

# HESBURGH PROGRAM IN PUBLIC SERVICE

## SPRING 2022 COURSE OFFERINGS

The Hesburgh Program in Public Service 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) or visit hesburghprogram.nd.edu

### Co-Requisites

HESB 20001 | POLS 20100  
HESB 20002 | ECON 10010  
HESB 30101 | SOC 30903  
HESB 30102 | ECON 30010  
HESB 30104 | ECON 30330  
POLS 40811

### Values

HESB 20218 | POLS 20600  
HESB 30284 | POLS 30664  
HESB 30370 | POLS 30622  
HESB 30375 | AFST 30682  
HESB 30388 | KSGA 30314  
HESB 30561 | SEI 30552  
HESB 30392 | HIST 30621  
HESB 33404 | HIST 33757

### Institutions

HESB 30340 | POLS 30105  
HESB 30356 | POLS 30107  
HESB 30386 | POLS 30505  
HESB 30561 | POLS 30266  
HESB 30638 | POLS 30024  
HESB 40115 | LSGA 40403

### Topics

HESB 20220 | SOC 20033  
HESB 20225 | SOC 20342  
HESB 20228 | SOC 20870  
HESB 20229 | HHS 20555  
HESB 30301 | POLS 30201  
HESB 30313 | POLS 30242  
HESB 30342 | HIST 30863  
HESB 30343 | ECON 30433  
HESB 30349 | HIST 30633  
HESB 30354 | SOC 20806  
HESB 30366 | ECON 30532  
HESB 30367 | AMST 30189  
HESB 30369 | SOC 20666  
HESB 30387 | POLS 40074  
HESB 30390 | MDSC 30100  
HESB 30391 | KSGA 30411  
HESB 30394 | IIPS 30425  
HESB 30395 | STV 30035  
HESB 40105 | ECON 40364  
HESB 40111 | POLS 40064  
HESB 40113 | IIPS 40417  
HESB 40114 | IIPS 40114  
HESB 40116 | HHS 45000  
HESB 43524 | SOC 43839  
HESB 43889 | ISL 43501

### Capstone

HESB 43899  
HESB 48000

## COURSES

American Politics  
Principles of Microeconomics  
Stats for Sociological Research  
Intermediate Micro Theory  
Statistics for Economics  
Quantitative Political Analysis Using R

Political Theory  
Liberalism and Conservatism  
Contemporary Political Thought  
Black Political Thought  
Global Ethics  
Social Entrepreneurship and Innovation  
The American Constitution  
Catholics in US Public Life

The American Presidency  
US State Government & Politics  
Democracy, Violence & Elections  
Political Economy of Globalization  
Media and Politics  
Cities, States, and Global Governance

Intro to Social Problems  
Marriage and the Family  
Inner City America  
Contemp. Concerns Medicine Reproduct. Health  
U.S. Foreign Policy  
The Geopolitics of Energy  
US in the Reagan Years  
Economics of Immigration  
Gender at Work in US History  
Race & Ethnicity in the United States  
Economics of Housing  
Civil Rights in America  
Environment, Food, & Society  
Civil Liberties  
Open Government Data  
Application, Ethnicity, and Governance of AI  
Black Lives Matter Uprisings of 2020  
Ethics of Space Exploration  
Monetary Policy  
Race and the Constitution  
Forced Migration and Refugees  
Social Movements, Conflicts, and Peacebuilding  
History of Race & Racism in Science  
Unequal America  
Latinos in the Future of America

Politics of Public Policy\*  
Independent Capstone Research Project

## OTHER OPPORTUNITIES

KSGA 30493 | Policy Lab: Global Challenges to the National Security of the US  
KSGA 30495 | Policy Lab: Urban Violence in the Global South  
KSGA 40493 | Policy Lab: Why do Pope Francis, Warren Buffet and Bill Gates Worry About the Inequality Pandemic?

*\*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.

