

HESBURGH PROGRAM IN PUBLIC SERVICE

FALL 2021 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.

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, Politics of Public Policy 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|POL 20100
HESB 20002|ECON 10010
HESB 30101|SOC 30903
HESB 30104|ECON 30330
POL 40810

Gateway

HESB 20010|POL 30040

Values

HESB 20211|THEO 20619
HESB 20218|POL 20600
HESB 20227|SOC 20558
HESB 20223|PHIL 20628
HESB 30261|POL 30654
HESB 30286|CNST 50002
HESB 30303|MGTO 30510
HESB 30348|POL 30142
HESB 30352|THEO 20673
HESB 30382|POL 30708
HESB 30385|SEI 30555
HESB 30626|POL 30068
HESB 40112|SEI 40999

Institutions

HESB 30381|POL 30064
HESB 43541|SOC 43579

Topics

HESB 20219|SOC 20228
HESB 20220|SOC 20033
HESB 20212|HHS 20500
HESB 20213|HHS 20556
HESB 20225|SOC 20342
HESB 30210|POL 30210
HESB 30301|POL 30201
HESB 30314|ECON 30401
HESB 30354|SOC 20806
HESB 30362|KSGA 30406
HESB 30380|KSGA 30408
HESB 30383|HIST 30856
HESB 30384|ECON 30565
HESB 30473|HIST 30805
HESB 30568|ESS 30605
HESB 30588|POL 30051
HESB 30595|ESS 30629
HESB 33100|THEO 33936
HESB 40102|CDT 40220
HESB 40106|AFST 40710
HESB 43524|SOC 43839
HESB 43893|SOC 43581
HESB 43895|SOC 43281

Capstone

HESB 43899|POL 30048
HESB 48000

COURSES

American Politics
Principles of Microeconomics
Stats for Sociological Research
Statistics for Economics
Quantitative Political Analysis Using Stata

Introduction to Public Policy*

Rich, Poor, and War
Political Theory
Rebellion Against Authority
Ethics of Emerging Weapons Technology
Catholicism and Politics
Constitutionalism Law & Politics II
Social Entrepreneurship
Philanthropy & the Common Good
Reconciliation
Journalism as Political Theory
HCD for Social Innovation
Topics in Civil Liberties/ Civil Rights
Consulting and Development

President and the Constitution
Social Origins of Secrecy & Deception

Social Inequality & American Education
Intro to Social Problems
Intersectionality Health & Medicine
American Healthcare in Perspective
Marriage and the Family
U.S. National Security Policymaking
U.S. Foreign Policy
Economics of Education
Race and Ethnicity
International & Comparative Education Policy
Global Environmental Issues & Politics
Labor in America Since 1945
Health Economics
U.S. Foreign Policy in Cold War
Education Law and Policy
Urban Politics
Early Childhood Education Policy
SSL: Kinship on the Margins
Cybercrime and the Law
African-American Resistance
Unequal America
Race and Activism
Racial and Ethnic Educational Inequality

Politics of Public Policy*
Indep. Capstone Rsrch Project*

*The Hesburgh Program is the primary department offering this course

CO-REQUISITES

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

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.

Wolbrecht, Christina 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 9:25am-10:15am

Dziadula, Eva MWF 8:20am-9:10am

Spence, Forrest 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.

Graff, Patrick MW 12:30pm-1:45pm

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.

Cronin, Christopher TR 2:20pm-3:35pm

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 2:00pm-3:15pm

POLS 40810 Quantitative Political Analysis Using Stats

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. A 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 the statistical package Stata and write short papers evaluating the inferences defended in the published research.

Coppedge, Michael TR 9:30am-10:45pm

VALUES

HESB 20211|THEO 20619 Rich, Poor, and War

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

Whitmore, Todd MW 2:00pm-3:15pm

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, especially the question of justice. This introductory course fulfills the political theory breadth requirement for the political science major.

