The Allbritton Center for the Study of Public Life continues Wesleyan’s commitment to preparing students for lives as active citizens and for leadership. It seeks to support Wesleyan’s tradition of the scholar-teacher by encouraging faculty research in a manner that directly benefits and enhances student learning. The center reflects changes that have transpired across the social-scientific disciplines. These include the creation of new multidisciplinary ventures, the growing number of studies employing multiple methodologies, and the rethinking of the idea of the public in a variety of intellectual and social movements. In addition, university-based intellectuals have been rethinking their connection to the greater public and, consequently, are forging knowledge-seeking alliances with innovators and leaders in government and the corporate world. Social scientists are developing innovative and productive relationships with other sectors of the public, including artists, grassroots activists, and independent scholars. Our students are energized and excited by these developments. The center enables Wesleyan to focus resources; encourage curricular innovation, new research, and scholarship; and foster greater public understanding and responsibility.

**FACULTY**

**Peggy Carey Best**  
AB, Earlham College; PHD, Union Institute Grad School  
Director, Service Learning; Visiting Assistant Professor of Sociology

**Peter Rutland**  
BA, Oxford University; DPHIL, York University  
Colin and Nancy Campbell Professor in Global Issues and Democratic Thought; Professor of Government; Director, Allbritton Center for the Study of Public Life; Professor, Russian, East European, and Eurasian Studies; Tutor, College of Social Studies

**AFFILIATED FACULTY**

**Gerard T. Koeppel**  
Visiting Scholar in the Allbritton Center for the Study of Public Life

**VISITING FACULTY**

**Robert Cassidy**  
BA, Fitchburg State; MA, Boston University; MA, Tufts University; PHD, Tufts University  
Retired Officer Teaching Fellow, Government; Retired Officer Teaching Fellow

**Stephen K. Friedman**  
BA, Wesleyan University  
Koeppel Journalism Fellow

**Leslie Gabel-Brett**  
BA, Wesleyan University; PHD, City College  
Visiting Assistant Professor of Public Policy

**Jake Kara**  
BA, Western Connecticut State Univ

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**CSPL127 Introduction to Financial Accounting**

Accounting systems provide financial information critical to managing, valuing, and regulating businesses, government organizations, and households. This course will cover basic accounting concepts and procedures (double-entry bookkeeping, the accounting cycle), summary statements (balance sheets, income statements, flow of funds), evaluation of financial results, and financial planning. Considerable attention will be placed on economic concepts, among them present value and discounting, internal rate of return, risk analysis, normal profit as an economic cost, cost curves of a firm, and the cost of financial capital. Examples of the uses of accounting will include the mortgage crisis, social security and other retirement plans, Ponzi schemes, capital budgeting, and mergers and acquisitions.

**Offering:** Crosslisting  
**Grading:** A-F  
**Credits:** 1.00  
**Gen Ed Area:** SBS-ECON, SBS-ECON, SBS-ECON  
**Identical With:** ECON127, ECON127, ECON127, ECON127, ECON127, ECON127, ECON127, ECON127, ECON127, ECON127  
**Prereq:** ECON101 OR ECON110

**CSPL128 Topics in Journalism II**

Taught by a distinguished visiting journalist, this course explores selected topics in contemporary journalism.

**Offering:** Crosslisting  
**Grading:** A-F  
**Credits:** 1.00  
**Gen Ed Area:** HA-ENGL, HA-ENGL, HA-ENGL  
**Identical With:** WRCRT250B, CSPL250B, WRCRT250B, CSPL250B, WRCRT262, WRCRT250B, CSPL250B, WRCRT250B, CSPL250B, WRCRT262  
**Prereq:** None

**CSPL129 Topics in Journalism I**

Taught by a distinguished visiting journalist, this course explores selected topics in contemporary journalism.

