

HESBURGH PROGRAM IN PUBLIC SERVICE

FALL 2018 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. 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

Students can take a specially designed capstone course or complete an independent capstone project.

CONTACT

For additional information on course selection see Claudia Francis (canewalt@nd.edu) in 2040 Nanovic Hall or visit hesburghprogram.nd.edu

Tools

HESB 30101|SOC 30903
HESB 30102|ECON 30010
HESB 30104|ECON 30330
HESB 40101|POLS 40810

Values

HESB 20218|POLS 20600
HESB 20222|PHIL 20401
HESB 30243|PHIL 20243
HESB 30286|CNST 50002
HESB 30303|MGTO 30510
HESB 30331|HIST 30603
HESB 30331|POLS 30617
HESB 30336|PHIL 20450

Institutions

HESB 30330|POLS 30106
HESB 30428|POLS 30010
HESB 30499|POLS 30022
HESB 30638|POLS 30024
HESB 30658|POLS 30005

Topics

HESB 20219|SOC 20228
HESB 20220|SOC 20033
HESB 20225|SOC 20342
HESB 30220|ECON 33561
HESB 30301|POLS 30201
HESB 30302|CSC 33997
HESB 30304|ECON 30541
HESB 30317|POLS 30263
HESB 30322|ECON 30856
HESB 30333|HIST 30810
HESB 30568|ESS 30605
HESB 30578|HIST 30641
HESB 30584|ESS 33611
HESB 30595|ESS 30629
HESB 30648|POLS 30026
HESB 33103|PS 33400
HESB 40102|CDT 40220
HESB 40106|AFST 40710
HESB 40108|ILS 43103
HESB 43540|SOC 43479
HESB 43882|SOC 43524
HESB 43895|SOC 43281

ELECTIVES

Stats for Sociological Research
Intermediate Micro Theory
Statistics for Economics
Quantitative Political Analysis

Political Theory
Ethics
Self and Society
Constitutionalism, Law and Politics II
Social Entrepreneurship
The New American Nation, 1787-1848
Conservatism & The Constitution I
Responsibility

Reinventing Government
American Political Parties
American Public Opinion & Voting Behavior
Media and Politics
The United States Congress

Social Inequality and American Education
Intro to Social Problems
Marriage and the Family
Tax Reform
US Foreign Policy
Rethinking Crime and Justice
Public Economics
International Politics of Climate Change
The Economics of Global Health
1960s America
Education Law and Policy
Food, Work, and Power in US History
History of American Education
Early Childhood Education Policy
Women and Politics
Rhetorics of Gender and Poverty
Cybercrime and the Law
African-American Resistance
Mexican Immigration
International Migration and Human Rights
Employment in a Changing Economy
Racial/Ethnic Educational Inequality

OTHER OPPORTUNITIES

HESB 33900

The Business of Nonprofits: Passion to Practice

CO-REQUISITES

HESB 20001|POLS 2001 American Politics

This course surveys the basic institutions and practices of American politics. The goal of the course is to gain a more systematic understanding of American politics that will help you become better informed and more articulate. The course examines the institutional and constitutional framework of American politics and identifies the key ideas needed to understand politics today. The reading and writing assignments have been designed not only to inform you, but also to help develop your analytic and research skills. The themes of the course include the logic and consequences of the separation of powers, the build-in biases of institutions and procedures, the origins and consequence of political reforms, and recent changes in American politics in the 21st century. This semester we will emphasize the significance of the upcoming 2016 elections, and the course will include election-related assignments. Although the course counts toward the Political Science major and will prepare prospective majors for further study of American politics, its primary aim is to introduce students of all backgrounds and interests to the information, ideas, and academic skills that will enable them to understand American politics better and help them become more thoughtful and responsible citizens.

Layman, Geoffrey MW 10:30-11:20

HESB 20002|ECON 10011 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.

