

HESBURGH PROGRAM IN PUBLIC SERVICE

FALL 2019 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.

CLASSES OF 2020 & 2021

Students must take two co-requisites: American Politics and Microeconomics. In addition to Intro to Public Policy, students must take a research tools course plus two electives from different categories. Students complete the minor by taking the capstone course, The Policy-Making Process or by doing an Independent Capstone.

CLASS OF 2022 & AFTER

Students must take three co-requisites: American Politics, Microeconomics and a course in statistics. In addition to Intro to Public Policy, students take three electives; one from either Values or Institutions categories and two from the Topics category. Students complete the minor by taking the capstone course, The Policy-Making Process or by doing an Independent Capstone.

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 30339|POLS 30810

Values

HESB 20211|THEO 20619
HESB 20218|POLS 20600
HESB 20222|PHIL 20401
HESB 20226|PHIL 20602
HESB 30286|CNST 50002
HESB 30283|POLS 30071
HESB 30303|MGTO 30510
HESB 30348|POLS 30142
HESB 30352|THEO 20673
HESB 30626|POLS 30068

Institutions

HESB 30351|POLS 30125
HESB 30353|POLS 30073
HESB 30427|POLS 30010
HESB 30499|POLS 30022

Topics

HESB 20219|SOC 20228
HESB 20220|SOC 20033
HESB 20225|SOC 20342
HESB 30210|POLS 30210
HESB 30220|ECON 33561
HESB 30300|POLS 30134
HESB 30301|POLS 30201
HESB 30302|CSC 33997
HESB 30304|ECON 30541
HESB 30349|HIST 30636
HESB 30350|POLS 30143
HESB 30354|POLS 30806
HESB 30568|ESS 30605
HESB 30584|ESS 33611
HESB 30588|POLS 30051
HESB 40102|CDT 40220
HESB 40106|AFST 40710
HESB 40108|ILS 43103

ELECTIVES

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

Rich, Poor and War
Political Theory
Ethics
Medical Ethics
Constitutionalism Law & Politics II
Gay Rights and the Constitution
Social Entrepreneurship
Philanthropy: Society and the Common Good*
Reconciliation
Topics in Civil Liberties and Civil Rights

Const. Conflicts in Representative Democracy
Constitutional Law” Powers and Institutions
American Political Parties
Public Opinion and Political Behavior

Social Inequality and American Education
Intro to Social Problems
Marriage and the Family
US National Security Policymaking
Tax Reform
Immigration Politics and Policy*
US Foreign Policy
Rethinking Crime and Justice
Public Economics
Gender at Work in US History
Higher Education Policy*
Race and Ethn.: Constructing Identity & Diff.
Education Law and Policy
Hist. of Am. Edu.: Race, Class, Gender, and Pol.
Urban Politics
Cybercrime and the Law
African-American Resistance
Mexican Immigration

**The Hesburgh Program is the primary department offering this course*

CO-REQUISITES

HESB 20001|POLS 20001 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 9:25-10:15

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

The economist Mancur Olson wrote, “The best thing a society can do to increase its prosperity is to wise up.” This course is an introduction to the fundamentals of understanding and analyzing public policy. The course is designed to help you: 1. understand public policy’s core assumptions about human behavior, markets, and governments, 2. become familiar with the economic, statistical, and qualitative tools of policymaking and policy analysis, 3. gain a better understanding of policymaking in the context of divided government, and 4. learn to write for public policy. The course serves as the gateway for the Hesburgh Minor in Public Service or can be used to fulfill an American politics breadth requirement or intermediate-level course for the Political Science major. However, it is designed for students of all majors and interests.

Kaplan, Josh TR 11-12:15

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.

Williams, Richard MW 2-3:15

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.

Gresik, Thomas TR 3:30-4:45

Cronin, Christopher MW 2-3:15

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.

Dinh, Lan MW 9:30-10:45

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 20211|THEO20619 Rich, Poor, and War

This course examines the economic dimensions of violence in light of Catholic social teaching and Western political and economic thought. After an in-depth overview of Catholic social teaching in relation to alternative social theories, we bring them to bear on the issue of violence in three social spheres: the domestic (domestic abuse and sexual assault), the economic (sweatshops), and the international political (war). In each case we will examine Catholic responses to the problem.

Whitmore, Todd TR 2-3:15

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.

Villa, Dana MW 12:50-1:40

HESB 20222|PHIL 20401 Ethics

In this course we will deal with ethical questions such as: are abortion and euthanasia wrong? How should we treat animals and the environment? What duties do we have to the impoverished? And we will address meta-ethical issues such as: is there such a thing as objective right and wrong? How do we figure out what is right or wrong? Is God or some supernatural being needed to ground morality? Why should we even be moral in the first place? Students will learn to wield the arguments for and against various positions. They will also defend these positions both orally and in writing by the presentation and criticism of arguments.

