

**Hesburgh Minor in Public Policy
Fall 2023 Courses**

Co-Requisites

[HESB 20000|POLS 20101 Keeping the Republic](#) (counts for American Politics co-requisite)

[HESB 20002|ECON 10010 Principles of Microeconomics](#)

[HESB 30104|ECON 30330 Statistics for Economics](#)

[POLS 40811 Quantitative Political Analysis](#)

**There may be other statistics courses, including within your major, ask Claudia.Francis@nd.edu*

Introductory Course

[HESB 20010 Introduction to Public Policy](#)

Values

[HESB 20211|THEO 20619 Rich, Poor, and War](#)

[HESB 20218|POLS 20600 Political Theory](#)

[HESB 20222|PHIL 20401 Ethics](#)

[HESB 20223|PHIL 20628 Ethics of Emerging Weapons Technology](#)

[HESB 20227|SOC 20558 Rebellion Against Authority](#)

[HESB 20440|PHIL 20441 Political Philosophy](#)

[HESB 30261|POLS 30654 Catholicism and Politics](#)

[HESB 30284|POLS 30664 Liberalism and Conservatism](#)

[HESB 30286|CNST 50002|POLS 30665 Constitutionalism Law & Politics II: American Constitutionalism](#)

[HESB 30303|MGTO 30510 Social Entrepreneurship](#)

[HESB 30348|POLS 30142 Philanthropy and the Common Good](#)

[HESB 30352|THEO 20673 Reconciliation](#)

[HESB 30385|SEI 30555 Design for Social Innovation](#)

[HESB 30389|SEI 30552 Social Entrepreneurship and Innovation](#)

[HESB 30392|HIST 30621 The American Constitution](#)

[HESB 30618|POLS 30663 Church, State, and Constitution](#)

[HESB 30626|POLS 30068 Topics in Civil Liberties/Civil Rights](#)

[HESB 30675|CNST 30645 Economics, Politics, and Justice](#)

[HESB 40111|POLS 40064 Race and the Constitution](#)

[HESB 40112|SEI 40999 Consulting and Development](#)

Institutions

[HESB 30031|POLS 30030 American Political Behavior](#)

[HESB 30427|POLS 30010 American Political Parties](#)

[HESB 30658|POLS 30005 The United States Congress](#)

[HESB 43541|SOC 43579 Social Organization of Secrecy and Deception](#)

Topics

[HESB 10010|HIST 10750 History of US Security Policy](#)

[HESB 20219|SOC 20228 Social Inequality and American Education](#)

[HESB 20220|SOC 20033 Introduction to Social Problems](#)

[HESB 20225|SOC 20342 Marriage and the Family](#)

[HESB 20228|SOC 20870 Inner City America](#)

[HESB 20229|HHS 20555 Contemporary Concerns in Medicine](#)

[HESB 30103|AMST 30105 Sustainable America](#)

[HESB 30110|POLS 30118 Political Polarization](#)

[HESB 30210|POLS 30210 US National Security Policymaking](#)
[HESB 30301|POLS 30201 U.S. Foreign Policy](#)
[HESB 30313|POLS 30242 The Geopolitics of Energy](#)
[HESB 30314|ECON 30401 Economics of Education](#)
[HESB 30354|SOC 20806 Race and Ethnicity](#)
[HESB 30520|POLS 30510 Policing in Democracies](#)
[HESB 30588|POLS 30051 Urban Politics](#)
[HESB 30384|ECON 43565 Health Economics](#)
[HESB 30568|ESS 30605 Education Law and Policy](#)
[HESB 30595|ESS 30629 Early Childhood Education Policy in the U.S.](#)
[HESB 30660|ESS 30640 Can We Improve Our Schools?](#)
[HESB 40102|CDT 40220 Cybercrime and the Law](#)
[HESB 40103|POLS 40491 Solutions: Science, Policy and Saving the Planet](#)
[HESB 43524|SOC 43839 Unequal America](#)
[CSC 33937 Rethinking Crime and Justice \(Inside Out\)](#)

Capstone Course

[HESB 43899|POLS 30048|ILS 43504 Politics of Public Policy](#)
[HESB 48000 Independent Capstone Research Project](#)

CO-REQUISITES

HESB 20000|POLS 20101 Keeping the Republic

Back in 1787, Benjamin Franklin was asked what kind of government the new American Constitution created. He responded, “a republic, if you can keep it.” Today, many people are asking whether the republic—and thus democracy in America—as we know it will survive. Trust is low, polarization is high, and longstanding democratic norms are being shattered left and right. Some scholars have even suggested that the US is on the brink of a new civil war. Others, however, argue that things are not as bad as they seem. This course tackles the big questions about the current state of democracy in the United States. Is the US actually a democracy? (And is that different than a republic?) If so, how, when, and why did it become a democracy? Will the US remain a democracy? Finally, what role can YOU play in keeping the republic? This course is designed for students of all backgrounds and majors. Whether you have given a lot or a little thought to the state of democracy in America, you are welcome in this class.