Dziadula, Eva MWF 8:20-9:10

Lieber, Ethan TR 12:30-1:45

Spence, Forrest R. TR 2:00-3:15

GATEWAY

HESB 20010|POLS 30040 Intro to Public Policy

This course introduces students to fundamentals of public policy by examining the policy process, reviewing tools for policy analysis, and delving in to substantive policy areas. In our exploration of the policymaking process, we will examine how government structure shapes that process, as well as the role and influence of various actors, including special interests. The course will provide students with insight and relevant tools for policy analysis, including writing. Additionally, the course will delve into several substantive policy areas including healthcare, the environment, economic and social policy. This course is the gateway to the Hesburgh Minor in Public Service, but students from all majors and Colleges are welcome.

Francis, Claudia TR 11:00-12:15

TOOLS

HESB 30101|SOC 30903 Stats for Sociological Research

This course is designed to show students how to interpret and critically evaluate statistics commonly used to describe, predict, and evaluate in the social sciences, as well as many areas of the business and/or medical world. The focus is on a conceptual understanding of what the statistic does, means and what assumptions are made from it. Hands-on experience in using data analysis is part of the course.

Fitzpatrick, Brian TR 3:30-4:45

HESB 30102|ECON 30010 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.

Feng, Felix MW 2:00-3:15

Spence, Forrest TR 12:30-1:45

HESB 30104|ECON 30330 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.

Lee, Byung-Joo MW 2:00-3:15

HESB 40101|POLS 40810 Quantitative Political Analysis

Students in this course will learn to understand the most common statistical techniques used in political science and acquire the skills necessary to use these techniques and interpret their results. Mastery of these techniques is essential for understanding research on public opinion and voting behavior, electoral studies, and comparative research on the causes of democracy. For each topic, students will read works to orient them to key issues and debates. They will learn the reasoning behind the statistical analysis in these readings and create their own spreadsheet programs to execute such analyses. They will then download and clean datasets actually used in the published research, replicate selected analyses from these readings using a statistical package, and write short papers evaluating the inferences defended in the published research.

Coppedge, Michael TR 9:30-10:45

VALUES

HESB 20218|POLS 20600 Political Theory

This course is an introduction to political theory as a tradition of discourse and as a way of thinking about politics. The course surveys selected works of political theory and explores some of the recurring themes and questions that political theory addresses. This introductory course fulfills the political theory breadth requirement for the political science major.

Verdeja, Ernesto TR 11:00-12:15

HESB 20222|PHIL 20401 Ethics

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

Madison, Ryan TR 9:30-10:45

HESB 30243|PHIL 20423 Self and Society

A survey of leading ideas in political and social philosophy primarily from the 18th - 20th Centuries. Problems considered will be: the relation of individual to society, the relation of society to state, liberalism, the relation of economics to politics, versions of socialism, etc.

Wells, Aaron TR 9:30-10:45

HESB 30286|CNST 50002 Constitutionalism, Law and Politics II

In “Constitutionalism, Law & Politics II: American Constitutionalism,” we shall study fundamental texts of the American constitutional and political tradition in an attempt to answer questions such as: What is the purpose of government? What is the meaning of political equality? What is political liberty and how is it best secured? Since we lack the time for a comprehensive survey of American political thinkers, we shall examine select statesmen and critical historical periods, focusing on the Founding era, Lincoln and the slavery crisis, and the Progressive era and New Deal.

Deneen, Patrick MW 3:30-4:45

HESB 30303|MGTO 30510 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.

Hurst, Charlice TR 11:00-12:15

HESB 30331|HIST 30603 The New American Nation, 1787-1848

This course offers an overview of America’s “Founding Period” - its first decades as a nation under the Constitution. During this period, Americans gradually came to see themselves as part of a unified nation with its own distinctive culture and ideals, though this outcome was far from certain. These decades were full of experimentation, change, and growing pains. Many elements of American political, social, economic, and cultural life were entirely up for grabs. In politics, many things remained untried and undecided, from the logistics of running a government, to the nature and level of popular participation in politics, the relationship between the national government and the states, and the place of the United States on the world stage. In American society, there were questions about what would become of the old colonial social structure and just who would count as a citizen. Disagreements over the nature and course of economic life produced bitter divisions, as did the new problem of defining a unified American culture. This course will examine this crisis-ridden period when Americans were struggling to define themselves and to ensure the survival of their political experiment.