TBD TR 11-12:15

HESB 20226|PHIL 20602 Medical Ethics

An exploration from the point of view of ethical theory of a number of ethical problems in contemporary biomedicine. Topics discussed will include euthanasia, abortion, the allocation of scarce medical resources, truth-telling in the doctor-patient relationship, the right to medical care and informed consent, and human experimentation.

Warfield, Ted MW 12:15-1:40

HESB 30286|CNST 50002 Constitutionalism Law & 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.

Munoz, V. Phillip TR 12:30-1:45

HESB 30283|POLS 30071 Gay Rights and the Constitution

This course will review decisions of the U.S. Supreme court regarding the constitutional rights of homosexuals. It will assess the Court’s decisions in light of (1) background theories of constitutional interpretation; (2) the principles of the American Founding; and (3) present day moral arguments for and against gay rights. Readings will consist of Supreme Court cases, selections from the Ratification debate and the philosophic writings that influenced the Founding, and the writings of present-day moral philosophers on both sides of the issues. Grades will be based on mid-term and final exams, with an optional term paper for one quarter of the course grade.

Barber, Sotirios TR 11-12:15

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 30348|POLS 30142 Philanthropy: Society and the Common Good

This course will explore the roots of philanthropy in American society, the role philanthropy plays within the modern economy, and how philanthropic activity helps us create a better world and strive for the common good. The key component of the course requires students to act as a Board of Directors and use thoughtful analysis to award real grants to deserving nonprofits (a sum up to \$50,000). Students are expected to come to each class prepared to discuss course readings, and to offer ideas and suggestions regarding the grant making process. Each student is also expected to complete two site visits to nonprofit organizations outside of normal class hours. Students will nominate nonprofits for awards and the class will systematically discuss, analyze, and ultimately vote to award the grants.

Hannah, Jonathan TR 12:30-1:45

HESB 30352|THEO 20673 Reconciliation

Reconciliation is increasingly becoming a popular notion in our time, finding its way into the political rhetoric and public policy of many governments. South Africa and its apparently successful Truth and Reconciliation Commission have captured the imagination of many post conflict societies (including nations like Rwanda, Bosnia, Northern Ireland and communities in the United States as they debate the merits and possibility of similar “reconciliation” efforts in their communities. Interest in reconciliation in the academic world has also increased, with scholarship on the topic and with institutions setting up “reconciliation studies” as a specialization sub field in the growing world of peace studies. It is perhaps not surprising that reconciliation has become a popular buzz word. The end of the cold war did not usher in a new world order of peace that many had hoped for. On the contrary, war, conflict and violence seem to be on the rise in a world marked by growing polarization between religious, ethnic and national identities. In the midst of such a fragmented and broken world, reconciliation is a rallying cry for some hope of healing, conflict resolution and solidarity among peoples. However, even as reconciliation has become popular, its meaning has remained vague, and its theological connections even more unclear. What difference if any does one’s Christian faith make in the way one understands or pursues reconciliation? What’s the Christian understanding of reconciliation anyway? What is the relation between reconciliation with God, and reconciliation in its social, political and economic dimensions? Why has Catholic discussions on reconciliation so much focused on “the sacrament of reconciliation” and not paid as much attention to the notion of social reconciliation? The course seeks to answer these and similar questions.

Katongole, Emmanuel MW 12:30-1:45

HESB 30626|POLS 30068 Topics 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.

Hall, Matthew TR 2-3:15

INSTITUTIONS

HESB 30351|POLS 30125 Constitutional Conflicts in Representative Democracy

This course examines the sociopolitical impact of landmark Supreme Court cases. We will evaluate case law and empirical research related to gerrymandering, immigration, voter ID laws, and free speech. We will also discuss how public opinion shapes precedent and consider the extent to which policy preferences influence judicial decision-making.

Kwakwa, Maryann TR 3:30-4:45

HESB 30353|POLS 30073 Constitutional Law: Powers and Institutions

This course will examine constitutional law, history, theory, practice, and interpretation in the United States. We will focus on the Constitution's structural features, including popular sovereignty, judicial review, separation of powers, and federalism. Students will engage perennial debates and questions as well as present-day controversies.

Garnett, Richard TR 12:30-1:45

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 2-3:15

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 9:30-10:45

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 2-3:15

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.

McClintock, Elizabeth MW 2:00-3:15

HESB 30210|POLS 30210 US National Security Policymaking

This course has two objectives: At a minimum, that students will gain the analytical tools, historical knowledge, and current-events background to become more informed citizens, particularly with respect to important national debates about when and how our country should use military force. At a maximum, the course may lead some students to become interested enough in the topic to pursue a career in either the practice or the study of U.S. national security policy. What will we cover? The field of national security affairs is often described as a pie-chart, divided into three pieces. The first piece, and the primary focus of Cold War national security policy, deals with nuclear issues. Beginning with a discussion of whether the advent of nuclear weapons has revolutionized warfare, this section then looks at particular problems that nuclear revolution has raised including the consequences of mutual vulnerability, proliferation, stability, and concludes with an assessment of the claim that US nuclear primacy and current technology have finally made it possible for the United States to consider fighting and winning a nuclear war. The second piece of the strategic studies pie covers conventional forces and grand strategy. Again, we begin at the beginning of the Cold War, with a discussion of the evolution of the conventional balance between the Warsaw Pact and NATO. After exploring the process of "net assessment" -- in which a military tries to answer the question of how much military force is enough -- we consider a series of major post-cold War conventional scenarios, including Korea, the Middle East, and a possible conflict with China. We also drill down into a series of relatively new post-Cold War military missions including humanitarian intervention, nation-building, counter-insurgency, cyber warfare, and counter-terrorism. The final piece of the pie looks at military and society topics including the role of war (or its absence) in state-building, an explanation of why soldiers fight (and do other things in wartime), and an analysis of civilian control of the military and military effectiveness.

