by legal possessors, raising unique considerations about how to reduce them — as with 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.

Required readings:

Barber C, Berrigan JW, Sobelson Henn M, Myers K, Staley M, Azrael D, Miller M, Hemenway D. Linking Public Safety And Public Health Data For Firearm Suicide Prevention In Utah. *Health Aff (Millwood)*. 2019 Oct;38(10):1695-1701. doi: 10.1377/hlthaff.2019.00618. PMID: 31589528.

Miller M, Salhi C, Barber C, Azrael D, Beatriz E, Berrigan J, Brandspigel S, Betz ME, Runyan C. Changes in Firearm and Medication Storage Practices in Homes of Youths at Risk for Suicide: Results of the SAFETY Study, a Clustered, Emergency Department-Based, Multisite, Stepped-Wedge Trial. *Ann Emerg Med*. 2020 Aug;76(2):194-205. doi: 10.1016/j.annemergmed.2020.02.007. Epub 2020 Apr 16. PMID: 32307124.

Studdert D, et al. "Handgun ownership and suicide in California." *N Engl J Med* 2020; 382:2220-2229 DOI: 10.1056/NEJMsa1916744

Optional readings:

Kellerman AL, Rivara FP, Somes 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>

Branas C.C., Richmond T.S., Ten Have T.R., Wiebe D.J. Acute alcohol consumption, alcohol outlets, and gun suicide. *Substance Use & Misuse* 46(13): 1592-1603, 2011.

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 7 – Violence in focus: Public carry, justifiable homicides, and Stand Your Ground laws

11/1/21 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 research on defensive gun use and assess its limitations
2. Examine the rhetorical role this research has played in gun politics, the expansion of 'Stand Your Ground' laws, and their impact on justifiable homicides by civilians

Required readings:

Ackerman, Nicole, Goodman, Melody S., Gilbert, Keon, Arroyo-Johnson, Cassandra, and Pagano, Marcello (2015). Race, Law, and Health: Examination of 'Stand Your Ground' and Defendant Convictions in Florida. *Social Science & Medicine*, 142: 194–201.

Humphreys, David K., Antonio Gasparini, and Douglas J. Wiebe. n.d. "Evaluating the Impact of Florida's 'Stand Your Ground' Self-Defense Law on Homicide and Suicide by Firearm." *JAMA Internal Medicine* 2016, 6811.

Assignments: Group data exercise due

Optional readings:

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.

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).

Hemenway, D., 1997. The myth of millions of annual self-defense gun uses: a case study of survey overestimates of rare events. *Chance*, 10(3), pp.6-10.

Session 8 – In-Class Midterm

11/8/21 Required readings: none.

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

11/15/21 Science is never apolitical, and even evidence-based policymaking must be undertaken with an understanding of the political dimensions of the field.

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.

Required 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 National Rifle Association's Cultivation, Dissemination, and Use of a Group Social Identity." *The Journal of Politics* 2019.

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

Optional readings:

Goss, K. 2019. "Whatever Happened to the 'Missing Movement'? Gun Control Politics Over Two Decades of Change?" In *Gun Studies*, edited by J Carlson, K Goss, H Shapira, 136-50. New York, NY: Routledge.

Patterson, Kelly D. and Matthew M. Singer. 2006. "Targeting Success: The Enduring Power of the NRA." In *Interest Group Politics*, edited by Allan J. Cigler and Burdett A. Loomis, 37-64. Washington, DC: CQ Press.

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>

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

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

11/22/21 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.

Required readings:

Ludwig J, Cook PJ. Homicide and Suicide Rates Associated with Implementation of the Brady Handgun Violence Prevention Act. *JAMA*. 2000;284(5):585–591. doi:10.1001/jama.284.5.585

Rose G (Department of Epidemiology, London School of Hygiene and Tropical Medicine, Keppel Street, London WC1E 7HT, UK). Sick individuals and sick populations. *International Journal of Epidemiology* 1985;14: 32–38.

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. (Read: Summary, xvii-xxviii.)

Assignments: Submit topic for final paper

Optional readings:

Cook, Philip J., and Harold A. Pollack. 2017. "Reducing Access to Guns by Violent Offenders." *RSF: The Russell Sage Foundation Journal of the Social Sciences* 3(5): 1–36.

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.

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 – Police and policed: law enforcement approaches to gun crime

11/29/21 In the U.S., the preeminent (and best-funded) response to gun violence is policing, and law enforcement often view addressing gun violence as their top priority. In this session we will examine the evidence of the positive impact police can have on violence, and the harms their reaction to it can cause.

Learning Objectives:

1. Examine the role that law enforcement play in solving gun crimes, preventing violence through proactive techniques, and gun-focused investigations and interventions.
2. Describe the epidemiology of law-enforcement involved shootings
3. Review the harms that the criminal justice system can cause, and the relationship between police-community trust and violence prevention.