**Offering:** Crosslisting  
**Grading:** A-F  
**Credits:** 1.00  
**Gen Ed Area:** HA-ENGL, HA-ENGL, HA-ENGL  
**Identical With:** WRCRT250A, CSPL250A, WRCRT250A, CSPL250A, WRCRT261, WRCRT250A, CSPL250A, WRCRT250A, CSPL250A, WRCRT261  
**Prereq:** None

**CSPL140 Thinking with Things**

This course explores the ways in which we think and act in relation to things. At times provocations for thought, at times emotional companions or functional collaborators, things are not only symbolic carriers of the values and meanings
that we assign, but are also actors with agency and subjectivity. We critically consider the implications of this and the role of things in a variety of contexts from the historical to the emotional to the socio-cultural to the sacred. The course considers how we make, use and consume things and how, in turn, things make, use and consume us. Trans-disciplinary in its orientation, this course draws insight from anthropology, cultural studies, philosophy, material studies, art, and design. We will examine a number of projects dealing with objects and these will serve as inspirational, theoretical, and methodological models for the projects students will develop over the course of the semester.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CSPL
Prereq: None

CSPL201 Foundations of Civic Engagement
The promise of democracy is that citizens can act together to shape the conditions of their collective lives. This class examines that promise, focusing on the ways in which civic engagement can contribute to its realization. We examine civic engagement both as a theoretical perspective on citizen participation and an active practice. What does it mean to have a truly democratic society? What is the role of citizen participation, both within formal political activity and in civil society generally? What role should experts play in democratic politics, and how can expertise be squared with democratic equality? What, if any, responsibility does the university have to promote civic engagement?

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-GOV, SBS-GOV
Identical With: GOVT346, GOVT346, GOVT346, GOVT346
Prereq: None

CSPL202 Power of Insights: How to Bring Structure to Chaos Through Design Thinking
This is an action-based course where students learn how to build, recognize, and communicate insights. Why insights? Insights are core to the design-thinking process or any problem-solving approach that brings human needs to the forefront because they tell us something valuable and new. Through a series of case studies and weekly in-class challenges, students will work to create their own insights and also put into action ideas from existing businesses. Students will leave the course with the necessary confidence to identify and create powerful insights making them more effective creative problem solvers.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-CSPL, SBS-CSPL, SBS-CSPL
Prereq: None

CSPL206 Group Psychology in Politics: Local, State, and National Perspectives
This course is an introduction to the use of group dynamics to understand the deep personal and systems-level issues at play in the body politic. This framework is applicable at the local, state, national, and international levels. Often, if not most of the time, these issues play an outsized role in any public policy initiative, debate, vote, action, deliberation, and discourse - though they are rarely acknowledged. This class will examine group dynamics as it is practiced in the field of organizational development (OD), a branch of organizational psychology used to implement cultural changes across social systems. The application of OD to politics is not widespread, but its tools are useful in understanding the dynamics in political situations and in the understanding of how power is exercised. The course will introduce concepts in open systems theory and will introduce three models to "hold the data" in our case studies: the Burke-Litwin Model, BART, and GRPI.

Offering: Host
Grading: A-F
Credits: 0.50
Gen Ed Area: SBS-CSPL, SBS-CSPL
Prereq: None

CSPL210 Money and Social Change: Innovative Paradigms and Strategies
How do people make decisions about using their money for social change? Where will it have the most impact? When do shifts in the rules or the use of capital create systemic change and address structural inequities? This course will explore the role of capital in social change. If we rethink how social change happens--analyzing the nonprofit and public sectors, but also new sector-blending approaches and concepts like collective impact--how does our perspective on capital shift? As a part of this unique course, students will work through a process of selecting a set of local nonprofits to which, as a class, they will grant a total of $10,000.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-CSPL, SBS-ALLB, SBS-ALLB
Prereq: None

CSPL215 Human Centered Design for Social Change
Design thinking is the way the creative mind approaches complex problem solving. Increasingly, it is at the center of innovative practices in business. Yet it can be particularly effective in addressing the human needs that are the focus of social enterprise and policy. This course will introduce a number of ways to understand how to use this method and will apply it to a number of real world examples as team work in class. Invited designers who have worked in the field in the U.S. and in other countries will lead several sessions. An individual project will require field work and will constitute the demonstration of mastery.

