

# HESBURGH PROGRAM IN PUBLIC SERVICE

## FALL 2020 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.

### CLASS OF 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 (Claudia.Francis@nd.edu) in 2040 Nanovic Hall or visit hesburghprogram.nd.edu

#### *Co-requisites*

HESB 20001|POLS 20100  
HESB 20002|ECON 10010  
HESB 30101|SOC 30903  
HESB 30104|ECON 30330

#### *Gateway*

HESB 20010

#### *Values*

HESB 20218|POLS 20600  
HESB 30261|POLS 30654  
HESB 30347|IDS 30552  
HESB 30286|POLS 30665  
HESB 30303|MGTO 30510  
HESB 30341|HIST 30649  
HESB 30348|POLS 30142  
HESB 30352|THEO 20673  
HESB 30364|POLS 30718  
HESB 30626|POLS 30068  
HESB 40111|POLS 40064

#### *Institutions*

HESB 30359|POLS 30032  
HESB 30360|POLS 30102  
HESB 30361|POLS 30122  
HESB 30363|POLS 30150  
HESB 30499|POLS 30022  
HESB 43541|SOC 43579

#### *Topics*

HESB 20219|SOC 20228  
HESB 20220|SOC 20033  
HESB 20225|SOC 20342  
HESB 30210|POLS 30210  
HESB 30220|ECON 33561  
HESB 30302|CSC 33997  
HESB 30304|ECON 30541  
HESB 30349|HIST 30636  
HESB 30354|SOC 30806  
HESB 30362|KSGA 30406  
HESB 30421|POLS 30035  
HESB 30568|ESS 30605  
HESB 40102|CDT 40220  
HESB 40112|KSGA 40999

#### *Capstone*

HESB 43897|POLS 30047

## COURSES

American Politics  
Principles of Microeconomics  
Stats for Sociological Research  
Statistics for Economics

Introduction to Public Policy\*

Political Theory  
Catholicism and Politics  
Social Entrepreneurship  
Constitutionalism Law & Politics II  
Social Entrepreneurship  
American Feminist Thought  
Philanthropy: Society and the Common Good\*  
Reconciliation  
Political Theory and the Environment  
Topics in Civil Liberties and Civil Rights  
Race and the Constitution

Women's Suffrage  
Elections 2020  
Politics of Demographic Change  
Urban Politics and the Conflicts of Government  
American Public Opinion and Political Behavior  
Social Origins of Secrecy and Deception

Social Inequality and American Education  
Intro to Social Problems  
Marriage and the Family  
US National Security Policymaking  
Tax Reform  
Rethinking Crime and Justice  
Public Economics  
Gender at Work in US History  
Race and Ethnicity  
International and Comparative Education Policy  
Race, Ethnicity & American Politics  
Education Law and Policy  
Cybercrime and the Law  
Consulting and Development

The Policy-Making Process\*

*\*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.

*Kaplan, Joshua MW 10:30am-11:20am*

## **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 8:20am-9:10am*

*Dziadula, Eva MWF 9:25am-10:15am*

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

## **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.

*TBD 12:30pm-1:45pm*

## **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.

*Dunne, Timothy MW 11:00am-12:15pm*

# GATEWAY

## **HESB 20010 Introduction 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.  
*Mueller, Paul TR 9:30am-10:45am*

# 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.  
*Villa, Dana MW 2:00pm-2:50pm*

## **HESB 30261|POLS30654 Catholicism and Politics**

Catholicism and Politics poses the question, both simple and complex: How ought Catholics to think about the political order and political issues within it? The first part of the course will survey major responses to this question drawn from Church history: the early church, the medieval church, and the modern church. The second part applies these models to contemporary issues ranging among war, intervention, globalization, abortion, the death penalty, religious freedom, gender issues, and economic development. The course culminates in “Vatican III,” where teams of students, representing church factions, gather to discover church teachings on selected controversial political issues.  
*Philpott, Dan TR 9:30am-10:45am*

## **HESB 30286|POLS 30665 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.  
*Rodriguez, Raul TR 12:30pm-1:45pm*

## **HESB 30347|IDS 30552 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 11:00am-12:15pm*

### **HESB 30341|HIST 30649 American Feminist Thought**

This course traces American feminism from the margins of democratic thought in the eighteenth century to the center of modern political discourse and culture. Drawing on primary sources and recent scholarly work, we will investigate how the goals and meaning of feminism have changed over time, as well as how the boundaries drawn around who could and could not claim the title of “feminist” have shifted. We will approach feminism as an argument--not a received truth--responsive to contemporary historical developments and marked by divisions of race, class, sexual orientation, age, and religion. Course readings are organized around major turning points in the American feminist movement and chart significant continuities and contradictions that have animated each new wave, including questions of gender difference, economic dependence, reproductive rights, marriage, subjectivity, and citizenship.