*Radcliff, Benjamin MW 2:00-3:15*

### **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.

*Doran, Kirk TR 9:30-10:45*

*Bennett, Cora MW 9:30-10:45*

*Bennett, Cora TR 2:00-3:15*

### **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.

*Zhang, Simone TR 11:00-12:15*

### **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.

*Cronin, Christopher TR 2:00-3:15*

### **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.

*Dunne, Timothy MW 2:00-3:15*

### **POLS 40810 Quantitative Political Analysis Using R**

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 R and write short papers evaluating the inferences defended in the published research.

*Perez-Linan, Anibal MW 3:30-4:45*

## **VALUES**

### **HESB 20218|POLS 20600 Political Theory**

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

*Kaplan, Joshua MWF 10:30-11:20*

### **HESB 30370|POLS 30622 Contemporary Political Thought**

A survey of some of the most influential political thinkers of the late 19th and 20th century. Topics include secularization, bureaucratization, moral pluralism, individual freedom and the place of politics in contemporary life. Readings from Mill, Nietzsche, Weber, Schmitt, Arendt, Berlin, and Strauss.

*Villa, Dana TBA*

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

### **HESB 30375|AFST 30682 Black Political Thought**

This course will focus on the writings of Black political thinkers in the Americas, Africa, and Europe. Through critical examination of the conditions against, and contexts within, which the political theories of these thinkers are situated, this course hopes to arrive at some understanding of the principles, goals and strategies developed to contest and redefine notions/concepts of citizenship (vis-a-vis the imperatives of race/racism and the global colonial formations), humanity, justice, equality, development, democracy, and freedom.

*Forjwuor, Bernard MW 12:30-1:45*

### **HESB 30389|SEI 30552 Social Entrepreneurship and Innovation**

Social Entrepreneurship has sparked dialogue and debate for two decades. Its very definition is much debated, as well as its capacity to create sustainable, scalable, systems-changing impact. This course explores the theoretical concepts, practices and strategies associated with the dynamic discipline of social enterprise and innovation. For our purposes, social entrepreneurship is the landscape, of which paradigm-shifting solutions like microfinance, MSME (Micro-Small-Medium Enterprise) development, bottom of the pyramid, fair trade, impact investing, and the like, are components. This course will study many of these concepts, focusing on their opportunity for social impact, and as a vehicle for wealth creation in vulnerable and disenfranchised communities across the globe. Further, the course covers examples of various social enterprise models (for-profit, non-profit, hybrid), requiring students to analyze and devise strategies to improve the efficacy of these ventures. Finally, the course engages students in research seeking to advance the field of social entrepreneurship at the Keough School of Global Affairs and Notre Dame.

*Paulsen, Melissa TR 11:00-12:15*

### **HESB 30392|HIST 30621 The American Constitution**

The Constitution holds a unique place in American law and political culture. Not only is it the basis of the federal government, it provides the framework for political debates about all manner of controversial issues in modern America. Today, there is much talk of a “constitutional crisis” in the United States. What does this mean? How can a history help us make sense of the Constitution and of our politics? This course explores the historical context in which the American Constitution was framed, ratified, and amended over time. Together, we will ask and answer the questions of how and why it was written the way it was; how and why it gained legitimacy; and how it was put into practice and interpreted over time. The class will introduce students to central historical problems, which include: Is the American Constitution democratic? Did the Constitution codify slavery into law? Is originalism a useful and valid way to interpret the Constitution? Course readings will consist primarily of primary source material, though students will also read historical interpretations of the Constitution and the process of forming, amending, and interpreting it. The discussion-based class will empower students to think historically about the American Constitution by interpreting primary source material, building arguments about causes and effects of particular constitutional points, and intervening in scholarly dialogues about the founding and its legacy. Students will be evaluated primarily based on class participation, a short primary source analysis, a role-play activity, and a final paper.