Lundberg, James TR 11:00-12:15

HESB 30334|POLS 30617 Conservatism and the Constitution I: Constitutional Institutions (2)

Americans see “constitutional government” as “limited government.” This association of ideas enables conservative champions of “limited government” to present themselves as the Constitution’s defenders and to portray liberal champions of active government as constitutional infidels. In recent years, however, some scholars have argued that a true account of the Constitution (its actual text, its background philosophy, and the intentions of its framers) belies the conservative view of constitutional matters. Which side does the evidence favor? This course examines this question as it relates to the Constitution’s meaning as a whole, constitutional interpretation, and constitutional institutions like federalism and the separation of powers. A course scheduled for the spring semester of 2019 will examine the conservative view as it relates to constitutional rights. Course grades will be based on a mid-term exam, a final exam, and an optional term paper. Course readings will include The Declaration of Independence, The Federalist Papers, the speeches of Abraham Lincoln, and modern works like The Heritage Guide to the Constitution, and the writings of Charles Kessler, Thomas West, Johnathan O’Neil, Jack Balkin, and Jeffrey Tulis.

Barber, Sotirios TR 11:00-12:15

HESB 30336|PHIL 20450 Responsibility

What is responsibility, and when is it properly attributed to an agent? Are there different kinds of responsibility (e.g. moral responsibility, legal responsibility, professional responsibility, personal or collective responsibility), and how are these related? And how does the concept of responsibility show up in various practical domains, e.g. the law, medicine, business, politics, etc.? In this course, you will gain theoretical knowledge about the philosophical concept of responsibility, and the practical skills to construct and deliver persuasive arguments regarding the responsibility of particular agents in particular cases. This knowledge, and these skills, will be useful to those ultimately seeking to make arguments in boardrooms and courtrooms, to medical and research ethics panels, and to political and activist bases. It will also help those seeking to reflect more deeply on personal responsibility, and to those who just want to start winning more arguments on Facebook.

Blaschko, Paul TR 2:00-2:50

INSTITUTIONS

HESB 30330|POLS 30106 Reinventing Government

Since World War II, many presidential candidates have campaigned on promises to make government more efficient, delivering services to individuals more cheaply, faster, and with fewer errors. We will explore the attempts made to re-invent the federal bureaucracy since the advent of the spoils system with Andrew Jackson’s presidential victory in 1828. We will examine the regulatory challenges presented to local, state and federal governments by the Industrial Revolution and how government responded. Finally, we will examine critically, the various initiatives of the last quarter century to improve or re-invent the delivery of public goods. This class will provide the student with the tools to understand the challenges of public administration, measure the effectiveness of various improvement initiatives, diagnose potential maladies within the current system and effectively communicate those findings others.

Mueller, Paul TR 9:30-10:45

HESB 30427|POLS 30010 American Political Parties

Political parties play many vital roles in American politics: They educate potential voters about political processes, policy issues, and civic duties. They mobilize citizens into political activity and involvement. They provide vital information about public debates. They control the choices--candidates and platforms that voters face at the ballot box. They influence and organize the activities of government officials. Most importantly, by providing a link between government and the governed, they are a central mechanism of representation. These roles--how well they are performed, what bias exists, how they shape outcomes, how they have changed over time--have consequences for the working of the American political system.

Wolbrecht, Christina MW 9:30-10:45

HESB 30499|POLS 30022 Public Opinion and Political Behavior

A principle tenet underlying democratic governance is the belief that public opinion or the “will of the people” should dictate governmental behavior. To the extent this belief is a realistic consideration, difficult questions remain concerning the capacity for citizens to develop reasoned opinions and how to conceptualize and measure opinion. This course explores the foundations of political and social attitudes and the methodology used to observe what people think about politics.