This course explores the techniques of human-centered design and design thinking for approaching social challenges ranging from election processes to subsistence challenges in impoverished rural populations. The most progressive and effective solutions to many problems are those that emerge from closely observing human patterns and then using creativity to create rapid prototypes of solutions that can be tested and refined. The result is human-centered, rather than high level policy influences for social change. The class session will consist of (1) the presentation of methods and theories, (2) case studies to be worked on in teams either in the session or between sessions, and (3) discussions with designers who have worked on significant engagements for social change.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-CSPL, SBS-CSPL, SBS-CSPL
Prereq: None

CSPL220 Photography and Social Movements
Photography has long played an important role in social movements in the United States and elsewhere in the world. Recent critical discussion, moreover, has moved to analyze the efficacy of photographic representation in promoting and recording social change. This course will combine historical, visual, and critical texts to consider how photography has been deployed from the early 20th century on in connection with issues such as child labor, slum clearance, rural poverty, civil rights, antiwar protest, political reform, and the women's and gay rights movements. In attending to history, politics, and media, the course is intended to complement other, aspects of the Center for the Study of Public Life.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-ALLB, SBS-ALLB, SBS-ALLB
Prereq: None

CSPL229 Political Turmoil
"What just happened? What’s going to happen? What do we do now?"
Political turmoil, while disconcerting to say the least, is nothing new. This course will look at case studies from different times and regions (the creation of the US; Fascist Spain; the 1960’s in the US, France, and elsewhere; Brazil's military dictatorship; Italy in the 90s; the Arab Spring; contemporary Mali and D. R. Congo, among others) to see how others have responded to periods of political oppression and upheaval. After an initial period of discussion based on readings, we will hold conversations with members of our campus community who have experienced various forms of authoritarianism. The goal of the course is ultimately project-based: as we gain perspective on the issue of political turmoil, we will turn what we learn into well-informed, measured, concrete action. In particular, we will workshop several writing exercises related to the topic and destined to make an impact (letter to the editor, letter to an elected official, public service announcement for the radio, etc). All students (including those whose first language is not English) are welcome in the course and will receive individualized attention to their writing.

Offering: Crosslisting
Grading: Cr/U
Credits: 1.00
Gen Ed Area: HA-RLAN, HA-RLAN
Identical With: FIST229, FIST229, FIST229, FIST229
Prereq: None

CSPL230 State and Local Government
This course will cover the history of state and local government in America, the roles and functions of the executive, legislative, and judicial branches in state government, the interaction between federal, state, and local government institutions, state and local taxation and budget policies, the legislative process and how a bill becomes law in a state legislature, participation of the public in state and local government, as well as pertinent issues arising in state and local governments, with a focus on the Connecticut General Assembly.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-CSPL
Prereq: None

CSPL235 Activism and Theories of Change
In this course we will explore strategies and theories of change that shape social justice movements, with particular reference to recent movements in the United States. We will discuss the benefits and risks of the many available strategies including direct action, grassroots mobilization, impact litigation, legislative campaigns, electoral campaigns and public education. When do they strengthen one another, and when do they collide? What ethical or moral questions are raised by various types of protest and communications? The instructor will draw on her own experiences as an activist for women’s rights, queer rights, and economic justice. We will also consider the strategies of other recent movements such as Occupy, Black Lives Matter, and collective action in response to the current political environment. This course will be relevant to students interested in public policy, feminism, gender and sexuality studies, and other social sciences, and will provide useful insight for future organizers and activists, lawyers, and public policy makers.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-CSPL
Identical With: FGSS236
Prereq: None

CSPL240 Nonprofits and Social Change
This course explores the world of nonprofits and how they help (or don’t help) the process of social change. As nonprofits increasingly address issues and concerns that governments have previously addressed, a critical analysis of how and why they carry out their work is central to the Allbritton Center’s concern with public life. Each class session will include (1) background on a particular social issue (including global health, inner-city education, clean water, hunger, refugees, and national borders); (2) a case study of a nonprofit addressing that issue; (3) discussion with leaders of that nonprofit.