*Carter, Katlyn TR 9:30-10:45*

### **HESB 33104|HIST 33757 Catholics in US Public Life**

This course offers an overview of the interaction between Catholics and public life in America during the half century following the Second Vatican Council and the election of a Catholic as President in 1960. The course should permit students to gain a greater familiarity with the engagement and response of various Catholic individuals and groups on some major political and social-cultural issues. It will explore the extent of Catholic influence in American politics and society during the period and will explore the role of religion in shaping (or not shaping) the outlooks of a number of significant Catholic political figures beginning with JFK, RFK, and Eugene McCarthy, moving to Mario Cuomo and Daniel Patrick Moynihan down to contemporary figures. The course offers each student the opportunity to research and write a major paper on a topic of his or her choosing in this area.

*Miscamble, Wilson MW 11:00-12:15*

# INSTITUTIONS

## **HESB 30340|POL 30105 The American Presidency**

This course will explore the formal and informal power of the Presidency and how Presidents, past and present, have occupied their role and used their political capital. Topics of study will include the formal and informal powers of the Presidency, how the President uses unilateral action, the role of the President in overseeing the bureaucracy, inter-branch relations between the President and other bodies, public opinion and the Presidency, Presidential elections, and historical patterns of the office. By taking this course, students can hope to take away a greater understanding of the powerful office in the world, as well as the limits and extent of that power.

*Lindsay, Spencer MW 12:30-1:45*

## **HESB 30386|POL 30505 Democracy, Violence & Elections**

Elections are often promoted as a non-violent means of leadership succession. However, violent elections have become a common phenomenon, both in conflict countries and advanced democracies. The recent round of intimidation and unrest in the US is one instance of electoral violence. Governors in both Michigan and Virginia were targeted in a kidnapping plot, and deaths were incurred in the US Capitol assault. In conflict countries, peace builders advocate the use of elections to resolve conflict and lay the ground for democratization. Yet, unfree and/or unfair elections have led to violence, like in the US, or worse, reignited civil wars. Putting together the complex relationship among violence, elections, and democracy, this course introduces students to the politics surrounding elections. Throughout this course, we will examine the causes of pre- and post-election violence and the consequences of low quality elections on peace and conflict. We will also draw on examples from different parts of the world to critically examine important concepts and theories, and we will study measures of election quality to understand how they can be used to evaluate elections as well as their measurement issues, which have implications on our understanding of democracy.

*Peh Zi En, Kimberly MW 12:30-1:45*

## **HESB 30356|POL 30107 US State Government & Politics**

Although the majority of policymaking happens at the state level, most Americans know more about federal politics. This class will examine the political processes of subnational governments in the U.S. by focusing on the offices (such as governors & state legislators) and intervening institutions (e.g. campaigns & elections, interest groups, and direct democracy) of politics in state-level governments. This class will be structured to familiarize students with the unique institutions of American states, as well as understand the ways in which the states differ from each other and the federal government. At the end of the semester, students will write a paper applying information from the course to a state of their choice.

*Mancinelli, Abigail MW 12:30-1:45*

### **HESB 30561|POLS 30266 Political Economy of Globalization**

This course examines the intersection of politics and economics in an increasingly global world. Economic interdependence has increased dramatically over the past fifty years. While this has raised living standards in many countries, it has also given rise to new social, economic, and political tensions. This course offers an analytical framework for evaluating the consequences of globalization and provides an overview of several theoretical approaches to and empirical issues in today's global economy. The course is divided into three main sections. The first part of the course focuses on understanding what is meant by 'globalization' as well as an introduction to several contending theories of globalization. The second part of the course will focus on managing globalization, and will evaluate different options available to states, institutions, and other actors. The final section of the class will be devoted to empirical issues associated with globalization. Topics discussed include: the environment, corruption, human rights, non-governmental organizations, democratization, and regional trading blocs.