Davis, Darren MW 11:00-12:15

HESB 30638|POLS 30024 Media and Politics

Although the mass media is not formally part of the U.S. government, it is arguably the most powerful institution shaping public attitudes, creating and producing information, and communicating political information to individual citizens. Almost all exposure to politics comes not from direct experience but from mediated stories. And, with the rise of the Internet, the growth of 24-hour cable news, and the decline of the “Big Three” television networks has created, a more diffuse media environment has been created. The primary purpose of this course is to analyze the role of the media in American politics and its relationship with the public, government, and candidates for office in a democratic society.

Davis, Darren TR 9:30-10:45

HESB 30658|POLS 30005 The United States Congress

Set against the first midterm elections of the Trump presidency, this course is an updated introduction to the political and lawmaking dynamics of the United States Congress. Once defined by pork-barrel pending, powerful committee chairmen, and limited competition, Congress is now dominated by gridlock and partisan warfare. The traditional legislative process appears to have collapsed as an avenue for policymaking, and Congress is now by far the least popular political institution in America. This course investigates how Congress is supposed to work, whether it ever actually worked that way, and what changed, bringing us to the biggest question: how it works – or doesn’t work – today.

Glaser, Sam MW 2:00-3:15

TOPICS

HESB 20219|SOC 20228 Social Inequality and American Education

Many have claimed that the American educational system is the “great equalizer among men.” In other words, the educational system gives everyone a chance to prosper in American society regardless of their social origins. In this course, we will explore the validity of this claim. Do schools help make American society more equal by reducing the importance of class, race, and gender as sources of inequality, or do schools simply reinforce existing inequalities and reproduce pre-existing social relations? Topics covered in the course include: unequal resources among schools, sorting practices of students within schools, parents’ role in determining student outcomes, the role of schooling in determining labor market outcomes for individuals, and the use of educational programs as a remedy for poverty.

Langenkamp, Amy MW 9:30-10:45

HESB 20220|SOC 20033 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.

Williams, Richard MW 2:00-3:15

HESB 20225|SOC 20342 Marriage and the Family

The family is often agreed to be the primary and most fundamental of social institutions. It is within this institution that early socialization and care-giving usually take place, and therefore, many of our ideas about the world are closely tied to our families. This course will give students the opportunity to learn about the diverse forms the family has taken over time and across different groups. This knowledge will be useful in examining the ongoing debate about the place of the family in social life. By taking a sociological approach to learning about the family and by gaining knowledge about national family trends and patterns in the U.S., this course will give students the theoretical and empirical tools for understanding how family life is linked to the social structure, to economic, cultural, and historical events and transitions, and to societal factors like race, class, and gender.

Ocobock, Abigail MW 2:00-3:15

HESB 30220|ECON 33561 Tax Reform

Taxes are the instruments that governments use to acquire resources to pursue their spending activities but increasingly taxes are used today as an instrument to undertaken activities once viewed as government spending. Instead of creating a direct spending program to subsidize individuals who undertake activities the government wishes to promote, individuals who undertake these activities are provided with a tax preference in the form of a deduction from their taxable income or a credit for their tax liability. This course will address the following four primary questions. First, by taking ahistorical perspective the course asks how has tax policy evolved so that the tax code contains so much hidden spending activity? Second, what is the state of tax policy today - how do we tax ourselves? Third, what is the cost to the economy of our current tax system? Finally, can we adopt a ‘better’ tax code? What are the current policy options (a national sales tax, a flat tax, an expenditure tax, or modifications to our current tax system through a series of base broadening measures and rate reductions) and what is the likelihood that tax reform will be accomplished?

