Voter Engagement Action Plan

Carnegie Mellon University

May 2022

Executive Summary

Carnegie Mellon University (CMU) is committed to empowering our students to meaningfully engage with society. We recognize that voting is an important step to being civically involved within our communities. Voting gives us the power to choose decision makers who represent our needs and impact our everyday lives. Our goal is to make every student voice heard and as such, our voter engagement plan is designed to be nonpartisan and inclusive.

The 2020 election saw advances in both the percentage of students who registered to vote as well as the percentage of students who voted at CMU. While these increases were encouraging CMU is committed to furthering the institution's voter engagement efforts and continuing the work of institutionalizing voter engagement across the institution.

The 2022 CMU Voter Engagement Action Plan was developed by leadership from the Office of Student Leadership, Involvement, and Civic Engagement (SLICE), in collaboration with students, staff, faculty and community partners. The plan centers primarily on our internal campus but has incorporated feedback and input from community partners in Pittsburgh.

The plan is intended to be implemented during the 2022 – 2023 academic year. Implementation of the plan will rely heavily on the work of the student Voter Engagement Committee, which is comprised of a coalition of students from differing student organizations and student government positions. The Voter Engagement Action Plan centers on peer-to-peer educational models to aim to 1) communicate the importance of voting to the larger campus community, 2) facilitate voter registration, 3) provide educational resources to create informed voters, and 4) cultivate a culture of political participation.

Through the work of this action plan we have identified several goals, including the following:
- Narrowing the gap between percentage of students registered to vote and percentage of students who vote on election day to **10%** for midterm and presidential elections
- Voting rate of registered students for 2022 election cycle**: 90%** for presidential election, **80%** for midterm election
- Overall student voting rate for 2022 election cycle: **80%**
- Add more materials to webpage of voter resources and create a university-level webpage dedicated to these resources
- Research and educate campus on local candidates and local elections
- Creation of a student Voter Engagement Coordinator position housed in the SLICE office, which would be paid throughout the academic year.
- Creation of a pilot Student Voter Ambassador program in Fall 2022

Leadership

The Voter Engagement Committee is comprised of students, staff, faculty and community partners who are passionate about furthering democracy within our community. The Office of Student Leadership, Involvement, and Civic Engagement, housed within the Division of Student Affairs, provides leadership and dedicated staff support to the Voter Engagement Committee in all steps of their implementation of the voter engagement plan. Members of the Committee include:

Students
Brenna Wrubel
Abigail Macy, Chair, CMU Votes Student Coalition, 2021 - 2022
Liam O'Connell, Chair, Undergraduate Student Senate, 2021 – 2022
Divyansh Kaushik, President, Graduate Student Assembly, 2021 - 2022

Staff
Meggan Lloyd, Coordinator, Office of Student Leadership, Involvement, and Civic Engagement
Liz Vaughan, Director, Office of Student Leadership, Involvement, and Civic Engagement
Korryn Mozisek, Director of Integrative Learning, Office of the Vice Provost for Education
Veella Grooms, Assistant Dean of Students Affairs for Civility Initiatives

Faculty
Daniel Silverman, Assistant Professor, Institute for Politics and Strategy

Community Partner
League of Women Voters, Allegheny County

CMU has additionally partnered with numerous state and national organizations in the implementation and development of our voter engagement programming, including the following:
- All In Campus Democracy Challenge
- Ask Every Student
- Civic Influencers
- NASPA Civic Learning and Democratic Engagement Knowledge Community
- Student PIRGs
- Students Learn Students Vote
- TurboVote
- Pennsylvania Student Voting Coalition
- Vote Early Day

CMU assists the local Elections Office in recruiting campus members to serve as poll workers through various communication channels.

The CMU Voter Engagement Committee will convene weekly starting in April 2022 through the end of the Spring 2022 semester. The Committee will continue to meet periodically throughout the summer and then will convene weekly again throughout the 2022 – 2023 academic year. A succession plan is vital to ensuring the continued efforts and motivation of the Committee, particularly in light of two current students on the Committee graduating in Spring 2022. Both of these students have already put in place mechanisms for their respective successors in their positions to join the Voter

Engagement Committee, in order to have a seamless transition of this work. A staff member from the Office of Student Leadership, Involvement, and Civic Engagement will always remain on the Committee moving forward, to assist in continuity of work.

Commitment

The mission and vision statements of Carnegie Mellon University reflect the university's continued emphasis on transformative impact on society. As an institution, CMU's vision is to "*have a transformative impact on society through continual innovation in education, research, creativity, and entrepreneurship*".

CMU's vision is lived out through the mission of the institution which states:
"To create a transformative educational experience for students focused on deep disciplinary knowledge; problem solving; leadership, communication, and interpersonal skills; and personal health and well-being. To cultivate a transformative university community committed to (a) attracting and retaining diverse, world-class talent; (b) creating a collaborative environment open to the free exchange of ideas, where research, creativity, innovation, and entrepreneurship can flourish; and (c) ensuring individuals can achieve their full potential. To impact society in a transformative way – regionally, nationally, and globally – by engaging with partners outside the traditional borders of the university campus."