*Remus, Emily MW 11am-12:15pm*

### **HESB 30357|POLS30742 Introduction to Feminist Political Thought**

What does it mean to be a “feminist” and how has the understanding of feminism changed throughout history? This course will familiarize students with the major themes and movements in the history of feminist political thought through a survey of both historical and contemporary texts. We will discuss the kinds of issues that are important for feminist thinkers, such as equality, the family, the public/private distinction, patriarchy, sex, pornography, violence, power, inclusion, empowerment, and recognition. We will also study intersectionality and the relationship between race, class, and gender identity, as well as how intersectionality can be used as a lens through which to view political life. Readings for this course will include works by such feminist thinkers as Mary Wollstonecraft, Elizabeth Cady Stanton, Sojourner Truth, Simone de Beauvoir, Betty Friedan, Shulamith Firestone, Judith Butler, Susan Moller Okin, Catharine MacKinnon, Audre Lorde, bell hooks, and Patricia Hill Collins.

*Mitchell, Colleen MW 12:30-1:45*

### **HESB 30348|POLS 30142 Philanthropy 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 12:30pm-1:45pm*

### **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 12:30pm-1:45pm*

### **HESB 30364|POLS30718 Political Theory and the Environment**

In this course, we will examine the political, moral, and existential considerations associated with climate change and environmentalism, such as: collective responsibility, intergenerational obligation, the limitations of national sovereignty, wealth distribution, connections between politics and nature, and environmental justice. Students will also develop the skills to critically assess the discourse surrounding political responses to climate change. Readings will be drawn from canonical political thought as well as contemporary sources.

*Birmingham, Kate MW 12:30pm-1:45pm*

### **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 2:00pm-3:15pm*

### **HESB 40111|POL S 40064 Race and the Constitution**

Was the American Constitution originally a pro-slavery constitution that changed over time to a constitution that outlawed slavery and state-supported racial discrimination? Did the Civil War and subsequent developments through the civil rights acts of the 1960's represent a commitment implicit in constitutional principles from the nation's beginning? Do these constitutional principles embrace active governmental efforts to achieve an equal-opportunity society, including equal educational opportunity and an end to racism, a "private" attitude? Do constitutional principles promise a color-blind society? Or do they promise no more than color-blind governments? This course addresses these questions. Readings will include state documents like the Declaration of Independence and The Federalist Papers, the speeches of American politicians and other public figures, and decisions of the U.S. Supreme Court regarding slavery, public accommodations, education, voting, housing, and employment. Grades will be based on mid-term and final exams. Texts TBA.

*Barber, Sotirios TR 11:00am-12:15pm*

## **INSTITUTIONS**

### **HESB 30359|POL S 30032 Women's Suffrage**

In 2020, the United States is commemorating the centennial of the 19th Amendment, which prohibited the denial of voting rights on the basis of sex. In this course, we will take the occasion of the centennial to explore the place of women's suffrage in the development of American democracy and the political empowerment of women. We will examine such topics as the meaning of citizenship, the place of voting in the American democratic system, the woman suffrage movement and other feminist movements, the anti-suffrage movement and other conservative movements, and the participation of women in various political roles, including as candidates and office-holders. We will approach these topics with an explicitly intersectional lens, exploring the ways in which gender, race/ethnicity, and class, in particular, shape politics and power in the United States. Students in this course will also participate in a DPAC Learning Beyond the Classics film course (4-6 weeks) on women's suffrage.

*Wolbrecht, Christina MW 11:00am-12:15pm*

### **HESB 30360|POL S 30102 Election 2020**

In this class, we will examine the 2020 presidential election - in real time - and then consider its effects on America's political future. Presidential elections provide the biggest and most important stage for the drama of American democracy. The 2020 version of this democratic drama promises to be one of the most intriguing and consequential in American history. For the first time, a presidential impeachment process has played out in an election year. Meanwhile, that same impeached president is seeking reelection, a Democratic field of unprecedented size and diversity is vying for that party's presidential nomination, and Americans continue to experience the political turmoil produced by the ever-increasing polarization of our two major parties. We will address all of this - from the "invisible primary" in 2018 and 2019, to the actual primaries and caucuses, the conventions, and the fall campaign and election. It does not matter whether you already know a lot or a little about presidential politics; if you want a front-row seat to the 2020 presidential election, this is the class for you.

*Campbell, David; Layman, Geoffrey MW 9:30am-10:45am*

### **HESB 30361|POLS 30122 Politics of Demographic Change**

As the United States rapidly undergoes changes to its demographic landscape, politics will inevitably change as well. This course addresses these potential implications by investigating foundational work in population change and politics. Students who take this course will take a deep dive into how past, present and future changes to the racial, ethnic and cultural landscape of the U.S. can alter politics. We will address a variety of ideas: whether the increasing size of racial minority groups promotes harmony or conflict; the role of emotion in individual reactions to demographic change; the coming “majority-minority” flip, where whites are projected to become a minority; and how different causes (e.g. immigration, changing birth rates) of racial and ethnic demographic change affects politics in different ways.