Lindley, Daniel TR 9:30-10:45

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 undertake 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 a historical 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 30300|POLS 30134 Immigration Politics and Policy

Immigration is an issue of increasing importance in the United States. Few issues have generated as much debate and emotion as the immigration policy. The goal of this course is to provide students with an overview of the critical normative and academic questions in political science regarding immigration in the U.S. What factors have affected contemporary and historical immigration policy in the United States? In particular how have economics, demographics, politics, religion, culture, environmental concerns, and ethnic and nationalist interests impacted the nature of immigration politics and policy? How have groups leveraged political influence for desired immigration policy outcomes? We will study the impact of worldwide immigration and population trends on the formulation of American policy. The emphasis will be on an academic understanding of how immigration policy has been affected by domestic and international demographic and political factors

Ramirez, Ricardo MW 9:30-10:45

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 MW 11-12:15

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 30349|HIST 30636 Gender at Work in US History

Gender has been fundamental to the organization of nearly all human societies, but what gender has meant in terms of identity, opportunity, and economic activity has varied widely across time and space. This course will explore gender at work in US history, taking a chronological approach to show gender’s evolution and ongoing intersections with class, race, age, religion, region, and sexuality from 1776 to the near present. The term “gender at work” expresses a double meaning here -- first, it connotes that this is a labor history course, with an emphasis on the ways gender has operated at the workplace; second, it suggests the ubiquity of gender in shaping Americans’ lives, experiences, and imaginations not only at the workplace, but also in formal politics, informal communities, and every space in between. By exploring the ways gender has been both omnipresent and contingent throughout US history, students should better understand -- and perhaps act upon -- seemingly intractable contemporary conundrums involving questions of equal opportunity and pay, household division of labor, work-life balance, and the proper relationships among employers, workers, households, and government.

Graff, Daniel MW 12:30-1:45

HESB 30350|POLS 30143 Higher Education Policy

Americans now hold nearly \$1.5 trillion in higher education related debt. How did we get there? Why did we get there? Were there alternative approaches? This course is designed to examine those questions and more by studying the historic underpinnings of American higher education, developing an understanding of current trends in American higher education, and placing the American higher education system in a more global context. Students will learn about the evolution of American higher education from a training ground of ministers and teachers to today's modern research university. We will explore the development of state higher education systems through the land grant program and the continued popular support (or lack thereof) of higher education in this country. We will pay particular attention to the three As of higher education: Accessibility, Affordability, and Accountability, and how they relate to public policy.

Mueller, Paul TR 9:30-10:45

HESB 30354|SOC 30806 Race and Ethnicity: Constructing Identity and Difference

In 2006, Henry Louis Gates popularized the practice of DNA ancestry testing through his PBS series "African American Lives". In it, he uses DNA testing to uncover ancestral connections to ethnic groups in Africa, as well as Europe and elsewhere. And yet, scholarly consensus is that race and ethnicity are social constructed- fictional concepts that have real consequences, but are not biological in nature. What is it about race that makes us believe it is constitutive of some essential, biological self, and yet racial categories and meanings are constantly in flux? In this course, we will scrutinize the classification of groups and the naturalization of those categories. Focusing on the United States, throughout the course we will examine the invention, production and reproduction of race from a social constructionist perspective, concentrating on the ways in which the constitution of race is controversial and constantly being remade. We will also discuss how race structures inequality in everyday life. This course is organized so that it builds from racial classification theory, moves on to an examination of the construction of US racial categories and racial stratification, and closes with an applied focus on racial controversies that are directly tied to resource allocation and federal policy.

Zimmerman, Calvin MW 11-12:15

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 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 30588|POLS 30051 Urban Politics

This course introduces students to major actors, institutions, processes, and policies of sub-state governments in the United States. Through an intensive comparative examination of historical and contemporary politics in city governments, we will gain an understanding of municipal government and its role within the larger contexts of state and national government.

Fraga, Luis MW 11-12:15

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.

Richman, Karen TR 12:30-1:45

HESB 40110|ILS 41103 Service Mexican Immigration

This one credit course immerses students in service in the Latino community of South Bend as tutors, assistants, mentors, translators, etc. Students must be enrolled in the classroom course of Mexican Immigration to take this class.

Richman, Karen

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 MW 2-3:15

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 Hesburgh Program in Public Service academic advisor to obtain approval.