Societal impact is additionally described in several of the values guiding the institution as well, notably the value of <u>collaboration</u> – *"reflected in our interdisciplinary approach, our focus on internal and external partnerships and our capacity to create new fields of inquiry"*; the value of <u>impact</u> – *"reflected in our commitment to address critical issues facing society regionally, nationally and globally";* and the values of <u>empathy and compassion</u> – *"reflected in our focus on improving the human condition and on the personal development of the members of our community"*.

CMU operationalizes the mission, vision and values of the institution through the strategic plan. CMU is currently operating under the CMU Strategic Plan 2025, the institution's 10-year strategic plan released in November 2015. The current strategic plan has three main pillars of focus, one of which is Societal Impact. Within the pillar of Societal Impact is the goal of Regional Impact, maintaining a focus on "contributing significantly to economic growth and quality of life in Pittsburgh, Southwestern Pennsylvania, and all of the regions where CMU operates," as well as the goal of Engaging and Impacting the Global Community: "build on leadership in world-class education and research outside the borders of a traditional university-campus; focus on continued international engagement, and deeper and broader incorporation of the full CMU experience around the world."

Support of and for democratic engagement through institutional and administrative support is one avenue CMU lives out its dedication to transforming society. CMU is a member of the Higher Education Presidential Commitment to Full Student Voter Participation through All In Campus Democracy Challenge, and the current Vice-President for Student Affairs issued a charge letter to the Voter Engagement Strategic Committee in full support of the Committee and the work the Committee is undertaking. For the past two general elections the Provost has encouraged faculty to be flexible with course attendance on Election Day in order to allow students to vote based upon their schedules. Various student democratic engagement efforts have been featured in university-level publications, including a feature on female-identifying students in politics and a feature highlighting the work of the Graduate Student Assembly in lobbying efforts.

Democratic engagement within the curriculum is seen throughout the seven colleges and schools at CMU most notably within the Institute for Politics and Strategy, which offers undergraduate and graduate degrees in International Relations and Politics. The Institute for Politics and Strategy also runs the Washington Semester Program, providing undergraduate students from any department the opportunity to live and intern in Washington D.C. while engaging in coursework focused on policy, security, media and intelligence. Within the seven colleges and schools several have a focus on democratic engagement through their general education curriculum requirements. Dietrich College of Humanities and Social Sciences revised its general education curriculum in Fall 2021, requiring students to complete 6 Foundations Courses, 5 disciplinary perspective course offerings, and 3 special seminars and topics. One of the 3 special seminars is the Grand Challenge seminar courses which are required for all first-year students in Dietrich and which focus on real, complex global problems like environmental sustainability, equity in health care, or racism. Two current Grand Challenge seminar topics address democratic engagement: Democracy and Data, and Voting: An American Tradition. Within Dietrich Experiential Learning opportunities for students, such as undergraduate research, study abroad, or community service, enhance students' learning outside of the classroom. The Mellon College of Science has a requirement for its general education curriculum of 9 hours of engagement with the arts, wellness and community service. To fulfill the ENGAGE Service component students must engage in a minimum of 9 hours of work devoted to a non-profit organization or organizations of their choice, 3 of which must have a direct benefit to the local Pittsburgh community. Additionally numerous courses across the university curriculum focus on democratic engagement, political participation or community engagement; Appendix A lists these courses and course descriptions.

Co-curricular democratic engagement has been supported through several student bodies and organizations on campus as well as departments. In the leadup to the 2020 presidential election student leaders of several existing student organizations decided to form a coalition named CMU Votes to collaborate on resources and programming, efforts which can be seen in the increases in our NSLVE data. After the 2020 presidential election CMU Votes recognized the need for this coalition of student organization representatives to continue meeting and collaborating and has since become a student organization focused on student voter engagement. Additional student organizations such as the Roosevelt Institute, Sustainable Earth, and Women in Politics focus on advocacy and political participation.

In addition to the programming put on by CMU Votes both the Graduate Student Assembly (GSA) as well as the Undergraduate Student Senate and Undergraduate Student Senate Advocacy Committee have spearheaded voter educational sessions, voter registration drives, town halls with candidates, lobbying efforts, celebrated the National Civic Holidays, and promoted voting in student body elections. CMU has hosted a Civic Influencer (formerly Campus Election Engagement Project) fellow for the past two years.

CMU additionally has a polling location on campus, in the Jared Cohon University Center on the first floor.

Landscape

CMU has continued to build upon several years of momentum within its democratic engagement movement. Due to the decentralized nature of previous efforts, timing and community-wide initiatives were challenging to coordinate. This lack of centralized efforts prompted the creation of a consolidated Voting Engagement Committee in 2019 of students, staff and faculty to facilitate the planning and execution of more wide-ranging voter engagement efforts. This Committee was instrumental in the programming for the 2020 election cycle. Following the 2020 Election cycle and the challenges of the pandemic the new Voter Engagement Strategic Planning Committee formed to support the submission of our first All In Action Plan as well as to coordinate and collaborate on programming.