*Rosato, Susan MW 9:30-10:45*

### **HESB 30638|POLS 30024 Media and Politics**

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

*Davis, Darren MW 11:00-12:15*

### **HESB 40115|KSGA 40403 Cities, States, and Global Governance**

At a moment when global challenges—from climate change to inclusive development to public health threats—loom large, many nation-states seem unable to come together to address them. In what ways are the world's cities and subnational governments working on their own and in concert to meet these challenges? This course examines the distinctive roles and capacities of cities, provinces, and states in managing global policy issues and explores different modes of trans-local cooperation and coordination. We start by considering the global governance shortcomings of nation-states and exploring the multilevel character of key policy challenges. We next use case studies from different issue-areas to assess how action by subnational governments is contributing to but also complicating solutions. We conclude by discussing the limitations of subnational approaches to global challenges and considering the most appropriate policy roles and portfolios for subnational actors in the 21st century

*Jaros, Kyle TR 2:00-3:15*

## **TOPICS**

### **HESB 20220|SOC 10033 Introduction 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.

*Haskins, Anna MW 11:00-12:15*

### **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 A. TR 12:30-1:45*

### **HESB 20228|SOC 20870 Inner City America**

Most Americans think of the “inner city” as a place of misery, danger, and despair. Why do most American cities have racially segregated areas dominated by concentrated poverty? What are the lives of inner-city residents like? Why do the legal, political, economic, and educational institutions that serve these communities struggle so mightily to improve the lives of inner-city residents? In this course, we will address all of these questions by viewing all five seasons of *The Wire*, David Simon’s epic tale of life in inner-city Baltimore. Sociological theory and research will serve as powerful tools to help students “decode” *The Wire*, and better understand the institutional forces that created and perpetuate inner city poverty, violence, and disorder.

*Carbonaro, William TR 12:30-1:45*

### **HESB 20229|STV 20555 Contemporary Concerns in Medicine Reproductive Health**

This is a seminar that explores some of the most important and challenging topics in medicine and society today: anti-vaxers, pandemics, opioid crisis, stem cell research, brain death, organ donation, or race-based inequities in medical settings. Students in this class will gain an understanding of the ethical, social, and practical dimensions of a variety of healthcare and health policy issues and how providers navigate these dimensions in their care. A key part of the class is the opportunity for students to engage directly with healthcare workers who will serve as guest speakers. The seminar will emphasize writing and journaling, and will directly integrate matters of health care with broader humanistic and social science approaches to health, wellbeing, the body, etc. to deepen students’ understandings of what medicine is. In this course students will learn about reproductive health through a historical, sociological, intersectional, and legal-justice lens. Topics covered include: inequalities in reproductive and maternal health, the history of maternal medicine, motherhood and governance, contemporary concerns regarding reproductive technologies, midwifery care, reproductive justice and social movements, ethical concerns in reproductive medicine, and the criminalization of reproduction. This is a core course in the Health, Humanities, and Society minor and meets the requirements for a writing-intensive course.

*McCabe, Katharine TBA*

### **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.

*Lindley, Daniel TR 9:30-10:45*

### **HESB 30313|POLS 30242 The Geopolitics of Energy**

This course examines how oil and natural gas have shaped international relations from the early twentieth century to the present, with a particular focus on conflict. It begins by introducing students to the fundamentals of global energy production, consumption and trade, and then briefly surveys the political history of oil as it relates to the great powers. The course then moves on to contemporary issues, including the political significance of "fracking" technology, the role of the United States in protecting Persian Gulf oil, and the extent to which Russia's dominant natural gas position might translate into political influence in Europe. These and other topics are examined through numerous theoretical lenses, including theories of resource conflict, economic interdependence, political coercion, and petro-aggression.

*Kelanic, Rosemary TR 11:00-12:15*

### **HESB 30342|HIST 30863 US in the Reagan Years**

From his national television appearance in support of the doomed Goldwater presidential campaign in 1964 through his failed presidential runs in 1968 and 1976 and his presidency (1981-89) on to the official dissolution of the Soviet Union in 1991, Ronald Reagan played a significant role in, and in reaction to, major developments in American politics, foreign policy, and society. This class will consider the turbulence and protest movements of the 1960s; the conservative backlash; the individualism of the Me Decade and beyond; foreign policy issues including Vietnam, détente, the "second Cold War," and the end of the Cold War; and national political disputes over issues like taxes, abortion, foreign policy and nuclear weapons.