Offering: Host
Grading: OPT
Credits: 0.50
Gen Ed Area: None
Identical With: SOC242, SOC242, SOC242, SOC242
Prereq: None

CSPL245 Ethnography and Design
Exercising humility and developing methods of meaningful engagement are essential to becoming an effective ethnographer and designer. Collaboration with users provides knowledge that allows designers to imagine artifacts, places, and systems that are thoughtfully enhanced or radically new. This course rethinks power dynamics to better understand how to design both for and with other people. With successful completion of this course students will be able to demonstrate competence in developing, refining, and communicating research interests in a committed, reflexive manner. They will gain an understanding of the strategic and tactical value of design and a sense of the practical problems involved in realizing design solutions and responses that are attuned to the needs of both an institution and individual users. Students will gain experience not only in theoretically framing social and political issues as these are expressed through design, but also in understanding the methodological tools needed to translate problems into creative interventions that are user-centered and compassionate.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SISP
Identical With: SISP245
Prereq: None

CSPL250 Topics in Journalism: Introduction to Data Journalism
This course serves as an introduction to the field of data journalism. Students will learn to apply the processes of a data scientist to journalism using the R software platform. Through case studies and practical assignments, students will gain knowledge of data journalism's rich history and potential, while practicing modern, hands-on methods in acquiring, exploring, analyzing and reporting about data. By the end of the course, students will be able to produce polished data stories and be prepared to continue pursuing their interests in either journalism or data science.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-QAC, SBS-QAC
Identical With: QAC250, WRCT250, QAC250, WRCT250, QAC250, WRCT250, QAC250, WRCT250
Prereq: None

CSPL250A Topics in Journalism I
Taught by a distinguished visiting journalist, this course explores selected topics in contemporary journalism.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL, HA-ENGL, HA-ENGL
Identical With: WRCT250A, WRCT250A, WRCT261, CSPL129, WRCT250A, WRCT250A, WRCT261, CSPL129
Prereq: None

CSPL250B Topics in Journalism II
Taught by a distinguished visiting journalist, this course explores selected topics in contemporary journalism.
militaries accountable. Yet it's worth asking whether war stories can ever be...
We will focus on reading and writing two forms in particular, the profile and the essay. While an excellent profile can be a straightforward examination of another person and his or her place in the world, in the hands of a master like Janet Malcolm or George Trow, it can become an eruption of invention. Essays ask a question or argue a point—but how? There are as many ways as there are writers who explore the form, and in this course we will seek to join them.

This course is offered by Ariel Levy of The New Yorker, Wesleyan’s Koeppel Journalism Fellow, Fall 2015.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-WRCT, HA-WRCT
Prereq: None

CSPL250H Topics in Journalism: Writing Op-Ed Pieces and Political Essays
Practice in writing op-eds and political essays in short and long forms. This class may be of interest not only to writers, but also to students studying political science, history, economics, ethics, sociology, or an interdisciplinary field, such as American studies. The main goal of this class is teaching students how to engage in debate in the public sphere over the major themes and issues of our time. Other than an intense reading schedule and a writing workshop, the other major component will be guest speakers. They include journalist, essayists, and scholars working in their fields but with an authoritative presence in the public sphere.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-WRCT, HA-WRCT
Identical With: WRCT250H, WRCT250H, WRCT250H, WRCT250H
Prereq: None