Verdeja, Ernesto TR 11:00am-12:15pm

HESB 20227|SOC 20558 Rebellion Against Authority

The objective of this course is to explore how and why individuals and social groups rebel against authority, particularly in risky situations when rebellion is likely to incur significant personal and collective costs. This course will investigate the conditions that stoke rebellion against immoral and oppressive power structures, shared conditions, and social norms; how we know when authorities are acting immorally or unjustly; why injustice and illegitimacy only fuel rebellion in some cases and induce conformity in others; the various forms that resistance and rebellion can take; and the factors that shape rebellion's varied forms, such as exit, sabotage, protest, withholding, reclamation, violent struggle, and revolution. The empirical topics covered will address a range of rebellion under tyranny, including but not limited to rebellion during slavery in the United States, rebellion against Nazi power and the Holocaust during World War II, and resistance to colonialism and imperialism.

Moss, Dana MW 3:30pm-4:45pm

HESB 30261|POLS 30654 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, James TR 9:30am-10:45am

HESB 30284|POLS 30664 Liberalism and Conservatism

This course will explore the intellectual foundations of the constellation of ideas that have become the dominant political worldviews in modern American society. The course will focus on European sources of each tradition, as well as developments of each in America. Concepts that will be explored include progress, historicism, pragmatism, liberty, equality, diversity, cosmopolitanism, localism, tradition, prescription, authority, secularism and religion, particularly Catholicism.

Deneen, Patrick MW 9:30am-10:45am

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, Vincent TR 12:30pm-1:45pm

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 MW 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 11:00am-12:15pm

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 30382|POLS 30708 Journalism as Political Theory

In this course, we will study the relationship between political theory and journalism. Rather than reading solely canonical political theory texts, we will read selections of important works from the history of political thought alongside journalistic writings. The class will be separated by important concepts in political thought, such as power, judgement, community, revolution, and freedom. For each concept, we will read both theoretical accounts and journalistic studies. In doing this, we will examine how philosophic concepts help us understand real-life happenings. We will also address how journalists use philosophic ideas to provide accounts that are more than mere documentation, in effect acting as political educators. Philosophic readings will include work from Plato, Aristotle, Machiavelli, Karl Marx, Michel Foucault, and Franz Fanon. Journalistic readings will include selections from Thucydides, Hannah Arendt, Joan Didion, Tom Wolfe, James Baldwin, Gay Talese, Janet Malcolm, and Robert Caro. In their own work, students will address the class’ questions both via scholarly study and their own projects of journalistic political theory.

Piccolo, Samuel MW 12:30pm-1:45pm

HESB 30385|SEI 30555 HCD for Social Innovation

Do you want to learn how to solve problems that matter? Human Centered Design (HCD) is an empathetic tool that utilizes guided questioning related to product, service, or systems innovations to identify opportunities for sustainable, human-centered impact. For example, how might we design a cookstove that reduces the amount of smoke inhaled by a community member? How might we design a new service engaging low-income borrowers in rural communities? How might we design a system linking social innovators and their innovations to users across the globe in a manner that encourages collaboration and sharing of resources? Whether a social innovator is designing in the private, public or nonprofit sector, HCD provides a valuable framework, deeply rooted in empathy, and is an excellent methodology for social innovators who want to problem solve and design alongside communities. In this course students will be introduced to the HCD toolkit and will apply it in practice, either in a domestic or international context. This fast-paced course will take students through the HCD cycles of inspiration, ideation and implementation, and provide opportunities for student and community collaboration.

Paulsen, Melissa TR 11:00am-12:15pm

HESB 20626|POLS 30068 Topics in Civil Liberties/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 40112|SEI 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.

Morris, Michael T 5:30pm-6:45pm - TH 5:30pm-9:30pm

INSTITUTIONS**HESB 30381|POLS 30064 President and the Constitution**

The course explores different theories of the president's role in the American constitutional system. Readings include The Federalist Papers and the writings Abraham Lincoln, Woodrow Wilson, Franklin Roosevelt, and modern scholars. Grades will be based on midterm and final exams.