Betson, David TR 3:30-4:45

HESB 30301|POLS 30201 US Foreign Policy

The United States is the most powerful state in the world today. Its actions are important not just for US citizens, but they also affect whether others go to war, whether they will win their wars, whether they receive economic aid, whether they will go broke, or whether they will starve. What determines US foreign policy? What is the national interest? When do we go to war? Would you send US soldiers into war? If so, into which wars and for what reasons? How do our economic policies affect others? Does trade help or hurt the US economy and its citizens? We first study several theories about foreign policy. We then examine the US foreign policy process, including the President, Congress, the bureaucracy, the media, and public opinion. To see how this all works, we turn to the history of US foreign policy, from Washington's farewell address through the World Wars and the Cold War to the Gulf War. We then study several major issue areas, including weapons of mass destruction, trade and economics, and the environment. Finally, we develop and debate forecasts and strategies for the future.

Parent, Joseph TR 2:00-3:15

HESB 30302|CSC 33997 Rethinking Crime and Justice

What are the causes and costs of criminal behavior? How are people and communities affected by incarceration? How can we make our criminal justice system as good as it can be for all stakeholders? This course brings together students from both sides of the prison wall to explore issues including why people commit crime, what prisons are for, realities of prison life and reentry, effects of victimization, and restorative justice perspectives. This course follows the Inside-Out model of prison exchange now well established across the United States. It provides an opportunity for "inside students" (at the Westville Correctional Facility) and "outside students" (from Notre Dame) to learn with and from each other and to break new ground together. Notre Dame students travel to Westville each week of the semester for dialogue with students at the facility, who have read the same relevant texts. Together they examine myths and realities related to crime and to punishment, explore the effects of criminal justice policy, and develop ideas for responding more effectively to crime in our communities.

Sharpe, Susan; Brandenberger, Jay; Kelly, Edward M 4:30-10:00

HESB 30304|ECON 30541 Public Economics

This course examines the role of the government as defined by economic theory in the creation of public policy. Under ideal market conditions, competition promotes economic efficiency, leaving little to no role for the government with the possible of exception of policy to alter the distribution of income. Nevertheless, in many cases markets fail and government intervention may be necessary. The course will focus on concepts from microeconomics such as externalities, public goods, merit goods, asymmetric information, and income redistribution to understand how governments may construct policies to address economic problems and how government interventions will in turn affect the economy and distribution of well being.

Betson, David TR 12:30-1:45

HESB 30317|POLS 30263 International Politics of Climate Change

The problems associated with climate change are collective problems that will require collective solutions. These generally require some form of political solution. The accumulation of evidence, even anecdotal evidence, seems to point toward potentially irreversible changes in our climate and an almost mind-boggling resistance to doing much about it. This resistance to act is important to understand. If the problems are indeed as dramatic as many say they are (and I think they have evidence on their side), then the solutions will have to be crafted in the political and social arenas. We will develop ways to think about political solutions to these collective problems, focusing on international organizations and agreements, local politics and individual behaviors. We will explore questions of mitigation as well as adaptation to climate pressures.

Regan, Patrick TR 9:30-10:45

HESB 30322|ECON 30856 The Economics of Global Health

This course is designed as an introduction to health issues in low and middle-income countries (LMICs). We will focus on empirical applications of microeconomic theory in health policy in LMICs. The main question will be: what can be done to help the world's poor to improve their health? The first part of the course will examine the relationship between health and development. The second part will cover these specific areas: Maternal and child health, Disease burden and Environmental concern.

Triyana, Margaret MW 9:30-10:45

HESB 30332|SOC 30478 Migration, Race, and Ethnicity

Migration from Latin America and Asia over 1970-2000 brings a new heterogeneity for the United States that mirrors the global population. Now, the consequences of this migration are reflected in federal statistical policy to expand official population categories of five categories on race and two on ethnicity. This course is an introduction to these U S populations of whites, blacks or African Americans, Native Americans or Alaskan Natives, Native Hawaiians or other Pacific Islanders, and Latinos or Hispanics as to historical context, social and economic characteristics, and current research and policy issues. Migration in the post-1965 era of Asians and Latinos created new racial and ethnic communities geographically concentrated in California, Texas, Florida, New York, Illinois, and Arizona. Conceptualization and quantification involve new challenges increasingly relevant for governmental and private sectors, nationally and for communities. Scholars are more attentive to changing identities and population heterogeneity for social institutions of family, education, and government. The 2000 Census and population projections show the future population as considerably different from that of the past. These topics hold relevance in contemporary discussions of world population growth, immigration policy, social change, globalization, and environment.