CSPL250T Topics in Journalism: Literary Journalism
In this course, we will explore the art and craft of magazine-length journalism that strives to do something different than reporting the news—it aspires to achieve the goals of literature. While this kind of writing tends to be timely, as almost all journalism must be when it’s first published, at its best, it ought to be worth reading for decades to come. Truman Capote, for example, conceived of IN COLD BLOOD, which he first published as a series of articles in THE NEW YORKER in 1965, as a “non-fiction novel”: a work of journalism that employed the techniques and artistry of fiction. We will study the writing of new journalists like Joan Didion, Tom Wolfe, Nora Ephron, and Gay Talsee, who pioneered the idea that there is no such thing as unbiased reporting: The writer can’t help but bring a point of view to his or her storytelling, so why not admit it? These writers broke with journalistic convention and admitted that there was an “I” behind the typewriter, a mediator between the “true” story and the reader.

We will focus on reading and writing two forms in particular, the profile and the essay. While an excellent profile can be a straightforward examination of another person and his or her place in the world, in the hands of a master like Janet Malcolm or George Trow, it can become an eruption of invention. Essays ask a question or argue a point—but how? There are as many ways as there are writers who explore the form, and in this course we will seek to join them.

The course will be taught by Steve Almond, the 2016-17 Koeppel Journalism Fellow. He has been an investigative journalist in Miami and El Paso and is an award-winning writer of nonfiction and fiction. He is the author of eight books, including several New York Times bestsellers, and is currently teaching narrative journalism at the Nieman Foundation at Harvard.
Offering: Crosslisting
Grading: A-F

Credits: 1.00
Gen Ed Area: HA-WRCT, HA-WRCT
Identical With: WRCT250J, WRCT250J, WRCT250J, WRCT250J
Prereq: None

CSPL250K Topics in Journalism: Writing, Wit, and the Natural World
This course will engage students as readers and writers of essays, opinion pieces, and long form articles about the natural world. We live in the shadow of climate change and the sixth great extinction event. So when is outrage effective, and when does wit or irony allow a writer to find a more persuasive voice? What’s the role of objectivity in a world where everybody seems to be shouting? We’ll consider the work of such writers as Gerald Durrell, David Quammen, Elizabeth Kolbert, and Peter Matthiessen. Students will also write regularly and collaborate together in class to critique and improve one another’s work.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-WRCT, HA-WRCT
Identical With: WRCT250K, WRCT250K, WRCT250K, WRCT250K
Prereq: None

CSPL250M Topics in Journalism: Storytelling and Social Change
How did a TV show help reduce the rate of teen pregnancy to the lowest point in recorded history? Why did a new narrative approach to gay marriage enable the movement to go from losing 31 state referendums to suddenly winning? Storytelling, across mediums and social platforms, has the power to change behavior and shift the cultural narrative. This class will explore the nature of “effective” stories, across a wide variety of issues, that engage audiences and often prompt action. We will discuss how this process works and ways to develop social impact campaigns. Students will have the chance to question some of the leading creators/practitioners who will join as guest speakers.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-WRCT
Identical With: WRCT250M
Prereq: None

CSPL262 Introduction to Social Entrepreneurship
This is an intro-level crash course in social entrepreneurship. We’ll start by defining social entrepreneurship, then we’ll explore the tactics and tendencies of successful social entrepreneurs. We will partially incubate a real social enterprise, so we can “learn by doing.” Each session will be a combination of lecture, group work/discussion, and in-class presentations.
This course will be useful for students who want to think critically about how social change happens, launch their own projects or ventures, innovate solutions to social and environmental problems, hone their activism, and/or build practical skills. Although it is introductory level, it will be useful for students already involved with social impact organizations or entrepreneurial enterprises.
Offering: Host
Grading: Cr/U
Credits: 0.25
Gen Ed Area: SBS-CSPL, SBS-CSPL, SBS-CSPL
Prereq: None