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

### **HESB 30343|ECON 30433 Economics of Immigration**

This course examines why some individuals decide to become immigrants through a cost benefit analysis, viewing migration as an investment in human capital. It addresses the selection among immigrants and how they integrate and assimilate in the destination country. Primary focus is given to the labor market, wages in particular, both of immigrants and of natives in the host country. A distinction is made between economic migrants and refugees and discrimination in its varied forms is also studied. The fiscal impact of immigration is discussed along with immigration policy in a global context. (Recommended: Econ 10020|20020 Principles of Macroeconomics)

*Dziadula, Eva MW 11-12:15*



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

### **HESB 30354|SOC 20806 Race & Ethnicity in the United States**

We are living through a watershed moment in United States history. Structural racism is at the forefront of the national discourse. Yet, the threat that racism holds on our nation's most cherished ideals of democracy and justice is hardly new. Generations of activists, scholars, and everyday people have fought and persevered to bring about social, cultural, and policy change. This course engages deeply with topics relevant to the national discourse on racial and ethnic relations in the U.S. The first part of the course examines key concepts, focusing on the social construction of race and ethnicity, prejudice, and discrimination. The second part reviews the historical experiences of Native Americans, Latinos, Asian Americans, and African Americans. The third and final part of the course centers on four critical issues that are especially relevant in 2020: (1) immigration; (2) political disenfranchisement; (3) racial and ethnic disparities in health; and (4) racism in the criminal justice system.

*Alvarado, Steven TR 9:30-10:45*

### **HESB 30366|ECON 30532 Economics of Housing**

An introduction to the economics of housing, with particular attention to issues of homelessness and the low-income housing market. Topics includes economic models of homelessness, housing subsidies and regulations, housing market filtering, concentrated poverty and neighborhoods effects, and public policy responses to housing problems.

*Mast, Evan TR 12:30-1:45*

### **HESB 30367|AMST 30189 Civil Rights in America**

This course explores the Black Freedom Struggle from the Civil Rights Movement to Black Power and into Black Lives Matter. How have African Americans mobilized to secure recognition of human dignity from the American Political system? How did the Freedom Struggle shape American culture? By studying the Civil Rights Movement in America, this class opens up conversation on the central issues of American history: race, racism, rights, and freedom.

*Peter Cajka MW 2:00-3:15*

### **HESB 30369|SOC 20666 Environment, Food & Society**

This course is an introduction to environmental sociology, the sociology of food, and Catholic social teachings on creation, solidarity, human dignity and rights, and social justice as they relate to the environment and food issues. The course has two directly linked central purposes. One is to learn descriptive and analytical sociological perspectives on environmental and food issues, as well as related matters of agriculture, globalization, consumerism, rural America, health, social movements, and human futures. A second purpose is to learn Catholic social teachings on the environment and food issues, in order to deepen our capacity to reflect normatively from a particular moral perspective about crucial social problems. Achieving these two purposes will require us recurrently to engage the sociological and the Catholic perspectives and contributions in mutually informative and critical conversation. This is fundamentally a sociology course, but one in which Catholic social ethics stand front and center. In other words, this course will engage in multiple, ongoing exercises of “reflexivity,” engaging the sociological imagination, issues of environment and food, and Catholic social teachings - to consider what possible fruitful understandings each may provide for and about the others. Students need not be Catholic (or even religious) to benefit from this course, but everyone must be open to learning about and reflecting upon Catholic ethical teachings as they relate to the environment and food. This course will explore a number of interconnected substantive issues, descriptively, analytically, and normatively. These will include technological development, energy consumption, global warming|climate change, neoliberal capitalism, interests of nation states, corporate power, the role of mass media, population dynamics, the maldistribution of wealth, political decision-making, the status of science, ocean environments, extreme weather, sustainable development, environmentalist movements, agribusiness, nutrition, food supply systems, hunger and obesity, organics, fair trade, localism, agrarianism, human dignity, the common good, the option for the poor, the universal destiny of the earth’s goods, creation care, and the moral goods of solidarity, subsidiarity, and participation, among other relevant topics.