CMU has been recognized by several national voter engagement organizations. A professional staff member from the Office of Student Leadership, Involvement, and Civic Engagement office was selected into the Ask Every Student Codesigner Cohort for 2022, and as part of this CMU will be piloting a student voter ambassador program in the Fall. This student voter ambassador program will provide lower-level lift opportunities for students who do not have time for a higher-level commitment throughout the semester. All In Campus Democracy Challenge recognized one of our doctoral students as one of two 2021 Standout Student (Graduate) Award.

NSLVE Data

Year	2016	2018	2020
Registration Rate	78.5%	75.3%	81.9%
Voting Rate of Registered Students	78.7%	60.5%	86.2%
Voting Rate	61.8%	45.6%	70.6%

Our overall voting rate for the 2020 election cycle was 70.6%, which was a 8.8% increase from 2016. Our efforts during the 2020 election cycle won CMU a Gold seal from the All In Campus Democracy Challenge. CMU is encouraged by the increases seen in our overall percentages and hope to continue to build upon this leading into the 2022 election season. Our hope is to shrink the gap between the registration rate and the voting rate percentages for students.

Given the diversity of the student population at CMU, one of the challenges is the high percentage of out-of-state students (for the 2021 -2022 academic year the percentage of first-time, freshmen out-of-state undergraduate students was 86%), which can provide challenges in our marketing and educational materials for other state registration deadlines beyond PA. CMU is a partner campus with

Turbovote which assists students with registering to vote in their preferred location, but this is an area of focus for us for the upcoming year, to assist with our educational resources for these students.

Goals and Strategies

The Voter Engagement Strategic Planning Committee intends to build upon the progress illustrated in our 2020 NSLVE data report. Below are the goals the Committee has set forth for the 2022 – 2023 academic year as well as long-term goals, with a specific focus on voter participation, voter education, and embedding voter registration into university programming.

Short-Term Goals (2022 – 2023 academic year)

Voter Registration/Participation
- Narrowing the gap between percentage of students registered to vote and percentage of students who vote on election day to **10%** for midterm and presidential elections
- Voting rate of registered students for 2022 election cycle**: 90%** for presidential election, **80%** for midterm election
- Overall student voting rate for 2022 election cycle: **80%**
- Increase overall percentages of students from STEM academic programs voting in the 2022 election cycle

Voter Education
- Add more materials to webpage of voter resources and create a university-level webpage dedicated to these resources
- Research and educate campus on local candidates and local elections
- Increase communications and marketing of voter registration deadlines
- Educate students about "your major on the ballot"
- Better education on campus that CMU has a polling place, as well as better education on who can vote at this polling place
- Increase communication and marketing materials for PA primary election

Institutionalization of programming
- Add voter registration into First-Year Orientation programming
- Creation of a student Voter Engagement Coordinator position housed in the SLICE office, which would be paid throughout the academic year.
- Pilot the Student Voter Ambassador program in Fall 2022, overseen by professional SLICE staff member and paid student Voter Engagement Coordinator

Long-term Goals
- Integration of voter registration reminder deadlines into Canvas LMS
- Add post-graduation voter registration information into Senior Week activities
- Coordination of community-based voter registration competition among different areas on campus (Fraternity/Sorority Life, Athletics, STEM academic programs, etc.)

Strategies & Tactics

The following are strategies articulated by All In and Democracy Works CMU is currently and will continue to do:
- Offering a Service Saturdays volunteer program for students to volunteer with community-based organizations in the Pittsburgh area
- Lobby Day/other lobbying advocacy efforts
- Participation in the National Civic Holidays
- Recruiting students to be Poll workers
- Hosting a polling location on campus
- Creating, printing and posting flyers on campus promoting voter registration
- Host candidate town halls
- Utilize a CMU-specific TurboVote site

The following are strategies and tactics CMU will be focused on for the upcoming 2022 – 2023 academic year:

Creation of Voter Engagement Coordinator (paid student staff position): To help with coordination of our voter engagement programming across campus we will be creating a paid student staff position housed within the SLICE office for the upcoming academic year. This position will focus on communications and marketing for programs and events, develop and maintain a shared calendar of events across campus, build out nonpartisan educational materials with a special focus on local elections, and help oversee the pilot Student Voter Ambassador program.

Creation of pilot Student Voter Ambassador program: CMU was selected as a Codesigner campus through the organization Ask Every Student. The resulting resource is the creation of a Student Voter Ambassador program, which would provide lower-commitment level opportunities for students who have a passion for voter engagement/political participation but do not have time in their schedules to commit to a fellow-level position. These ambassadors will engage in projects such as educating campus on voter registration deadlines, volunteer at voter engagement events happening on campus, and be trained to facilitate mini-sessions for faculty members, student organizations and residence halls on issues such as creating a voting plan, your major on the ballot, and redistricting.

Embedding voter registration/education into First-Year Orientation programming: A key area of focus for us is our First-Year Orientation program for both incoming first-year undergraduate students as well as incoming graduate students. We will hold a voter registration drive during Orientation, provide information for students on how to use the Turbovote platform, and information for how to move registration for students wishing to vote in PA.

Educational resources for the campus: We will continue to build and expand onto our current webpage of voter resources as well as getting a vanity URL or a university-level webpage dedicated to these resources for ease of access for the entire CMU campus. We will create and distribute a nonpartisan voting guide for students as well as materials tied to "Your Major on the Ballot."