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

HESB 30499|POLS 30022 American Public Opinion & Political Behavior

A principal 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 9:30am-10:45pm

HESB 43541|SOC 43579 Social Origins of Secrecy & 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 11:00am-12:15pm

TOPICS

HESB 20219|SOC 20228 Social Inequality & 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 TR 2:00pm-3:15pm

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 9:30am-10:45am

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 9:30am-10:45am

HESB 30210|POLS 30210 US National Security Policymaking

The United States is the most powerful state in the world today. Its actions are important not just for US This course serves as a gateway for subsequent coursework in international security. It is a required course in the Notre Dame International Security Center's undergraduate certificate program requirements, but it is also appropriate for, and open to, any Notre Dame students interested in U.S. national security policymaking. It will begin with an account of the history and development of U.S. national security policy from the Founding through the present. Next, it examines the current state of the primary institutions involved in U.S. national security policymaking. Finally, it explores the tools and instruments of military statecraft as applied by the United States. The course culminates with a simulation exercise in which students will role-play key participants in the U.S. national security policymaking process. At a minimum, students will gain from it 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.

Lindley, Daniel TR 11:00am-12:15am

HESB 30301|POLS 30201 U.S. 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 2:00pm-3:15pm

HESB 30314|ECON 30401 Economics of Education

This course combines economic theory and methods to study the production and delivery of education. We will apply economic principles to understand the rationale for particular education approaches, policies, and programs and use an economic lens to explore their potential impact. We will also learn about applying analytic tools to examine the effects of schooling as well as specific education interventions and reforms. Students will read empirical research and will practice being critical consumers of policy arguments and research findings. They will also complete problem sets and writing assignments with the goals of 1) using economic principles to inform policy debates about education investments, 2) employing evidence to evaluate the impact of education policies and programs, and 3) developing skills in conducting original research on education. Substantive topics will span early childhood education, K-12 schooling, and higher education with a focus on the role of incentives, prices, and markets throughout. The course will explore teacher labor markets and teacher effectiveness, school choice, and accountability, and will include discussion of international contexts.

Gibbs, Chloe MW 12:30pm-1:45pm

HESB 30354|SOC 20806 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.

Alvarado, Steven MW 2:00pm-3:15pm

HESB 30362|KSGA 30406 International & 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 TR 12:30pm-1:45pm

HESB 30380| KSGA 30408 Global Environmental Issues & Politics

Fracking, Water Wars, Deforestation of the Amazon, Droughts, Global Warming, Climate Change, Unsustainable Agriculture, Hurricanes, Pollution, Species Extinction, Invasive Species, Poaching, Overfishing, Depletion of Fossil Fuels, Overpopulation, Wastes, Ocean Acidification, Wildfires, Oil Spills, Overpopulation, Overconsumption, Land degradation - the list goes on! These complex environmental problems are occurring constantly and rapidly; their consequences are global in scope and transcend national boundaries; and they embody the complex relationship between humans and the natural environment. This course is about developing an interdisciplinary understanding of the relationship between humans (society) and the environment. We will examine the historical and contemporary environmental challenges of global concern, the underlying role of humans, and attempts by society to address, mitigate, and adapt to such complex problems through policies, institutions, and governance. We will pay attention to the roles of different state and non-state actors in environmental policy making. Overall, students will draw from both the social and natural sciences to develop a deeper understanding of how society - through consumption, culture, politics, power, ethics, values, economic growth, location, etc... contribute to, or solve, environmental problems.

Adams, Ellis MW 11:00am-12:15pm

HESB 30383|HIST 30856 Labor in America Since 1945

This course explores the relationships among and between workers, employers, government policymakers, unions, and social movements since the end of World War II, as well as the ways in which those relationships have shaped and been shaped by American politics and culture more broadly. The United States emerged from the Second World War as the globe's unequalled economic and political power, and its citizens parlayed that preeminence into a long postwar economic boom that created, however imperfectly, the first truly mass middle-class society in world history. At the heart of that new society was the American labor movement, whose leaders and members ensured that at least some of the heady postwar profits made it into the wallets of workers and their families - and not just the wallets of union members, as working Americans generally experienced great improvement in wages, benefits, and economic opportunity during the quarter-century ending in 1970. During those same years, civil rights activists challenged the historic workplace discrimination that kept African Americans at the bottom of the labor market, confronting the racism of employers, unions, and the government, and inspiring others, primarily Mexican Americans and women, to broaden the push for equality at the workplace. Since that time, however, Americans have experienced a transformation in the workplace -- an erosion of manufacturing and the massive growth of service and government work; a rapid decline in number of union members and power of organized labor; and unresolved conflicts over affirmative action to redress centuries of racial and gender discrimination. Meanwhile, income inequality and wealth disparities have grown every year over the past three decades. What accounts for the decline of organized labor since 1970, and why have the people of the mythic land of milk and honey experienced declining upward mobility and widening gaps between the rich and everyone else? Are these phenomena linked? What has the decline of the labor movement meant for workers specifically, and the American economy and politics more broadly? How and why have popular perceptions of unions changed over time? What has been the relationship of organized labor to the civil rights movement, feminism, modern conservatism, and the fortunes of individual freedom more broadly? What is globalization, and what has been its impact upon American workers? Through an exploration of historical scholarship, memoirs, polemical writings, and films, this course will try to answer these questions and many others. It will also address the prospects for working people and labor unions in the twenty-first century.