Campbell, David MWF 3:30-4:20pm, Required Discussion Sections: POLS 22201

**This course counts for the American Politics co-requisite requirement*

HESB 20002|ECON 10010 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 9:30am-10:45am

Spence, Forrest TR 12:30pm-1:45pm

Hungerman, Daniel TR 3:30pm-4:45pm

HESB 30104|ECON 30330 Statistics for Economics

This course seeks to introduce the student to the principles of probability and statistical theory appropriate for the study of economics. The emphasis of the course will be on hypothesis testing and regression analysis.

Bennett, Cora TR 9:30am-10:45am

HESB 30101| 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.

Dudley, Jennifer MW 12:30pm - 1:45pm

POLS 40811 Quantitative Political Analysis

This course is designed to achieve three objectives: (1) introduce you to research and quantitative analysis in political science, (2) help you become critical consumers of political information and policy-oriented reporting, and (3) give you the ability to answer questions of social scientific importance using data.

Throughout the course, we'll discuss the complexities of generating good research designs, starting with how to ask interesting questions and how to measure concepts of interest to social scientists. 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. The target audience for this course is

undergraduate students with interest in the social sciences (not only Political Science), who want to use quantitative approaches to solve important problems, as well as develop marketable analytical skills.

Coppedge, Michael TR 11:00am-12:15pm

INTRODUCTORY COURSE

HESB 20010 Introduction to Public Policy

Public policy could be fairly described as applied social science. This course will introduce you to the fundamentals of public policy by (1) understanding how policy is crafted, (2) detailing the linkages between public opinion and public policy, (3) appreciating how political institutions may bound policy outcomes, (4) and exploring the ability of special interests, and other parties, to shape policy outcomes all while introducing you to various tools and frameworks for approaching the study of public policy. These tools will draw from an understanding of human behavior (psychology), markets (economics), governments (political science), and organizations (sociology) and introduce you to policy analysis. We will use a case study approach to delve into current public policy controversies including healthcare, higher education finance, and infrastructure. This course acts as the primary introductory course for the Hesburgh Minor in Public Service, but is designed for students of all majors and interests.

Mueller, Paul TR 9:30am-10:45am

VALUES

HESB 20211|THEO 20619 Rich, Poor, and War

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

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

Whitmore, Todd TR 3:30pm-4:45pm

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.

Villa, Dana MW 2:00pm-2:50pm, Required Discussion Sections: POLS 22600

HESB 20222|PHIL 20401 Ethics

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

Rodriguez, Jennifer MWF 8:20am-9:10am
Rodriguez, Jennifer MWF 10:30am-11:20am

HESB 20223|PHIL 20628 Ethics of Emerging Weapons Technology

This course explores the ethical challenges posed by the ongoing revolution in the technology of war. After learning about some general, philosophical approaches to ethical decision making, we will examine a wide range of new weapons technologies, from "smart" bombs, drones, and robots to electromagnetic (electromagnetic) weapons, cyberwar, and bio-enhancement, asking the question whether the existing framework of Just War Theory and the Law of Armed Conflict (LOAC) are adequate for war as it will be fought in the 21st century.

Gamez, Patrick TR 11:00am-12:15pm
Gamez, Patrick TR 12:30am-1:45pm

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 5:05pm-6:20pm

HESB 20440|PHIL 20441 Political Philosophy

A critical examination (either historical or topical) of central works and topics in political philosophy. For information on the works and topics covered in a specific section, please consult

<https://philosophy.nd.edu/courses/2nd-courses-in-philosophy/>

Jensen, Ross MW 8:00am - 9:15am
Jensen, Ross MW 9:30 am - 10:45am

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, Dan 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|POLS 30665 Constitutionalism Law & Politics II: American Constitutionalism

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.

Bambrick, Christina TR 11:00am-12:15pm

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.