Social media takeovers and features: We will reach out to various CMU social media accounts to see if the Voter Engagement Strategic Planning Committee can do a series of takeovers of these accounts for the National Civic Holidays. We will also host a "Why is civic engagement important to

me" submission contest for students to share their personal motivations for getting involved and encouraging other students as well.

Partnerships with campus departments: We will outreach to various departments across campus to partner on educational materials and promotion, including our partners in the Library, our Sustainability Initiative, and the Center for Student Diversity and Inclusion. With the creation of a new position focused on Civility Initiatives we hope to provide workshops and trainings for students on civil discourse and how to facilitate dialogue with one another.

Partnerships with external organizations: We will continue our partnerships with external organizations such as the League of Women Voters and will look to further our programming and events with these organizations.

Additional opportunities to get involved: Though our plan is primarily focused on voter engagement efforts CMU also has a large population of international students who are not eligible to vote. We will start to build out resources and offer additional opportunities for these students to get involved in advocacy and political participation efforts as well.

Reporting

This action plan will be shared with All In Campus Democracy Challenge for the purposes of the challenge. Additionally this action plan will be shared on the university's webpage for voter resources along with our NSLVE data, to be viewed by the entire university as well as external stakeholders.

Evaluation

We will continue to use our NSLVE data as an assessment for our short and long-term goals. In addition to our NSLVE data we will use the following assessment measures for other areas mentioned in our Action Plan:

- Track participation at events
- Assessment tools to evaluate the pilot Student Voter Ambassador program including focus groups with students and quantitative tools to track number of activities completed. We will use this data to inform the program for Spring 2023
- Feedback from Voter Engagement Strategic Planning Committee on our progress tied to our Action Plan
- Data from our TurboVote platform and usage

Appendix

Appendix A. List of courses and course descriptions

Course	Course Description	College/School or Department
Race, Politics and Policies in the US (intermittent)	Race, Politics and Policies will address the politics of segregation and discrimination that have been present in the U.S since its independence. In this course, we will discuss the political foundations of racial segregation and the many policies that have consolidated discrimination and disparities. Because this is essentially a policy course, we are going to analyze disparities and discrimination in a variety of policy areas including education, health, housing, access to social services and employment. The course will not only analyze existing policies, but also attempt to provide solutions to these problems, including current proposals such as reparations. Pittsburgh will be used as one of several case studies of local disparities. Basic requirements are writing two policy memos and doing a group presentation	Heinz College – College Wide Course offering
Gender, Politics and Policies in the US and Across the World	1.-Women political participation in the U.S. and in selected countries across the world including the expansion of political and voting rights, the role of women as political leaders and the overall participation of women in the political and policymaking process. Within the U.S., we will pay attention to the situation of racial and sexual minorities including African-American and Latina women, as well as issues affecting Lesbian and Transgender Women. 2.-The evolution of women's economic rights in the U.S. and selected countries. Central issues here are the wage gap, the glass ceiling, and the overall female participation in the private sector. 3.-Women in conflict and sex trafficking: Lastly, the course will examine the role of women in conflict as both participants and victims as well as the role of both men and women in preventing sex trafficking. Goals of this course: The readings and class discussions are going to focus not only what has happened, but also on the policies that are been implemented and should be implemented to reduce the negative effect of past actions.	Heinz College – School of Public Policy and Management
Civic Engagement As a Community Process (Intermittent)	This course will examine Civic Engagement from the perspective of community and neighborhood issues which are often unstated but form the basis for community tension and lack of trust in the participatory process. Students will learn why the engagement process is valued in a democratic society, practiced locally, and how it is currently transforming to be more effective. While there are no right answers to effective civic engagement, the content and participatory role-playing will introduce students to the complexity of engagement issues, responsibilities, and hands-on facilitation experience to achieve better outcomes for citizens, communities, and practices for community decision and policymaking. New topics will be introduced on a weekly basis through student-led presentations and facilitated discussions.	Heinz College – School of Public Policy and Management

