

# HESBURGH PROGRAM IN PUBLIC SERVICE

## SPRING 2017 COURSE OFFERINGS

The Hesburgh Program in Public Service minor consists of five courses. It is designed to allow students to choose courses that complement their major, and pursue their particular public policy interest.

### CO-REQUISITES

Students must take Microeconomics and American Politics early in their progress towards completing the minor.

### GATEWAY COURSE

Intro to Public Policy

### RESEARCH TOOLS

Students must take a research methodology course from the social sciences. These courses introduce students to techniques to assess policy problems and evaluate policy outcomes.

### ELECTIVES

Students must take two elective courses from separate categories; values, institutions, and topics to deepen their understanding of the process and substance of policy.

### CAPSTONE

The Policy-Making Process or Independent Capstone Research

## ELECTIVES

### *Tools*

HESB 30101/SOC 30903	Stats for Sociological Research
HESB 30102/ECON 30010	Intermediate Micro Theory
HESB 30104/ECON 30330	Statistics for Economics

### *Values*

HESB 20211/THEO 24338	Rich, Poor, and War
HESB 20221/PHIL 20402	Moral Problems
HESB 20222/PHIL 20401	Ethics
HESB 20223/PHIL 20628	Ethics of Emerging Weapons Technology
HESB 30303/BAEN 30505	Social Entrepreneurship
HESB 30309/POLS 30771	Catholic Social Thought
HESB 30626/POLS 30068	Issues in Civil Liberties and Civil Rights
MGTC 40410	Values-Based Leadership

### *Institutions*

HESB 30308/POLS 30003	After Election: The First 100 Days
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### *Topics*

HESB 20220/SOC 20033	Intro to Social Problems
HESB 20224/SOC 20541	Sociology of War and Terror
HESB 30307/PS 33100	Healthcare and the Poor
HESB 30568/ESS 30605	Education Law and Policy
HESB 30662/ECON 33562	Entitlement Reform: Social Security
HESB 33101/CSC 33972	Restorative Justice
HESB 40104/GSC 40522	Prisons and Policing in the United States
HESB 40105/ECON 40362	Monetary Policy
HESB 40106/AFST 40710	African-American Resistance
HESB 43524/SOC 43839	Unequal America
HESB 43889/ILS 43501	Latinos in the Future of America

## OTHER OPPORTUNITIES

HESB 33900 The Business of Nonprofits: Passion to Practice

For more information or course selection advising see  
 Claudia Anewalt:  
 canewalt@nd.edu | 337 O'Shaughnessy Hall  
 hesburghprogram.nd.edu

HESBURGH PROGRAM  
 IN PUBLIC SERVICE  
 a public policy minor

## CO-REQUISITES

### **HESB 20002 Principles of Microeconomics**

An introduction to economics, with particular attention to the pricing mechanism, competitive and monopolistic markets, government regulation of the economy, labor-management relations and programs, income determination and public policy, trade and the international economy.

Section 02: Forrest Spence TR 11:00-12:15

Section 05: Forrest Spence TR 12:30-1:45

### **POLS 20100 American Politics**

This course offers an introduction to the principles, institutions, and decision-making processes of the national government of the United States. Over the semester, we will examine the foundations of American government (the Constitution, federalism, American political culture and ideology), political institutions (Congress, presidency, judiciary, and bureaucracy), democratic processes and players (elections, voting, public opinion, political parties, interest groups, social movements, and mass media), and public policy making.

Dave Campbell TR 9:30-10:45

## TOOLS

### **HESB 30101 Stats for Sociological Research**

We frequently encounter statements or claims based on statistics, such as: “Women earn less than men,” “The American population is becoming more racially and ethnically diverse,” or “Married people are healthier than unmarried people.” On what information are these statements based? What kinds of evidence support or refute such claims? How can we assess their accuracy? This course will show students how to answer these sorts of questions by interpreting and critically evaluating statistics commonly used in the analysis of social science data. Hands-on data analysis and interpretation are an important part of the course. You should finish the course with the ability to interpret, question, and discuss statistics accurately and with an understanding of which type of statistic is appropriate for different kinds of data and research questions. You should also finish the course with basic programming and data analysis skills. No prior statistical knowledge is required. This course is ideal for students interested in the social and/or life sciences as well as business and/or law.