Rubey, Kelly MW 3:30pm-4:45pm (3)

Rubey, Kelly MW 2:00pm-3:15pm (1)

HESB 30348|POLS 30142 Philanthropy and the Common Good

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

Hannah, Jonathan M 6:00pm-8:30pm

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 11:00am-12:15pm

HESB 30385|SEI 30555 Design 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 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 11:30pm-1:45pm

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 12:30pm-1:45pm

HESB 30618|POLS 30663 Church, State, and Constitution

Class examines philosophical, constitutional, and political questions pertaining to religion and politics, including: Do individuals have a right to religious liberty? If so, how might that right be protected? How does the American Constitution protect the right to religious freedom? What is the proper relationship between church and state? Is religion necessary, good, or bad for liberal democracy? Readings include selections from classical, medieval, and modern political philosophy, leading cases of American constitutional law, and contemporary legal theorist and political scientists.

Munoz, Vincent MW 11:00am-12:15pm

HESB 30626|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 MW 2:00pm-3:15pm

HESB 30675|CNST 30645 Economics, Politics, and Justice

This course in American political economy seeks to understand philosophically the relationship between politics and economics. We will begin by exploring the fundamental theories of economic life in the West through the writings of Plato, Aristotle, Aquinas, Locke, Montesquieu, Rousseau, Adam Smith, Karl Marx, and Pope Leo XIII, paying particular attention to arguments for and against commercial society. We will then turn to the development of the American market and its role in shaping the character of individuals and the meaning of citizenship. Readings are drawn from, among others, Franklin, Jefferson, Hamilton, Douglass, Wilson, Dewey, and DuBois. The course will end by considering the relationship between citizens and government in the contemporary United States. Throughout, we consider the ethics of the market economy, the system of production and exchange within which we live. Are its tremendous inequalities and accumulations just? How can we cultivate moderation amid consumerism? What role do virtue and leisure play in this system? Our task is to learn to produce and purchase in the service of a good life.

Foster, Luke TR 12:30pm-1:45pm

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. Texts TBA.

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

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. In addition to class time, students will meet with clients on a weekly basis at a Notre Dame facility located downtown. Assistance with transportation will be available for students needing it. Class will meet on Tuesdays. On Thursdays, students will consult with local entrepreneurs in one hour blocks during the hours of 5p to 9p at the Center for Civic Innovation. This consulting time is flexible with students' schedules and based on appointments made by local entrepreneurs.

Morris, Michael T 5:30pm-6:45pm; R 6:00pm-9:00pm

INSTITUTIONS

HESB 30031|POL3 30030 American Political Behavior

This class will explore how ordinary citizens in the US interact with and understand the political world. Throughout the course, we will discuss how voters process political information and make political decisions and the implications these decisions have on American democracy. Topics will include voter competence, vote choice, social networks and politics, political information, the impact of personality on politics, racial attitudes, political tolerance and the impact of public opinion on American democracy. Through this class, students can hope to gain an understanding of how public opinion works and how the American voter experiences political life.

Lindsay, Spencer MW 3:30pm-4:45pm

HESB 30092|POL3 30115 Institutional Inequality and American Democracy

This course explores how economic, social, and political inequality are reflected in various components of the U.S. governing system and how U.S. political institutions shape the distribution of power and economic well being. We will examine the role of Congress, the presidency, courts, separation of powers, veto points, and federalism in reproducing economic and social inequality. We will also examine how economic and racial inequality are embedded in the design of U.S. political institutions. A core ongoing theme of the course is whether and how U.S. democracy can survive and thrive in the face of a variety of enduring inequalities. The course will include a combination of lecture and discussion. Assessment will be based on a series of short written assignments and/or quizzes as well as a substantial final paper with a collaborative and individual option.

TBD MW 9:30am-10:45 am

HESB 30427|POL3 30010 American Political Parties

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

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

HESB 30658|POL3 30005 The United States Congress

Set against the first midterm elections of the Trump presidency, this course is an updated introduction to the political and lawmaking dynamics of the United States Congress. Once defined by pork-barrel spending, powerful committee chairmen, and limited competition, Congress is now dominated by

gridlock and partisan warfare. The traditional legislative process appears to have collapsed as an avenue for policymaking, and Congress is now by far the least popular political institution in America. This course investigates how Congress is supposed to work, whether it ever actually worked that way, and what changed, bringing us to the biggest question: how it works - or doesn't work - today.