Special Topics: Information Technology Policy: Evidence, Communication, Advocacy	In recent decades, developments in Information and Communication Technologies (ICTs) have rapidly moved from research environments to products and services used by billions of people. This rapid rate of change has often resulted in a public which does not understand the technologies shaping their lives and lawmakers who are poorly equipped to make sound policy. It is therefore incumbent upon specialists to communicate how ICTs work to the public and lawmakers so policy making is shaped by evidence and reflects public desires. This course will train students to be effective communicators and advocates in the ICT space. Students taking this course will learn about the broader scope of technology policymaking including formal lawmaking, agency rule-making, strategic litigation, and corporate social responsibility. Current ICT policy topics in privacy, free expression, net neutrality, and competition will be covered. Public communication strategies such as writing op-eds, interviewing with journalists, producing explanatory videos and interactive games will be explored. Finally, students will learn how to perform an expert role in areas such as writing policy briefs and providing testimony.	College of Engineering – Department of Engineering and Public Policy
Climate Science and Policy (Intermittent)	This course will survey both scientific and policy issues associated with climate change. We will begin by surveying important factors governing the Earth's climate including solar and terrestrial radiative equilibrium and ocean heat storage and transport. Next, we will discuss the several perturbations or "forcings" that industrial society has imposed on Earth's climate: changes in greenhouse gas concentrations, ozone, and aerosols. The course will examine how complex climate feedbacks lead to significant uncertainty regarding the response of the Earth to these forcings. Decision-making strategies that policy makers can use to deal with these uncertainties will be discussed. We will outline major impacts of climate change on society as well as natural systems and strategies for mitigating climate change.	College of Engineering – Department of Engineering and Public Policy
Introduction to the Theory and Practice of Policy Analysis (Intermittent)	This course reviews and critically examines a set of problems, assumptions and analytical techniques that are common to research and policy analysis in technology and public policy. Topics covered include the difference between science, trans-science and policy analysis, policy problems formulated in terms of utility maximization, issues in the valuation of intangibles, uncertainty in policy analysis, selected topics in risk analysis, limitations and alternatives to the paradigm of utility maximization, issues in behavioral decision theory, issues related to organizations and multiple agents, and selected topics in policy advice and policy analysis for the federal government. The objective is to look critically at the strengths, limitations and underlying assumptions of key policy research and analysis tools and problem framing and sensitize students to some of the critical issues of taste, professional responsibility, ethics, and	College of Engineering – Department of Engineering and Public Policy

	values that are associated with policy analysis and research.	
Representing Activism (Intermittent)	Efforts to promote social, political, economic and environmental change range in form from written word to direct action. Sources of injustice that those efforts address are multi-dimensional and complex. Effective forms of activism are fueled by creativity that synthesize and distill complex constellations of information and foster understanding. REPRESENTING ACTIVISM explores the role of multi-media graphic representation as a lens through which change and social justice can be fostered. Exploration of efficacy in application will span four dimensions, 1) Social Media, 2) Film, 3) Poster/Graphic Design, and 4) Publication - all aspiring to achieve the status of art. Art and Activism are predicated on exposing the truth. Art has the unique power to convey messages across linguistic and cultural barriers that often divide. Part of the Activist's challenge is to grip and inspire people to action. With the avalanche of information and media modern society absorbs every day, this is increasingly hard to do. Sometimes it is too much to ask people to stop and think: sometimes it's too much just to ask them to stop. Successful art compels this, penetrating apathy and imploring the viewer to look deeper and explore the narrative that is embedded in what elicited a visceral response. This seminar aspires to compel action in the public interest through artful representation.	College of Fine Arts – School of Architecture
Environmental Racism, Injustice and Unfreedom: Lessons for Architects and Design (Intermittent)	Environmental racism refers to the disproportionate concentration of environmental toxicities and harms in low-income communities of color (particularly Black and indigenous communities) through the structural and systematic workings of white privilege and white supremacy. More broadly, environmental injustices also include restrictions to environmental resources and infrastructures and the unjust placements and displacements of communities of color resulting from uneven development. In this seminar, we will examine the histories and definitions of environmental racism, environmental injustice/justice, and environmental unfreedoms. We will read and discuss literature from a range of fields including Environmental Justice, urban political ecology, critical race studies, Black geography, indigenous studies, and more; explore case studies in the US and beyond through the EPA's EJ data and the EJAtlas project; and have conversations with activists, architects, and scholars invested in spatial justice. Through these we will critically assess architecture's role as a mechanism of environmental inequities and injustices, and learn from social movements for radical and hopeful change.	College of Fine Arts – School of Architecture
Design Studies: Power	"Power" explores the concepts of politics, the political, and the powers that intertwine with design. You will delve into the mesh conformed by plural forms of knowledge, wisdom, power, and designs. A deepening into matters of ideology allows us to think critically about how designed artifacts are the embodiment of ideology; having the power to influence what people think, and	College of Fine Arts: School of Design

	shape their aspirations, desires, and values. You will be exposed to emerging design practices and theories that harness the power of design for social change with sociocultural and ecological mindsets. Coursework includes facilitation of activities for the collective analysis of topics at the intersection of design and power.	
Design Center: Design for Social Innovation	Design for social innovation is a seminar that traces the history and application of design methods to solving social problems. The course will weaver together themes from readings in design, business, public policy, technology, social service, international relations and current events. The course will review examples of successful and failed social innovations from local, regional, national and international contexts. Students will learn the role of governments, technology, funding, infrastructure, mindset, emotion, and cultural factors in addressing problems in the social sector. The course will include a real-world problem-solving component where students (in teams or individually) will write a paper, design an artifact or intervention, propose a project or conduct a short design research study that addresses a real-world problem that impacts a local community.	College of Fine Arts – School of Design
Getting Heard/Making a Difference (Intermittent)	How can a college student get people to pay attention to a problem, whether it is a personal, social, environmental, ethical, or public issue? In particular, how do people who don't already have what is called "standing" such as the authority or credentials to speak get their community to listen? In this course you will learn how to create real dialogue and carry out effective (not simply adversarial) engagement within a university and later in your professional lives. It introduces you to the rhetorical art of savvy, issue-centered social engagement. Drawing on research, theory, and our own campus investigation, we will try out methods for collecting competing perspectives, for framing a shared actionable problem, and for creating well-supported, persuasive and motivating accounts in proposals, reports, editorials, stories, or media. The theory and strategies we study are designed to create what is called a rhetorical presence for your ideas, to put them into circulation, and help create a more engaged local public. This course meets the Dietrich College Communicating Gen Ed requirement.	Dietrich College – English department
Leadership, Dialogue and Change	This course is about an alternative to the "great man" theory of leadership--in which success is built on charisma, power, status, or institutional authority. The alternative model of adaptive leadership, however, depends on an ability to draw a divided community into a dialogue that re-frames the problem and may even call on us to re-interpret our values. We will see this in action, comparing the methods of Martin Luther King to the radical community organizing of Saul Alinsky, or in the influential of African-American cultural critiques of Cornel West and bell hooks, or in the work of students calling for change on campuses. Their work poses a	Dietrich College – English course