Bustamante, Jorge MW 5:05-6:20

HESB 30333|HIST 30810 1960s America

This course examines the tumultuous and pivotal social, political, and cultural developments of the long 1960s (roughly 1958 to 1975), and measures their impact on the post-Nixon years in American life.

Dochuk, Darren MWF 11:30-12:20

HESB 30568|ESS 30605 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 school children? 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?

Schoenig, John MW 3:30-4:45

HESB 30578|HIST 30641 Food, Work, and Power in US History

This social and cultural history course explores the unpaid and paid work related to the production, processing, distribution, sale, serving, and clean-up of what Americans have eaten, from the colonial era to the present. Sites of investigation will include the farm and the factory, the kitchen table and the drive-through window, and everywhere Americans have worked to feed themselves or others. Close attention will be paid to gender and race as organizing features of the American food economy over the past four centuries
Graff, Dan TR 9:30-10:45

HESB 30584|ESS 33611 History of American Education: Race, Class, Gender, and Politics

American Education mirrors American society with myriad challenges, successes, and ideologies. This course will look at how political struggles over race, language, gender, and class have all played out in the battle over American schools, schools that ultimately hold the literal future of America. This course will explore the History of Education in American from the late 1865 to the present and will have special emphasis on segregated schools in the 19th century and today. The course will also look closely at the very best programs re-shaping American education such as The Alliance for Catholic Education and KIPP. The course will look at education from Kindergarten all the way through graduate programs as we study how our institutions have formed and how they form and transform our society.

Collier, Brian MW 8:00-9:15

HESB 30595|ESS 30629 Early Childhood Education Policy

This course covers the various issues relevant to the current early childhood education landscape. This includes theories of early learning and child development, policy development in the United States, the issues of inequality and the achievement gap (particularly related to K-12 Education Reform) and research on interventions or “what works” in early childhood programming. The advantage to understanding the theories of child development, the policy context and the intervention research is that it gives future teachers and future policymakers a foundational premise upon which to grow, analyze, learn and teach. Topics covered will include: Theories of Child Development (Infant Schools to Present), Head Start and the CCDBG, State Preschool, Inequality and the Achievement Gap in the Early Years and Interventions in Early Childhood (HighScope/Perry Preschool, Abecedarian and Chicago Parent Studies, Head Start Research). The goal of this class is to come away with a greater understanding of the language, the history, the goals and the possibilities in this policy area as well as its connections to other social welfare programs and to K-12 schooling. Students will become more fluent in the language of early childhood education and will gain the foundational knowledge of past and current theories, laws, policies and educational interventions.

Fulcher-Dawson, Rachel MW 2:00-3:15

HESB 30648|POLS 30026 Women and Politics

This course is intended to provide students with an overview of the issues, research, and controversies in the study of American gender politics. We will examine three broad topics: social and political movements, the experience of women in various political roles, and gender-related public policy.

Wolbrecht, Christina MW 12:30-1:45

HESB 33103|PS 33400 Rhetorics of Gender and Poverty

This course explores the rhetorical history and dynamics of what has been called the feminization of poverty, comparing statistics and stories in scholarly and popular media that often tell conflicting narratives of who is poor and why. We will ask how the picture of poverty has evolved over time exploring such representations as: Dorothea Lange's 1936 documentary photograph of the Migrant Mother, Ronald Reagan's 1976 caricature of the Welfare Queen, the 2008 film *Slumdog Millionaire*, and Katherine Boo's 2012 book *Behind the Beautiful Forevers*. What does poverty look like in modern media (news, books, films, theatre, etc.)? Who gets to tell that story? How can we contribute to that conversation? To what extent do these representations not only reflect but shape public opinion and public policy? These questions will be grounded in theories and research on the intersection of gender, poverty, race, and rhetoric. They will also be framed by students' original community-based research supported by local community partners whose social service addresses gender and poverty. Community engagement time is limited and flexible. Final projects may be composed as traditional research or creative works.