*Smith, Christian MW 3:30-4:45*

### **HESB 30387|POLS 40074 Civil Liberties**

Most courses in constitutional law narrate the Supreme Court’s evolving positions on constitutional rights and institutions. This course starts not with the Supreme Court but with the Federalist Papers, from which it develops a general theory of the social and economic goals or ends of constitutional government in America. It then uses this theory as a framework for assessing the Supreme Court’s position on property rights, race relations, personal privacy, and the place of religion in American life. This exercise can yield results that make for lively class discussion, not only about the Court, but about the adequacy of the Constitution itself. Grades will be based on a midterm and a final exam, with a paper option in lieu of the final.

*Munoz, Vincent TR 12:30-1:45*

### **HESB 30390|MDSC 30100 Open Government Data**

Open government data—simply put, government-related data freely made available to the public—is on the rise. Our federal, state, and local governments are developing and implementing open data policies and infrastructure in efforts to foster transparency, economic development, and wider civic engagement and participation. We will investigate the technical, legal, and ethical implications of open data (i.e., using open content to train harmful artificial intelligence technologies), acknowledging that personal privacy and civic society are closely intertwined. Class meetings are split between reading discussions and engagement with data science tools and data collection|harvesting methods. Students will inspect the major laws and policies surrounding open government while also examining the social and technological challenges and advancements that shape the future of open data—for example, grassroots data intermediaries are obtaining and “translating” open government data for a public audience. In the spirit of open scholarship, students will develop their own “open data projects” by incorporating open-source tools. No prior knowledge of computer science or data science tools (i.e., R, Python, etc.) is required.

*Chiewphasa, Ben MW 2:00-3:15*

### **HESB 30391|KSGA 30411 Application, Ethics, and Governance of AI**

The application of artificial intelligence is expanding rapidly and has the potential to reshape many fields, including transportation, finance, health care, marketing, social media, criminal justice, and public policy, just to name a few. AI’s ability to predict human preference and behavior or even substitute human judgement in these fields creates opportunities as well as concerns for safety, bias and discrimination, transparency, inequality, and job loss. Designed to serve students from no background in AI to those who have existing technical background, this course surveys current and emerging applications of AI in different fields and the related ethical issues and governance problems. The course targets students from different disciplines. Students from the humanities and social sciences will gain a deeper understanding of the technical aspects underpinning today’s ethical and policy debates related to AI. Students with more technical background will better appreciate the ethical issues that arise in programming and engineering and understand how technology interacts with the broader societal contexts. The course’s goal is to encourage students to become proactive in thinking of the societal implications of technological change and to incorporate such understanding in their education and careers.

*Lee, Yongsuk MW 2:00-3:15*

### **HESB 30394|IIPS 30425 BLM Uprisings: Revolutionary Violence v Revolutionary Nonviolence**

Is violent resistance and destructive populist uprising in response to injustice and structural violence ever justified? The apparent effectiveness of violent rebellion in the Black Lives Matter uprisings of 2020 suggests that the answer is 'yes.' How do these developments compare and contrast to the debates surrounding violent vs nonviolent rebellion during the U.S. Civil Rights and Black Power Movements? How should the oppressed respond to their oppressors—conceptualize, fight for, and deploy power? What is the difference between rebellion and social movement, and how do their differences affect prospects for transforming systemically unjust and structurally violent conditions? This course explores answers to these questions by examining the conflicts surrounding the Movement for Black Lives over the last decade, while examining examples from the Civil Rights movement as cases for comparison. We will examine the background theories and ethical frameworks by which activists and practitioners conceptualize, implement, and justify—and argue with one another about—the necessities and limits of violent vs. nonviolent action and re-examine the roles that rebellion can play (and has played) in transforming injustice and structural violence, as well as in conceptualizing and pursuing liberation. What does the peace studies concept of “conflict transformation” have to contribute to these understandings and debates? We will consider challenges posed by rioting, property destruction and ‘looting,’ and the risks and possibilities of avoiding so-called “backlash” responses of state repression and counter-protest. Readings include works by: Keeanga-Yamahtta Taylor, Omar Wasow, Angela Davis, Danielle Allen, Cornel West, James Baldwin, Eddie Glaude, Martin King, Stokely Carmichael (Kwame Ture), Frantz Fanon, and Barbara Deming.  
*Springs, Jason TR 9:30-10:45*