Marshall Taylor MW 3:30-4:45

### **HESB 30102 Intermediate Micro Theory**

An examination of the language and analytical tools of microeconomics, emphasizing the functional relationship between the factor and product markets and resource allocation.

Felix Feng MW 12:30-1:45

### **HESB 30104 Statistics for Economics**

This course seeks to introduce the student to the principles of probability and statistical theory appropriate for the study of economics. The emphasis of the course will be on hypothesis testing and regression analysis.

Sara Esfahani MW 3:30-4:45

# VALUES

## **HESB 20211 Rich, Poor, and War**

This course examines the interrelationships between economic injustice and violence. It begins by investigating the gap between rich and poor both in the US and worldwide. We also look at the history of Christian thought on wealth and poverty. We then address the ways in which economic disparity intersects with the problem of violence in both domestic (violence against women) and political realms (war and revolution). Next, we canvass Christian thought on the use of violence. This raises the question of whether Christianity itself contributes more to violence or to peace. Finally, we pose the question of whether forgiveness for violence is advisable or feasible.

Todd Whitmore TR 9:30-10:45

## **HESB 20221 Moral Problems**

An introduction to the field of moral philosophy, with major emphasis on contemporary moral issues.

Section 01: Andrew Helms TR 12:30-1:45

Section 02: Andrew Helms TR 11:00-12:15

## **HESB 20222 Ethics**

An examination of the relationship between thought and action in light of contemporary and traditional accounts of the nature of ethics.

Section 01: John Himelright MW 5:05-6:20

Section 02: Ryan Madison TR 9:30-10:45

## **HESB 20223 Ethics of Emerging Weapons Technology**

This course explores the ethical challenges posed by the ongoing revolution in the technology of war. After learning about some general, philosophical approaches to ethical decision making, we will examine a wide range of new weapons technologies, from “smart” bombs, drones, and robots to em (electromagnetic) weapons, cyberwar, and bio-enhancement, asking the question whether the existing framework of Just War Theory and the Law of Armed Conflict (LOAC) are adequate for war as it will be fought in the 21st century.

Daniel Allen & Robert Latiff TR 12:30-1:45

## **HESB 30303 Social Entrepreneurship**

Some of the most dynamic and successful businesses are aspiring to a “double” or “triple bottom line”: profitability, beneficial human impact, and environmental sustainability. This course exposes students to a new and growing trend in leadership, venture creation, product design, and service delivery which uses the basic entrepreneurial template to transform the landscape of both for-profit and not-for-profit ventures.

Melissa Paulsen TR 11:00-12:15

### **HESB 30309 Catholic Social Thought**

How does a 2,000 year old institution keep up with the times. The emergence of a modern system of nation states in the aftermath of the French Revolution and Napoleonic wars posed challenges to the authority of the Catholic Church in Europe. In response to rapid economic, social and political changes, Catholic leaders from 1891 onwards published a series of encyclical documents now collectively referred to as Catholic social thought. This course explores the development of Catholic social doctrine within its historical and political contexts, tracing its principles from their first exposition of Pope Leo XIII's 1891 response to labor disputes, through twentieth century crises of totalitarianism, to Pope Francis' recent encyclical on the environment. Students will learn key concepts such as subsidiarity, solidarity, the preferential option for the poor, human dignity, and the common good. In the end, students will not only gain a critical understanding of some of the Catholic Church's moral and social teachings, but will also gain insights into how one of the most powerful religious institutions in the world has attempted to navigate questions on church-state relations and relations between religion and politics more generally.