	question: how does dialogue work in the rhetoric of making a difference? So in the second half, we will put theory into practice, organizing a CMU Community Think Tank to explore this question: how do college students take effective leadership on public issues raised on campus (e.g., climate change, equity for workers, or the corporate ethics of would-be employers)? How do student advocates give "rhetorical presence" to problems or create counterpublics that actually put ideas into "circulation"? How do departments and faculty support publicly engaged learning in their disciplines?	
Nonprofit Message Creation	Non-profit organizations support a multitude of causes ranging from the arts to animals to the environment to health care to human rights to scientific research to many great causes in between. Non-profits achieve their missions by advocating on behalf of their organization's cause, raising public awareness about issues surrounding their cause, and fundraising to make their advocacy possible. In this course, students will select a local, Pittsburgh-area non-profit to examine and produce materials based on the organization's needs. Over the course of the semester students will research the organization's persona and values via interviews with chosen organization's staff and analysis of existing communication channels and different forms of content currently used by the organization. Students will use this research and analyses to inform and shape a final project that should meet the specified, needed deliverables from the selected non-profit. Previous example projects include: Revising a newsletter and specifying future best practices for an organization; developing new format and copy for an organization's website; developing a social media campaign for an upcoming event; developing a grant proposal for an organization's project; among many others. Students will have a wide selection of organizations to choose from and know projects associated with the organization at the beginning of the semester, as these will be organized by the professor. At the end of the course, students will have a portfolio ready material and an increased understanding as to how non-profit organizations advance their causes.	
Politics and Popular Culture	Over the course of the last one hundred years what has been the influence of left-wing social movements on popular culture? Michael Kazin, in his recent best seller American Dreamers argues that the left has had a more powerful effect on culture than on politics. But what about the idea that cultural influence is inherently political? In this class we will read a mix of cultural history, film studies, music studies, literary studies, art history, television studies, and cultural theory. We will look at the intersection of radical movement politics and high modernism in the 1930s and 1940s. We will look at how left culture survived under the cloud of the blacklist. We will look at the Civil Rights culture and Feminist culture that emerged out of the 1950s and 1960s. Finally, we will look at how the left/right debates and struggles over the thirties, fifties and sixties have	

	persisted into our current political/cultural narrative forms. Key texts for the course include Michael Kazin, American Dreamers: How the Left Changed the Nation, Paul Buhle, Hide in Plain Sight, the Hollywood Blacklistees in Film and Television, T.V. Reed, The Art of Protest, Susan Douglas, Where the Girls Are: Growing Up Female with Mass Media, Sasha Torres, Black, White and In Color: Television and Black Civil Rights, and Judith Halberstam, The Queer Art of Failure.	
Rhetoric of Public Policy	This course explores a rhetorical approach to public policy which focuses on the interconnected role that data, values, beliefs, and argument play in the policy process. From this perspective we will examine the important public debate over the pros and cons of various forms of energy production including nuclear, natural gas, and solar. In these investigations, we will explore questions like "How do policy makers use rhetoric to shape public perspectives on energy production?" "How can rhetorical approaches to argument function as tools for policy analysis and development?" And "What role does technological expertise play in public debate?" To pursue these questions, we will be reading works in rhetorical theory and public policy and applying the concepts and methods in those works to exploring primary artifacts of public argument like records of public hearings, social media memes, handbooks designed by activists, and stories about energy production in the popular media.	
Coming to America: Immigration History and Policy (Intermittent)	We often hear the United States described as "a nation of immigrants," and the 2016 presidential election brought debates over immigration to the forefront of political debate with Donald Trump's promises to "build the wall." This mini course will examine how these two, seemingly contradictory ideas about immigration, one ostensibly inclusive and one exclusive, came to exist together in American political thought. We will investigate the history of immigration to the United States from the colonial period to the present day, with an emphasis on the history of immigration policy since its development in the 19th century. In doing so, students will analyze concepts such as Americanization, the melting pot, cultural pluralism, and distinctions between legal and illegal immigration. They will emerge from this class with a clearer understanding of US immigration policy and its changes and continuities over time.	Dietrich College – History department
Politics and Social Change in 20th Century America (Intermittent)	The twentieth century marked the rise of the United States as a global power. By the end of the century, the United States had achieved economic, military, and political dominance. The United States also made great strides in expanding political and civil rights for workers, women, African Americans, and gays and lesbians. This course explores the social and cultural implications of these developments on the generations of American people who came of age in the twentieth century. It assesses both the triumphs and tribulations of twentieth-century life. We will analyze continuities, contradictions,	Dietrich College – History department