Porter, Rachel MW 9:30am-10:45am

HESB 43541|SOC 43579 Social Organization of Secrecy and Deception

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

Gibson, David MW 11:00am-12:15pm

TOPICS

HESB 10010| HIST 10750 History of US Security Policy

In the aftermath of 9/11, with American troops deployed in Afghanistan and Iraq, and concern about the nuclear ambitions of such nations as North Korea and Iran, "national security" is the phrase that is often discussed and is of crucial importance to informed citizens. This course will examine national security policy: what it is, how it is formulated and executed, and how US national security policies have evolved since the 1890s. Using a variety of readings and films such as *Casablanca* and *Dr. Strangelove*, this course will examine US national security policies from the late 1890s through two world wars, the interwar period, the Cold War, the post-Cold War years, and up to the current post-9/11 world. We will identify continuities and departures in historic US national security policies, and consider the roles of policymakers and their critics in a self-governing society.

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

HESB 20219|SOC 20228 Social Inequality and American Education

Many have claimed that the American educational system is the "great equalizer." 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. We will consider questions such as: 1) Does our educational system promote social mobility or social reproduction? 2) How has the relationship between race/ethnicity and educational performance changed in the last few decades? 3) How do social class and gender shape the kinds of educational experiences students have? 4) How does educational policy influence the kinds of experiences kids have in school? Can policy reduce inequality?

Langenkamp, Amy TR 12:30pm-1:45pm

HESB 20220|SOC 20033 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 TR 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

McClintock, Elizabeth TR 2:00pm-3:15pm

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 MW 2:00pm-3:15pm

HESB 20229|HHS 20555 Contemporary Concerns in Medicine

From anti-vaxxers to designer genes, this class explores some of the most important and challenging topics in medicine and society today. Students will gain an understanding of the ethical, social, and practical dimensions of a variety of healthcare and health policy issues. Students will also have the opportunity to engage directly with healthcare workers from around the US who will serve as guest speakers. Topics we will cover include the opioid and COVID-19 epidemics; stem cell research; brain death in pregnancy; and freedom of speech in clinical settings. This course is open to all and will be especially useful for those planning for careers in science, medicine, and public health.

TBD TR 12:30pm-1:45pm

HESB 30103|AMST 30105 Sustainable America

This CAD course looks back to 1850, when urban industrial America began, and looks forward to 2050, when Notre Dame promises to be carbon neutral, to critically engage competing visions of individual, communal, and ecological flourishing. It focuses on economic, racial, and environmental justice as students explore how US political culture, the discipline of American Studies, and Catholic social teaching have clashed and converged and Americans proposed varying solutions to poverty, racism, and environmental degradation. After an introduction to American Studies, we turn to visions of the good life

in foundational US political documents (the Declaration, the Constitution, and Inaugural Addresses) and in Catholic tradition (scriptural passages, theological essays, and papal encyclicals, from *Rerum Novarum* to *Laudato Si'*). Then the course's three main sections consider, in turn, economic equity, racial justice, and environmental restoration. Each section includes a "faith in action" case study and concludes with an "integrative essay" that puts Catholic social teaching into conversation with American Studies scholarship. In the final class session, Learning Groups present their synthesis of the course material, and, during the exam period, each student submits a final integrative essay that focuses on one of the issues—poverty, racism, or environmental degradation—and identifies what American Studies might learn from the Catholic Tradition and what the Catholic Tradition might learn from American Studies.

Tweed, Thomas TR 2:00pm-3:15pm

HESB 30110|POLS 30118 Political Polarization

Political polarization in American politics has reached a new level of contentiousness in the last two to three decades. The media tells us members of the American public are balkanized into red and blue states, whose respective residents clash along partisan lines during every national election. Headlines proclaim we are a nation divided, the moderate middle is a thing of the past, and there is no remedy in sight. In this course, we will investigate the breadth and depth of political polarization in the United States among politicians, activists, and the public, as well as its social, partisan, and political origins. We will also consider the consequences of political polarization for American democracy, including its impact on electoral politics, democratic representation, and public policy.

Kirk, James TR 3:30pm-4:45pm

HESB 30210|POLS 30210 US National Security Policymaking

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, that 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. The current draft version of the syllabus is posted at https://www3.nd.edu/~dlindley/handouts/ND_NDISC_cert_gateway_syl.pdf.