Theresa Smart TR 3:30-4:45

### **HESB 30626 Issues in Civil Liberties and Civil Rights**

This course explores topics in American constitutional law related to civil liberties and civil rights. The course employs a variety of instructional methods including Socratic method lectures, class debates, and moot court exercises in which students play the role of lawyers and justices arguing a Supreme Court case. Students will explore the social and political struggles that have shaped freedom and equality in the United States, including debates over protest, hate speech, pornography, religious freedom, gun control, abortion, race, gender, and homosexuality

Matt Hall MW 2:00-3:15

### **MGTC 40410 Values-Based Leadership**

What is leadership? Which types of leadership are more effective? How do you get entire business units, and the people in them, motivated to do what needs to be done? Can leadership make a difference? We'll ask and answer these questions while seeking to understand the process by which a person who holds responsibility is able to facilitate unit performance.

*\*Due to MCOB pre-requisites, the Hesburgh Program has not cross-listed this course with our own number. If you meet the restrictions, and would like to take this course for the Hesburgh minor, please register for the course and let us know.*

# INSTITUTIONS

## **HESB 30308 After Election: The First 100 Days**

It's the beginning of 2017 and a new president is getting ready to take office. This means staffing the administration, getting ready to send nominations for cabinet and other high-ranking positions (perhaps including a Supreme Court justice) to the Senate for possible confirmation, presenting his or her agenda to Congress, the bureaucracy, the American people, and the world during the inaugural address, and so much more. In this class, we will use the backdrop of the first hundred days of the new administration to examine the most powerful single office in the country. However, rather than viewing the presidency as a sequence of names and biographies, this course will analyze the American presidency as a political institution embedded in a network of often rival actors such as Congress, the courts, the bureaucracy, the electorate, and others. Students will not only be expected to acquire knowledge of substantive terms and concepts, but will also be expected to master analytical concepts and successfully apply them to applications in the realm of U.S. executive branch politics.

Gary Hollibaugh TR 11:00-12:15

# TOPICS

## **HESB 20220 Intro to Social Problems**

Today's society is beset by many serious social problems, for example, crime and deviance, drug abuse and addiction, domestic violence, hunger and poverty, and racial/ethnic discrimination. How do we think about these problems in ways that lead to helpful solutions? In what ways does one's own social background and role in society affect his/her views of these problems? In this course, students will learn to take a sociological perspective not only in examining the causes, consequences, and solutions to some of society's most troubling social problems, but also in taking a critical look at their own perceptions of the problems.

Erika Summers-Effler MW 12:30-1:45

## **HESB 20224 Sociology of War and Terror**

This course offers a broad introduction to the sociology of wars, terror, and communal violence, including their causes, conduct, and consequences. We will consider the basic social forces which impel people to kill and to risk death in the name of their societies, including the relationship of violence to "human nature." We will survey the manifold characteristics of societies that contribute to and are affected by war and terror: politics; economics; religion; culture; demographics; the environment; gender; race, ethnicity, and nationalism; social movements; and social psychology. We will survey the scope of war and terror throughout social history and pre-history, but will give special attention to the security dilemmas confronting American society. And we will consider alternatives to war and terror and the prospects for transcending the communal violence that has been so much a part of social life for millennia. The format of the course combines lectures, presentations, and discussions. We will draw on both written and visual materials of several kinds. Grades will be based on examinations, brief written work, and participation. (This course requires no background in sociology. It is open to any student, regardless of major, who is concerned about the occurrence of armed conflict in social life.)

Russel Faeges TR 12:30-1:45

### **HESB 30307 Healthcare and the Poor**

The relationship between health and poverty is complex and challenging. The inability of the poor to maintain adequate nutrition, shelter and have access to preventative medical care can contribute to their poor health status. But even if one isn't poor, one illness or hospitalization can test their ability to meet both their ability to meet the financial burden of their medical care as well as their other needs. In either case, individuals have to face difficult choices between their health and other material needs. This course examines the consequences of the health risks the poor face and the difficulties that they have in obtaining medical care whether they are uninsured, seek "charitable" care, or utilize public programs such as Medicaid. The course will also examine the impact of the Affordable Care Act that will require all individuals to have at least a minimal level of health care coverage.