### **HESB 30395|STV 30035 Ethics of Space Exploration**

The aim of this course is to explore the ethical and political issues surrounding space exploration and consider how past and present realities constrain our future in space. We will first survey the present state of space exploration. This will include the privatization of space travel, military investment in the space industry, space policy and law, and the state of modern space science. Then, we will look to our future in space and consider questions such as: Does climate change justify/ necessitate colonizing other worlds? What are the ethics of terraforming? What types of extraterrestrial life are worthy of ethical consideration? Will space travel replicate or exacerbate existing structural oppression, and should we pursue ‘anti-colonial’ space travel? Ultimately, students should be able to place space exploration in its social context and articulate a vision of space exploration that they believe best serves society.  
*Holmes, Abigail MW 2:00-3:15*

### **HESB 40105|ECON 40364 Monetary Policy**

Central banks wield enormous influence over a country’s economic performance. In this course, students will examine the evolution of monetary policy over time and analyze successes and failures of monetary policy and of measures taken to manage times of economic crisis. Special emphasis will be placed on the Federal Reserve System with some attention paid to policies of the Bank of Japan and the European Central Bank. The course will host a Fed Challenge team for the Fall 2008 competition. Students interested in learning how the Fed formulates policy should take the course. Anyone interested in participating in the Fed Challenge must take the course. Prerequisites: “Intermediate Macroeconomics.” “Money and Banking” desired.  
*Sims, Eric TR 2:00-3:15*

### **HESB 40111|POLS 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.

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

### **HESB 40113|IIPS 40417 Forced Migration and Refugees: Law, Policies, and Practice**

Millions of people around the world have been forced from their homes by interlinked factors including persecution, armed conflict, natural disasters, development projects and socio-economic deprivation. Resolving large-scale displacement represents a critical challenge for contemporary peacebuilding and development processes. This course is designed to introduce students to various theoretical and methodological frameworks that inform and shape forced migration laws, policies and practice. Specifically students will: (i) examine international, regional, national and local responses to the problem of forced migration; (ii) investigate the obstacles to effective protection and assistance for refugees and displaced persons; (iii) explore the challenge of resolving displacement crises, and (iv) discuss some of the moral dilemmas raised by forced migration.

*Corcoran, Erin MW 11-12:15*

### **HESB 40114|IIPS 40114 Social Movements, Conflicts, and Peacebuilding**

In many of the recurring conflicts around the world, at issue are demands for justice. Whether these revolve around economic inequality, political repression, environmental devastation, civil and political rights, ethnic or religious exclusion, or discrimination on the basis of race, class, gender, sexuality or disability status (to name just a few), social movements are often the carriers of these calls for justice. In this course, we will examine how social movements emerge from, contribute to, and suggest resolutions for various types of social conflict, as well as explore their potential contributions to sustainable peacebuilding. We will examine theory and research on how social movements emerge, escalate, consolidate and decline; how they choose (and change) protest tactics; how they articulate their visions and goals; how they generate emotions, solidarity and commitment; how they interact with networks of allies, opponents and powerholders; and how they influence (or fail to influence) agendas, policies, and regimes. We will put a particular emphasis on the comparative study of social movements in different regions of the world, as well as on the challenges and opportunities posed by transnational movements that seek to organize across borders.

*Mische, Anne TR 2-3:15*

### **HESB 40116|HHS 45000 History of Race & Racism in Science**

Race is a social construct. So why have scientists spent centuries trying to quantify, measure, and categorize people by race? From early anthropometry to the Human Genome Project, this course examines the production and embedding of race into scientific knowledge since the 18th century. Designed for students interested in the history of science and the production of scientific knowledge or those curious about the origins of scientific racism and racial inequality, this course is also well-suited for students pursuing careers in the health professions. By focusing on historical discourses on the production and dissemination of scientific knowledge of race, students will be able to: 1. Understand how race, racism, and racial inequality are embedded in scientific knowledge 2. Outline the various methodologies different fields of science have used to group people into races 3. Carefully evaluate scientific technologies for racial biases This is an upper level undergraduate and graduate seminar.