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

HESB 30300|POLS Immigration Politics & Policy

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

Ramirez, Ricardo MW 2-3:15pm

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 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 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 11:00am-12:15pm

HESB 30354|SOC 20806 Race and Ethnicity

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 MW 9:30am-10:45am

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 9:30am-10:45am

HESB 30384|ECON 43565 Health Economics

The course is designed to illustrate how economists analyze topics related to the production of health and the delivery of healthcare in the United States. Topics covered include the social and economic determinants of health, the economic control of unhealthy behavior, economic consequences of the AIDS epidemic, using economics to explain the rise of obesity, economic models of insurance, the problems of moral hazard and adverse selection, the economic impact of employer-provided health insurance. Medicare and Medicaid, the problem of the uninsured, medical technology and the pharmaceutical industry, the malpractice system, and the rise of managed care. Readings for the class will come from a required textbook and academic readings downloadable from the class web page. Class assignments will include problem sets, exams and short policy memos.

Dziadula, Eva MW 2:00pm-3:15pm

HESB 30520|POLS 30510 Policing in Democracies

What is the role of the police in a democracy? What are their powers? Who makes their rules and provides oversight? Do we even need them? How do citizens respond to the realities of being policed through political activism, day-to-day interactions, and music and literature? While the police are charged with maintaining one of the most fundamental functions of the state, the “monopoly on the legitimate use

of physical force”, the answers to these questions vary dramatically around the world and throughout history. Partially driven by recent scandals involving police violence, activists, politicians, public security professionals, and social scientists have been carefully reconsidering their views on policing, recognizing the police as powerful political actors and policing policies as dynamic policy arenas. In this course, we will explore the history of crime fighting and police forces in the modern era, then dive into current debates and research about the organization, mission, and oversight of police forces in contemporary democracies, including social movements advocating for police reform. This course has a global perspective, gaining understanding of local experiences in the United States through comparative study of primarily Latin American, British, and Western European systems.

Turner, Jacob MW 12:30pm-1:45pm

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 2:00pm-3:15pm

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 11:00am-12:15pm

HESB 30595|ESS 30629 Early Childhood Education Policy in the U.S.

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

Fulcher-Dawson, Rachel TR 3:30pm-4:45pm

HESB 30660|ESS 30640 Can We Improve Our Schools?

The purpose of this course is to provide students with an overview of the origins, concerns, goals, and approaches of education reform past, present, and future. We will explore the breadth of tactics and policy mechanisms employed by reformers, examining the underlying assumptions and theories of action ascribed to each. We will analyze the extent to which various reform efforts have been successful while concurrently defining and redefining the benchmarks for success as we explore questions such as: Who and what are schools for? What should the goals of improvement be? How do we best improve schools and who should decide? What are the origins and implications of differing policy and reform strategies? What assumptions drive different policy levers (i.e. turnaround, incentives, mandates, capacity-building, high-stakes accountability) and how do those in turn shape implementation and outcomes?

Jones, Frankie TR 11:00am-12:15pm

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 5:05pm-6:20pm

HESB 40103|POLS 40491 Solutions: Science, Policy and Saving the Planet

Studying environmental politics can be a gloomy pursuit. There are a myriad of devastating problems and a seeming scarcity of scientific and technological fixes. Technical fixes aside, there is the even more problematic scarcity of political fixes. Political institutions often seem to obstruct rather than facilitate environmentally sound policies, and the mass public and political leaders often prioritize competing goals and policies. This course is designed to understand whether the pessimism is warranted and to search for the optimism: What are the best opportunities, scientific and political, for saving the planet? What can realistically be accomplished?

Javeline, Debra TR 2:00pm-3:15pm

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 MW 2:00pm-3:15pm

CSC 33997 Rethinking Crime and Justice (Inside Out)

This course introduces some of the issues behind recent calls to reform the U.S. criminal legal system, including mass incarceration and supervision, racial disproportionality, and the challenges of "reentry." But the heart of the course is our exploration of deeper concerns, including why our criminal legal system relies on punishment, how we might cultivate other forms of justice, and what responsibility we have for the systems that operate in our names. As part of the national Inside-Out Prison Exchange Program, the course involves inside students (people incarcerated at the Westville Correctional Facility in Westville, IN) and outside students (people enrolled at Notre Dame, St. Mary's, or Holy Cross) learning with and from one another and breaking new ground together. Most weeks of the semester, outside students will travel to Westville for class sessions with the inside students. All students are responsible for the same reading and writing assignments, and participate together in class activities and discussions. Together, we

will examine myths and realities related to crime and to punishment, explore the effects of current criminal legal policies, and develop ideas for responding more effectively to harm and violence in our communities. *This course requires an [application](#), deadline is 4/14

Butler, Pam F 11:30-4:30

CAPSTONE COURSE

HESB 43899|POLS 30048|ILS 43504 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 11:00am-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.

Instructor of your choice