David Betson TR 2:00-3:15

### **HESB 30568 Education Law and Policy**

This course focuses on selected legal and policy issues related to K-12 education in the United States. A central theme is the intersection of K-12 schooling and the state, with a particular focus on Constitutional issues of religious freedom and establishment, student speech and privacy, parental choice, educational opportunity, and education reform trends such as charter schools and accountability measures. Questions examined over the course of the semester include: What are the most basic obligations of the state with regard to its regulation of K-12 education? What are the most basic rights of parents in this regard? In what ways does the 1st Amendment protect - and limit - the speech and privacy rights of K-12 schoolchildren? In what ways may the state accommodate K-12 schools with an explicitly religious character? What are the Constitutional requirements with regard to religious speech or expression within K-12 public schools? To what degree is the principle of equality manifest in the form of educational opportunity? How has this changed over time? In what ways have education reform trends such as charter schooling and increased accountability changed the policy landscape of K-12 education?

John Schoenig MW 2:00-3:15

### **HESB 30662 Entitlement Reform: Social Security**

With an aging population and concerns with the magnitude of government debt, the future obligations of Social Security and Medicare have made prompted policy makers to actively consider reforms of these government entitlement programs. This course will examine the following topics. What is the economic status of the elderly? How do government programs assist the elderly (the broad range of assistance from tax preferences and means tested programs such as food stamps and Supplemental Security Income to the universal programs such as Social Security and Medicare)? What role do these government programs play in retirement policy? Are governments too generous or should the elderly take on greater responsibility for their retirement years? What reforms are being proposed currently for reform of Social Security and Medicare?

David Betson TR 12:30-1:45

### **HESB 33101 Restorative Justice**

Restorative justice is gaining visibility in contemporary social justice efforts. Advocates of change ranging from parents to police, from the US Conference of Catholic Bishops to the cofounders of Black Lives Matter are claiming restorative justice as an important way forward in making our institutions more just and more effective. This course will give students an understanding of how and why that potential exists, and teach them the basics of a primary restorative justice practice. Students will learn the fundamentals of Circle dialogue, situating it in the context of relevant theoretic frameworks and in the context of key restorative justice applications (including criminal justice, education, and systemic injustice). Students will be encouraged to search for potential applications of restorative justice theory and practice in the professional fields they anticipate entering. This will be a community-based learning course, requiring each student to perform 20 hours of work in the local community at pre-arranged sites as part of the course, in addition to regular reading and writing assignments.

Susan Sharpe T 1:00-3:45

### **HESB 40104 Prisons and Policing in the United States**

Scholars and activists use the concept of the “carceral state” to describe the official, government use of policing, surveillance, and mass imprisonment to exercise control over society. This course examines the histories, cultures, politics, and economics of prisons and policing in the United States, in order to determine how the U.S. carceral state has been a factor in the social construction of race, gender, and citizenship. We will study the genealogy of the U.S. carceral state -- beginning with the surveillance embedded in the earliest practices of slavery and settler colonialism, tracing its development through the 19th and early 20th centuries, and concluding with the rise of the modern prison industrial complex. We will then focus on contemporary U.S. prisons, policing, and surveillance, using case studies including the “war on drugs,” immigrant detention, sex-crime regulation, and police violence. Finally, we will consider alternatives to prisons and policing, as we learn about academic research and activist movements working to end state and police violence, abolish prisons, and create opportunities for restorative justice. Over the course of the semester, students will learn about the historical development and ongoing maintenance of the carceral state, using an intersectional framework that highlights the ways in which prisons and policing have both shaped, and been shaped by, race, gender, citizenship, and economics. Along the way, students will ask and address such questions as: How does the U.S. carceral state function as a tool for social control? What histories, policies, and ideologies underlie the carceral state? How have individuals and organizations worked to transform or abolish the carceral state? How have art and cultural production been used to normalize and/or critique the carceral state? And can we imagine a world without prisons or police?