Mick, Connie MW 12:30-1:45

HESB 40102|CDT 40220 Cybercrime and the Law

Almost all crimes, or even human interactions, contain a digital component. The fact that "old" laws don't always fit "new" problems is no more apparent than in the area of cybercrimes. This course will include discussion of topics including: the methodology of typical cyber investigations, the application of the Fourth Amendment to digital evidence, and different types of cyber-specific laws enforced today. The course will also focus on the responses of both courts and legislators to the ever-evolving issues presented by computer crimes.

Tamashasky, Eric TR 11:00-12:15

HESB 40106|AFST 40710 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.

Pierce, Richard TR 12:30-1:45

HESB 40108|ILS 43103 Mexican Immigration

This course uses experiential learning in the Mexican community of South Bend in order to understand how Mexican migrants conduct their lives across the vast distances separating South Bend and their homeland. The course begins with readings in social science and fiction about transnationalism, Mexican-U.S. migration and the history and sociology of the local community. Next we learn ethical fieldwork methods in preparation for community research. Students working in two-person teams will gather data on local and transnational households and kin networks, gender relations, political involvement, employment, consumption practices, cultural activities and religious life, working through contacts with social service agencies, the Mexican consulate, and Mexican- or Latino-run media, businesses, food stores, and sports leagues. We will document the innovative adaptations of this migrant community, especially the growth of an ethnic enclave of small businesses that both unite Mexicans as an ethnic group and sustain their ties to their homeland. We intend to compile the research in a volume published by Latino Studies to be given to those who shared their lives with us and to entities that are committed to helping them. *Students in this class must also register for HESB 40110|ILS 41103 'Service Mexican Immigration' for the service component of this class.

Richman, Karen TR 12:30-1:45

HESB 43540|SOC 43479 International Migration and Human Rights

This course is an extension from the mini-course to a full term, with a wider coverage of international migration experiences in the world with an emphasis on human rights. It starts with a historical approach to various immigration waves to the United States, from the years of the Industrial Revolution to the present. It focuses on the current debate on the impact of the undocumented immigration from Mexico and Central America, with a discussion of the gap between public perceptions and research findings. Differences between Mexico and the United States' migration policies, and its social and economic implications, are discussed. The recent developments within the context of the United Nations' Commission of Human Rights on the relationship between migration and human rights are also covered.

Bustamante, Jorge M 3:30-4:45

HESB 43882|SOC 43524 Employment in a Changing Economy

How is employment changing? What distinguishes the new economy from the old economy? How do people find better jobs? What are employers looking for when they attempt to meet their labor needs? This course will attempt to answer these and other questions by contrasting the new and the old economy. In the old economy some people worked for the same employer their entire lives. Why did workers stay with the same firm? Why did employers want to retain their employees? In the new economy employers seem to want flexibility. Why do they want flexibility and how do they attempt to achieve it? What consequences does the quest for flexibility have for how people become employed? For more information on the course download the Spring 2005 syllabus at <http://www.nd.edu/~dhachen/Courses/Courses.html>.

Hachen, David TR 3:30-4:45

HESB 43895|SOC 43281 Racial/Ethnic Educational Inequality

This course examines the educational experiences and struggles of racial/ethnic minority students in US public schools. Students will study educational stratification by race/ethnicity, as well as how racial/ethnic minorities experience this stratification. We will explore legal, political, historical and social perspectives regarding educational policies and practices. Additionally, this course focuses on the potential of education as an agent for social justice and change for linguistically and culturally diverse groups.

Langenkamp, Amy 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.

Ramirez, Ricardo TR 12:30-1:45

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 Hesburgh Program in Public Service academic advisor to obtain 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.

Manier, Karen T 5:00-6:15