Required readings:

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

David Kennedy. "State Violence, Legitimacy, and the Path to True Public Safety." *The Niskanen Center*. Available at: <https://www.niskanencenter.org/state-violence-legitimacy-and-the-path-to-true-public-safety/>

Kyle Peyton, Michael Sierra-Arévalo, David G. Rand. "A field experiment on community policing and police legitimacy." *Proceedings of the National Academy of Sciences* Oct 2019, 116 (40) 19894-19898; DOI: 10.1073/pnas.1910157116

Optional readings:

Alcorn T. "Who Should the Police Answer To?" July 2019. *The Atlantic*. Available at: <http://bit.ly/2z2VM2B>

Del Pozo, Brandon. "I'm a Police Chief. We Need to Change How Officers View Their Guns." Nov. 13,2019, *The New York Times*. <https://nyti.ms/35P01g5>

National Academies of Sciences, Engineering, and Medicine. 2017. *Proactive Policing: Effects on Crime and Communities*. Washington, DC: The National Academies Press. doi: <https://doi.org/10.17226/24928>. (Read: Summary, page S1 – S10)

Sherman L, Shaw J, Rogan D. The Kansas City Gun Experiment. National Institute of Justice Research in Brief. 1995. http://www.popcenter.org/problems/drive_by_shooting/PDFs/Sherman_et_al_KansasCity_1995.pdf

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

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

Session 12 – Evidence into action: Behavioral interventions and gun violence in cities

12/6/21 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 focused deterrence, violence interruption, 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.

Required readings:

Corsaro, N., Engel, R.. 2015. "Most Challenging of Contexts: Assessing the Impact of Focused Deterrence on Serious Violence in New Orleans." *Criminology & Public Policy* 14:471–505.

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.

Beckett, Lois. "How the Gun Control Debate Ignores Black Lives." *ProPublica*. Nov. 24, 2015. Available at: <https://bit.ly/1g51Dh>

Optional readings:

Rose G (Department of Epidemiology, London School of Hygiene and Tropical Medicine, Keppel Street, London WC1E 7HT, UK). Sick individuals and sick populations. *International Journal of Epidemiology* 1985;14:32–38.

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

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.

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

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

Braga, A., Weisburd, D. The effects of “pulling levers” focused deterrence strategies on crime. *Campbell Systematic Reviews* 2012:6 DOI: 10.4073/csr.2012.6

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

Session 13 – Evidence into action: Environmental interventions and gun violence

12/13/21 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.

Required readings:

Garvin, E., Branas, C., Keddem, S., Sellman, J. and Cannuscio, C., 2013. More than just an eyesore: local insights and solutions on vacant land and urban health. *Journal of Urban Health*, 90(3), pp.412-426.

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, C.C., South, E., Kondo, M.C., Hohl, B.C., Bourgois, P., Wiebe, D.J. and MacDonald, J.M., 2018. Citywide cluster randomized trial to restore blighted vacant land and its effects on violence, crime, and fear. *Proceedings of the National Academy of Sciences*, 115(12), pp.2946-2951.

Optional readings:

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.

Kondo M.C., Keene D., Hohl B.C., MacDonald J.M., Branas C.C. A difference-in-differences study of the effects of a new abandoned building remediation strategy on safety. *PLoS One*: 1-14, 2015.

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

Branas, C.C., Cheney, R.A., MacDonald, J.M., Tam, V.W., Jackson, T.D. and Ten Have, T.R., 2011. A difference-in-differences analysis of health, safety, and greening vacant urban space. *American journal of epidemiology*, 174(11), pp.1296-1306.

Session 14 – Student presentations: New frontiers of gun violence prevention

12/20/21 We will devote this session to listening to student presentations, and then will wrap up with a group discussion of what we take from the course as a whole.

<u>Assignments:</u> Submit final paper

MOSES CENTER FOR STUDENTS WITH DISABILITIES:

If you are student with a disability who is requesting accommodations, please contact New York University's Moses Center for Students with Disabilities. You must be registered with CSD to receive accommodations. Information about the Moses Center can be found at www.nyu.edu/csd. The Moses Center is located at 726 Broadway on the second floor.

RELIGIOUS HOLIDAYS:

NYU's policy is to accommodate students' observances of religious holidays. In order to receive accommodation, you must notify the instructor during the first two weeks of the semester of any planned absences related to religious observance. Further details on NYU's policies may be found at: <http://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-calendar-policy-on-religious-holidays.html>

ACADEMIC HONESTY

Intellectual integrity is the university's most fundamental commitment. Plagiarism of any kind will be penalized to the fullest possible extent, without warning or exception.

The most common causes of plagiarism are not deliberate dishonesty, but stress and uncertainty. You are encouraged to begin assignments well in advance of the deadline, and to check with the instructor if you have any questions. Whenever you draw upon somebody else's words or ideas to make a point, give them credit in a note. If you have questions about documentation requirements, don't guess – just ask.

For further details on university policy, strictly adhered to in this class, see: <http://cas.nyu.edu/page/ug.academicintegrity>