Pamela Butler TR 3:00-4:45

### **HESB 40105 Monetary Policy**

Central banks wield enormous influence over a country’s economic performance. In this course, students will examine the evolution of monetary policy over time and analyze successes and failures of monetary policy and of measures taken to manage times of economic crisis. Special emphasis will be placed on the Federal Reserve System with some attention paid to policies of the Bank of Japan and the European Central Bank. The course will host a Fed Challenge team for the Fall 2008 competition. Students interested in learning how the Fed formulates policy should take the course. Anyone interested in participating in the Fed Challenge must take the course. Prerequisites: “Intermediate Macroeconomics.” “Money and Banking” desired.

Timothy Fuerst TR 11:00-12:15

**HESB 40106 African-American Resistance**

Through a close examination of twelve historical events, we will study African-American resistance in the United States from the 17th century through the 20th century. We will employ a case-study method and seek to categorize and characterize the wide variety of African-American resistance. Our study will include the politics of confrontation and civil disobedience, polarization of arts, transformation of race relations, the tragedies and triumphs of Reconstruction, interracial violence, black political and institutional responses to racism and violence, the Harlem Renaissance, jazz, blues, and the civil rights and black power movements. Students will be confronted with conflicting bodies of evidence and challenged to analyze these issues and arrive at conclusions. Music and film will supplement classroom discussions.

Richard Pierce MW 2:00-3:15

**HESB 43524 Unequal America**

Although America is the world's richest nation, it has the most unequal distribution of wealth and income in the industrialized world. In this course, we will examine why this is so. In particular, we will examine the following questions: What social forces create inequality in society? Is inequality inevitable? Is there such a thing as "social class"? Who gets ahead and why? Why is race/ethnicity and gender still related to social status, wealth, and income? Does America have a "ruling elite?" Who are "the poor" and what explains their poverty? Are there social policies that can create more equality in American society -- and is that what Americans really want?

William Carbonaro MW 12:30-1:45

**HESB 43889 Latinos in the Future of America**

This course will examine the opportunities and challenges facing Latino communities today as they simultaneously transform and are transformed by their continuing growth in U.S. society. Through a careful examination of the biographies of leaders in Latino communities, we will examine what role they have each played in empowering Latino communities to advance in business, arts, education, community organizing, entertainment, medicine, religion, law, academia, politics, and other areas. The course will coincide with the Transformative Latino Leadership Speaker Series sponsored by the Arthur Foundation through the Institute for Latino Studies. Students in the class will have the opportunity to interact with invited leaders in several settings including the classroom, meals, receptions, and university-wide events. The primary course requirement is a research essay about the life and career of a chosen leader.

Luis Fraga MW 11:00-12:15



## CAPSTONE

### **HESB 43897 The Policy-Making Process**

This course examines the public policy-making process at the federal, state, and local levels. Students will explore a specific policy problem affecting the South Bend metropolitan area. The goal will be to write and present a policy brief to local decision-makers in public policy.

Ricardo Ramierz MW 2:00-3:15

### **HESB 48000 Independent Capstone Research Project**

This course offers students an opportunity to pursue an independent capstone research project. Students will choose a faculty member that will guide them through the semester-long research, including producing a final research note or policy memo. Interested students should speak with the department for approval.

## OTHER OPPORTUNITIES

### **HESB 33900 The Business of Nonprofits: Passion to Practice (1-credit)**

The goal of this course is to offer Arts & Letters students interested in nonprofit careers an introduction to the basic business acumen necessary for success in this field. The course will cover core concepts integral to understanding the business operations and sustainability of nonprofit organizations. We will explore how nonprofits impact their community and constituents through: communicating and marketing their mission, coordinating volunteers, recruiting their board and managing their funding. The course will also provide students an opportunity to reflect on their motivations and values as well as gain a deeper understanding of nonprofit careers and how to plan their career path. The course will meet 10 times over the course of the semester and include guest speakers from the community. This course is ideal for students who plan to pursue an opportunity in the nonprofit sector.

Team Taught, Tuesdays 5:45-7:00; January 24th through April 4th