	and conflicts in American history, especially in regard to the nation's dueling political ideologies: conservatism and liberalism. Special attention will be paid to the relationship between movements for social change and the maintenance of law and order. Topics include: the Progressive Era, World War I, the Great Depression, World War II, the Cold War, Civil Rights, Vietnam, and the New Conservatism.	
Voting Rights: An Unexpected History (Intermittent)	Did you know that American citizens have no right to vote? None. The United States is one of the only constitutional democracies in the world that does not enshrine this right in its founding charter. Not only did the nation's founders punt on creating one, social movements have also never succeeded in creating one. What, then, have voting rights activists won over the centuries? And how and why has an affirmative right to vote never been achieved? Starting with the U.S. Constitution and working forward to the present, this course will help you make sense of all the accusations swirling in the news about voter fraud, voter suppression, voter theft, voting rights, and all the other things no one ever taught you about the world's oldest democracy. This course is open to all students.	Dietrich College – History department
How (Not) to Change the World (Intermittent)	It's often said that the road to hell is paved with good intentions. What, then, can we learn by excavating some of those pavers and interrogating the theories of change that underlie them? And what can we learn from more successful attempts to enact social change? In this course, we will use the tools of history, anthropology, and critical theory to examine various efforts to 'change the world'. From top-down social engineering to neoliberal 'market citizenship' to grassroots organizing, case studies will challenge us to detect theories of change (even when they are concealed) and evaluate their consequences (intended and otherwise). With those lessons in mind, we will then apply our tools to the theories of change that we enact, often unwittingly, as members of a university. Which roads are we paving and where do they lead?	Dietrich College – History department
History of American Public Policy (Intermittent)	This course will describe and analyze aspects of the development of public policy in the United States from the colonial era to the present, with a focus on the post-Civil War era. For the purposes of this course, public policy will be defined as the making of rules and laws and their implementation by government: 1) in response to the failure of private actors (i.e., markets) to reach desirable outcomes; 2) to regulate markets to influence their outcomes; or 3) in an attempt to achieve a particular normative vision of what society ought to be like. This course assumes that the public policy landscape is complex but still comprehensible given the proper set of analytical frameworks and appropriate historical background. Particular emphasis will be placed on: changing views about the authority of the government to intervene in economic and social issues; the best way to balance individual and collective interests; and the variability within society of the life	Dietrich College

	courses of individuals. Topics to be covered include: immigration and health care/health insurance, among others.	
Women, Politics, and Protest (Intermittent)	This course examines the history of women's rights agitation in the United States from the early nineteenth-century to the present. It investigates both well-known struggles for women's equality--including the battles for women's voting rights, an Equal Rights Amendment, and access to birth control--and also explores the history of lesser-known struggles for economic and racial justice. Because women often differed about what the most important issues facing their sex were, this course explores not only the issues that have united women, but also those that have divided them, keeping intersectionality and women's diversity at the center of the course. This course is open to all students.	
Education, Democracy and Civil Rights (Intermittent)	What is the relationship between education and democracy? By examining a series of case studies at the intersection of education and the civil rights movement, this course will prepare students to approach contemporary educational debates as historically-informed critical thinkers. The controversy surrounding charter schools, vouchers, the common core, and the role of standardized testing cannot be understood outside the long history of debates regarding the relationship between education and democracy. Are schools meant to perpetuate the status quo? How did both traditional and more radical forms of education advance the struggle for civil rights? What role have students played in advancing civil rights and democracy? While exploring these questions, we will also partner with local high school students and teachers to bring our learning beyond the classroom.	
Fake News: Truth in the History of American Journalism (Intermittent)	Scandal, conspiracy, and partisan propaganda have been among the stuff of media ever since newspapers first appeared in America, and now they figure prominently in electronic media as well. The question "What is truth?" is not just a matter of philosophical speculation, but an essential issue at every level of American life, from individuals on social media to citizens, journalists, and politicians responsible for sustaining a democratic society. This course is literally "ripped from the headlines," examining contemporary conflicts over credibility in print and online in the context of historical experience. My goal is to help you think in new ways about how to determine when news really is "fake" and when it's just "an inconvenient truth."	
Service Learning in the Community (Intermittent)	This is a community-based research (CBR) course for advanced students who wish to bridge service and action research. The course provides an experiential component that allows students to use their second language and culture skills while acquiring or honing their research skills. CBR helps bridge the gap between university and community life to facilitate the development of life-long learning habits and humanistic citizenship. ML students and faculty will jointly design and execute ways in which to 'give back' to the community being studied, which will be chosen based	Dietrich College – Modern Languages department