Graff, Daniel TR 11:00am-12:15pm

HESB 30384|ECON 30565 Health Economics

This course examines how economic analysis can be applied to various components of the healthcare system. Microeconomic theory is used to understand the operation of health care markets and the behavior of participants (consumers, insurers, physicians, and hospitals) in the healthcare industry. International comparisons and the role of the public sector are discussed.

Dziadula, Eva MW 11:00am -12:15pm

HESB 30473|HIST 30805 US Foreign Policy in Cold War

This course covers the main developments in American foreign policy from World War II through the end of the Cold War. The principal topics of investigation will be wartime diplomacy and the origins of the Cold War; the Cold War and containment in Europe and Asia; Eisenhower/Dulles diplomacy; Kennedy-Johnson and Vietnam; Nixon-Kissinger and détente; Carter and the diplomacy of Human Rights; Reagan and the revival of containment; Bush and the end of the Cold War.

Miscamble, Wilson MW 11:00am-12:15pm

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 12:30pm - 1:45pm

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 TR 12:30pm-1:45pm

HESB 33100|THEO 33936 SSL: Kinship on the Margins

Immersion: Eight week summer service-learning placements. This three-credit course of the Summer Service Learning Program (SSLP) takes place before, during, and after student participation in the eight consecutive week summer immersion sponsored by the Center for Social Concerns and the Notre Dame Alumni Association. The goal of the course is to reflect on the meaning and dynamics of Christian service, compassion and Catholic social teaching through experiential learning, reading, writing and discussions. Writing assignments include journal assignments and a final paper. The course is completed during the first five weeks of fall semester and is graded Satisfactory or Unsatisfactory. Acceptance is based on the student's application and interview. Students are required to attend SSLP formation sessions once per week in the spring prior to leaving for their immersion. Session dates are listed on the course webpage. Students will also participate in two fall small group sessions and will sign up for a time of their choosing. Contact the Center for Social Concerns for more information. Apply online via the Center for Social Concerns website: <http://socialconcerns.nd.edu/academic/>. Please note, this course has extra required meeting times and/or events outside of the displayed meeting schedule. Please go to this courses designated webpage within the Center for Social Concerns website (<http://socialconcerns.nd.edu/>) for further details.

Wilson, Benjamin

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 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 11:00am-12:15pm

HESB 43524|SOC 43839 Unequal America

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

Mittleman, Joel TR 12:30pm-1:45pm

HESB 43893|SOC 43581 Race and Activism

Throughout much of American history, individuals have organized and acted collectively to advance interests based on a common racial or ethnic identity. In some instances, groups have organized in an attempt to overcome discrimination and to stake a claim to rights and privileges enjoyed by majority group members. In other cases, members of the majority group have organized to restrict opportunities for the minority and to protect an advantaged position. We will consider the causes and consequences of both progressive and conservative social movements--such as the civil rights movement, the Ku Klux Klan, and the contemporary alt-right - giving particular attention to how theories of social movements help us to understand episodes of race-based collective action.

McVeigh, Rory MW 2:00pm-3:15pm

HESB 43895|SOC 43281 Racial and 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.

Zimmermann, Calvin MW 11:10am-12:25pm

CAPSTONE COURSE

HESB 43897|POLS 30047 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 11:00am-12:15pm

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.