*Kola, Ijeoma TR 9:30-10:45*

### **HESB 43524|SOC 43839 Unequal America**

Although America is 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?

*Alvarado, Steven TR 2:00-3:15*

### **HESB 43889|ILS 43501 Latinos in the Future of America**

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

*Fraga, Luis MW 11:00-12:15*

## CAPSTONE COURSE

### **HESB 43899|POLS 30048 Politics of Public Policy**

In the United States, public policy has the potential to be a consequential mechanism to address the most vexing and important social and economic problems: inequality, poverty, mass incarceration, climate change and much more. But policies do not appear out of thin air. They are the product of complex political processes. Even after policies are made, political decisions determine how they are implemented and to what end. In order to evaluate or change policy, we must understand politics. That is the focus of this course. We begin with a review of theoretical approaches to conceptualizing and studying public policy. We then explore key policy actors (the President, interest groups, denizens etc.), as well as core aspects of policy design and implementation. Finally, we closely study contemporary policy arenas. Along the way, students will be challenged to grapple with the paradoxes of policy making and to envision pathways to substantive change. Father Hesburgh famously credited President Lyndon Johnson's commitment to civil rights with "changing the face of America." This class recognizes that dramatic policy change must consider the politics behind that change and politics seeking to maintain the status quo. This course fulfills the capstone requirement for the Hesburgh Program in Public Service.

*Ramirez, Ricardo MW 11:00-12:15*

### **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.

## OTHER OPPORTUNITIES

### **KSGA 30493 Policy Lab: Global Challenges to the National Security of the US**

This course explores the myriad of national security policy challenges facing the United States and the policy options to address these challenges. The course will explore security issues with Russia, China, Iran and North Korea as well as climate change, global health/pandemics, cyber threats/security and terrorism/extremism. The course will include lectures by policy experts and student engagement with these experts to explore policy options and their potential for success. Students will conduct research of primary source policy documents to develop a policy memorandum for the US National Security Council that will outline a policy challenge for the United States and recommend policy options for consideration.

*Taylor, Francis TR 5:05-6:15 | 1 credit*

### **KSGA 30495 Policy Lab: Urban Violence in the Global South**

In 2020, 45 of the 50 most violent cities in the world were located in the Global South—especially in Latin America and South Africa. The intensity of (lethal) criminal violence in some cities rivals the level of violence observed in many civil wars, leading to demands for “iron fist” policies and, unsurprisingly, to militarized security policies. In this policy lab, we will explore the characteristics of urban violence in the global south, critically appraise existing security policies and their results based on the best available evidence, and discuss other policy alternatives. Throughout the lab, we will also meet with practitioners who have shaped or implemented policies in cities of the Global South, community activists, and academics whose research has a more immediate policy relevance.

*Albarracin Dierolf, Juan MW 5:05-6:16 | 1 credit*

## **KSGA 40493 Policy Lab: Why do Pope Francis, Warren Buffet and Bill Gates Worry About the Inequality Pandemic?**

Economists used to believe that a certain level of inequality was the price of doing business in a market economy. They presumed that the clever entrepreneur should be rewarded for their ingenuity and ability to create value. Today, however, the world is seeing unprecedented levels of inequality and concentrations of wealth that are distorting markets, undermining democratic institutions, polarizing citizens, and driving increasing unemployment, homelessness and deaths of despair. Such concentrations of wealth have not been seen since the eve of the Great Depression. Suddenly, political leaders and economists are worried. Why? This course will try to answer the following questions: 1) what were the factors that have created the accelerating growth of inequality both domestically and globally?; 2) What are its most significant manifestations and impacts?; 3) And what is or must be done to address the challenges inequality poses both at home and abroad?

*Offenheiser, Raymond TR 5:05-6:15*