	upon the language, culture and/or history of a specific community. Students in this course may participate in historical, ethnographic and cultural research; ethnographic fieldwork; problem solving activities around a particular issue the community is facing; discover how to best identify a particular linguistic/cultural community and document, interpret, preserve and disseminate its history and culture. Class activities may include group, pair and independent reading and research; group and pair travel; group, pair and one-on-one interaction with community members; public presentations; photography, filming, scanning; webpage and document design; and different kinds of writing.	
Causation, Law, and Social Policy (Intermittent)	Policy makers face causal questions. For example, does violence on TV cause violence in life, and if so, what policies can we institute that will actually curb it? Does the death penalty actually deter criminals? Do tough drug laws reduce drug use? This course investigates how scientists establish causal claims, and how policy makers and the courts rely on or systematically ignore such science. We examine what causal claims mean and how they connect to statistical data, and we discuss the limits of standard techniques for establishing causal claims. We will consider all of these issues first theoretically, and then in the context of several case studies chosen mostly by the students.	Dietrich College – Philosophy Department
Analytical Foundations of Public Policy	In this course, students will achieve an analytical understanding of some of the most pressing policy challenges of our day. The focus of the course lies in the interaction between markets and government. The course will first introduce analytical foundations of how markets, voting and governments work, and important shortcomings of each. The course will briefly touch on a comparative cross-national perspective on the balance between markets and government pursued in different countries. The second part of the course focuses on a substantive understanding of current policy issues, including health care, inequality, economic conditions of the politically pivotal middle class, resource constraints, globalization, technological change, and the role of all of these topics in political debates, and voter demands.	Dietrich College – Department of Decision and Social Sciences
Topics In Law: 1st Amendment	In their firm desire to perfect the new Constitution, which defined and limited the powers and roles of their new government, the founding fathers insisted on explicit statements that would protect the rights of the new nation's citizens. Indeed, the protection of these essential rights in many ways drove and defined their successful rebellion from Britain. This impulse resulted in ten amendments to the Constitution, which we have come to know as the Bill of Rights. The very first (and arguably considered at the time as the most essential) of these was the First Amendment, which we sometimes call the "free speech" amendment to the Constitution. This amendment guarantees every U.S. citizen five freedoms: freedom of religion, speech, press, peaceable assembly, and the freedom to petition the government for redress of grievances. This course examines the	

	historical and philosophical roots of this key constitutional amendment, how it has been fleshed out and defined over time through case law, and the bases of some more recent critics of this amendments and current interpretations.	
Topics of Law: The Bill of Rights	This course examines the history and place of the Bill of Rights in our nation's constitutional framework. It focuses on the historical origins of the U.S. Constitution, of each of the first ten amendments to the Constitution (that we refer to as the "Bill of Rights"), how the meanings and interpretations of these have evolved over time, and what they mean to us today. Each article of the Bill of Rights will be examined in terms of its original intentions, and then through cases that have challenged and been interpreted through the Bill's articles.	
Behavioral Economics and Public Policy	Economics has up to now been the social science that has been most broadly and deeply involved in public policy. With its rational choice perspective, the economic perspective has tended to favor certain types of policies namely those that enhance the efficiency of market mechanisms and lower the cost of information. In this course we will spend the first several classes reviewing the assumptions, implications for public policy and limitations of the rational choice perspective. The remainder of the course will then be devoted to examining different public policy issues, including saving, health care, crime and drug abuse, through the competing lenses of traditional and behavioral economics.	
Truth, Justice, and Algorithms (Intermittent)	Truth, Justice, and Algorithms is an interdisciplinary course that covers selected theoretical topics at the interface of computer science and economics, focusing on the algorithmic side of incentives and fairness. The course's topics include: computational social choice, e.g., voting rules as maximum likelihood estimators, the axiomatic approach to ranking systems and crowdsourcing, manipulation of elections and ways to circumvent it; cooperative games, focusing on solution concepts such as the core and the Shapley value, and their computation; fair division algorithms for allocating divisible and indivisible goods, and approximate notions of fairness; online matching algorithms (competitive analysis, not dating) and kidney exchange; noncooperative games, including Nash equilibrium and correlated equilibrium, their computation, connections to learning theory, Stackelberg security games, and the price of anarchy in congestion and routing games; and topics in social networks such as the diffusion of technologies and influence maximization	School of Computer Science

Information Technology Policy: Evidence, Communication, and Advocacy	In recent decades, developments in Information and Communication Technologies (ICTs) have rapidly moved from research environments to products and services used by billions of people. This rapid rate of change has often resulted in a public which does not understand the technologies shaping their lives and lawmakers who are poorly equipped to make sound policy. It is therefore incumbent upon specialists to communicate how ICTs work to the public and lawmakers so policy making is shaped by evidence and reflects public desires. This course will train students to be effective communicators and advocates in the ICT space. Students taking this course will learn about the broader scope of technology policymaking including formal lawmaking, agency rule-making, strategic litigation, and corporate social responsibility. Current ICT policy topics in privacy, free expression, net neutrality, and competition will be covered. Public communication strategies such as writing op-eds, interviewing with journalists, producing explanatory videos and interactive games will be explored. Finally, students will learn how to perform an expert role in areas such as writing policy briefs and providing testimony.	
Data Driven Business and Public Policy Decision Making (Intermittent)	In this course students will learn to leverage data to inform business and policy decisions. The course will teach students various methods for data description, including techniques of data visualization and statistical techniques. Students will learn how to assess the precision of estimation techniques. The final part of the course covers examples taken from epidemiology, economics, business and public policy.	Tepper School of Business