*Thompson, Andrew MW 12:30pm-1:45pm*

### **HESB 30363|POLS 30150 Urban Politics and the Conflicts of Government**

In this course, the study of Urban Politics will be examined through the lens of the institutions, issues, and individuals that make up these substate governments. Using historical and contemporary examples throughout the history of city governments in the United States, we gain a greater understanding of municipal government and its role within the larger context of state and national governments. City governance, though, is uniquely impacted by differences in representation, administration, and the role of political influence. Issues of concern, ranging from economic growth and resource allocation, racial conflict, sustainability, and others, are ever more pronounced in the context of city governance. The study of Urban Politics adds a greater context necessary in understanding the complexities of American Politics.

*Sadeh, Amir TR 12:30pm-1:45pm*

### **HESB 30499|POLS 30022 American 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 11:00am-12:15pm*

### **HESB 43541|SOC 43579 Social Origins of Secrecy and Deception**

One would think that secrets are hard to keep, and lies hard to maintain, because it doesn't take much for the truth to escape and once it's out, it can't be put back into the bottle. Yet secrets and lies reside at the heart of much social and political order, sometimes for years and even decades at a time. The objective of this course is to advance our scientific understanding of how this is possible, drawing on sociological, psychological, and historical research on such things as performance, secrecy, lying, forgetting, doubt, denial, and inattention. Case studies will include instances of corporate malfeasance (such as Ponzi schemes and insider trading), Big Tobacco's cover-up of the health consequences of smoking, the lies told by the totalitarian regime of North Korea, the secret British program to break the German cipher during WWII, elaborate attempts to cover up government atrocities, and the cat-and-mouse game between international inspectors and regimes thought to be developing banned weapons. Throughout, we will be concerned with the distinct methodological challenges of studying things many people want to keep secret. Requirements will include midterm and final examinations, reading quizzes/reaction papers, participation, and a final research paper.

*Gibson, David MW 2pm-3:15pm*

# TOPICS

## **HESB 20219 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 9:30am-10:45am*

## **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 11:00am-12:15pm*

## **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 2:00pm-3:15pm*

### **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; Gholz, Charles; Hahus, Steven TR 12:30pm-1:45pm*

### **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 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 3:30pm-4:45pm*

### **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.

*Butler, Pamela; Brandenberger, Jay M 4:30pm-10:00pm*

### **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 12:30pm-1:45pm*

### **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 11am-12:15pm*

**HESB 30354|SOC30806 Race and Ethnicity**

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 11am-12:15am*

**HESB 30362| KSGA 30406 International and Comparative Education Policy**

This course will provide students with an overview of the current concepts, issues and trends associated with comparative and international education, paying particular attention to issues of education policy. Roughly half the course will focus on education and integral human development and international economic development, concerned with the trends, issues, and opportunities facing lower-income country contexts in terms of education policy and practice. This will cover issues such as funding policy, the role of international actors, global policy priorities, and effective programs and policies. The second half of the course will look more broadly at salient issues from comparative education, drawing from cross national studies and country case studies of notable policies and reforms in education systems globally.

*D’agostino Anthony TBA*

**HESB 30421|POLS 30035 Race, Ethnicity & American Politics**

This course introduces students to the dynamics of the social and historical construction of race and ethnicity in American political life. The course explores the following core questions: What are race and ethnicity? What are the best ways to think about the impact of race and ethnicity on American citizens? What is the history of racial and ethnic formation in American political life? How do race and ethnicity link up with other identities animating political actions like gender and class? What role do American political institutions the Congress, presidency, judiciary, state and local governments, etc. play in constructing and maintaining these identity categories? Can these institutions ever be used to overcome the points of division in American society?

*Pinderhuges, Dianne TR 2pm-3:15pm*

### **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 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?

*Schoenig, John MW 3:30-4:45*

### **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 11:00am-12:15pm*

### **HESB 40112|KSGA 40999 Consulting and Development**

Students, in a structured format, are involved in assessing, prioritizing and creatively solving problems encountered by low-income and other disadvantaged South Bend entrepreneurs. A process consulting approach is employed and a number of useful tools and frameworks are introduced. Students work with both for-profit and non-profit enterprises, producing tangible deliverables that help clients launch, grow and sustain their ventures. Students will meet with clients on a weekly basis at a Notre Dame facility located downtown. Assistance with transportation will be available for students needing it.

*Morris, Michael TBA*

## **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 9:30am-10:45pm*

### **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.