CSPL264 Patricelli Center Fellowship I
The Patricelli Center Fellowship is a one-year, project-based, cohort-style learning experience. Fellows are self-selected, committed, and diverse cohort of individuals or teams from all classes and majors who are passionate about innovation, creativity, and problem-solving; identify as entrepreneurs, intrapreneurs, changemakers, activists, disruptors, designers, inventors, and/or thought leaders; and have tenacity, empathy, interdisciplinary thinking, strong work ethic, and the ability to work independently. Some Fellows will launch or run their own project or venture, while others will not.
Patricelli Center Fellows actively participate in two cohort meetings per week: some are "classes" that take the form of lectures or workshops, and some are "labs" that serve as working or discussion sessions. Fellows also dedicate 10+ additional hours per week to assignments, self-directed work, portfolio-building, and engaging other members of the Wesleyan community.

This course will feel like a combination of a Wesleyan class, a C-level position on a startup team, and an extra-curricular leadership activity. By enrolling, Fellows make a commitment to themselves, the instructor, and the other members of their cohort.

Offering: Host
Grading: Cr/U
Credits: 0.50
Gen Ed Area: SBS-CSPL, SBS-CSPL
Prereq: None

CSPL265 Patricelli Center Fellowship II
The Patricelli Center Fellowship is a one-year, cohort-style learning experience. Fellows are a self-selected, committed, and diverse cohort of individuals or teams from all classes and majors who are passionate about innovation, creativity, and problem-solving; have tenacity, empathy, interdisciplinary thinking, and strong work ethic; and identify as entrepreneurs, intrapreneurs, changemakers, activists, disruptors, designers, inventors, and/or thought leaders. Some Fellows will launch or run their own project or venture, while others will not.

Patricelli Center Fellows actively participate in one cohort meeting per week; dedicate 7+ additional hours per week on assignments, self-directed work, and portfolio-building; and engage other members of the Wesleyan community in their work.

Offering: Host
Grading: Cr/U
Credits: 0.50
Gen Ed Area: SBS-CSPL, SBS-CSPL, SBS-CSPL
Prereq: CSPL264

CSPL269 Race, Incarceration, and Citizenship: The New Haven Model
This course will explore the elements of local responses to contemporary criminal justice issues, drawing on current research projects in New Haven. The course will explore a variety of promising practices, which emphasize community engagement and individual citizenship over incarceration and punishment. Topics will include evidence-based practices to reduce criminal recidivism, mental health issues in the criminal justice system, treatment engagement, and the creation of valued roles in the community. Students will have the opportunity to participate in federal research studies.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AFAM, SBS-AFAM
Identical With: AFAM269, ANTH269, AMST268, AFAM269, ANTH269, AMST268, AFAM269, ANTH269, AMST268, AFAM269, ANTH269, AMST268
Prereq: None

CSPL280 Nonprofit Boards: Theory and Practice I
This course will focus on the nonprofit sector, with special emphasis on the role of nonprofit boards of directors. Course time will be spent on literature about the history and purpose of the nonprofit sector, comparison to the government and public sector, and the purpose/function of nonprofit boards of directors. As part of the course, students will work directly with a local nonprofit--students will participate as a non-voting member of the board of directors and complete a board-level project for the organization.

Offering: Host
Grading: OPT
Credits: 0.50
Gen Ed Area: SBS-CSPL
Prereq: None

CSPL281 Nonprofit Boards: Theory and Practice II
This course will focus on the nonprofit sector, with special emphasis on the role of nonprofit boards of directors. Course time will be spent on literature about the history and purpose of the nonprofit sector, comparison to the government and public sector, and the purpose/function of nonprofit boards of directors. As part of the course, students will work directly with a local nonprofit--students will participate as a non-voting member of the board of directors and complete a board-level project for the organization.

Offering: Host
Grading: OPT
Credits: 0.50
Gen Ed Area: SBS-CSPL
Prereq: None

CSPL301 Beyond "the Veil": Representations and Realities of Muslim Women in the U.S.
Led by playwright and actress Leila Buck, this course will use artistic methods to research and examine the dominant representations of Muslim women in U.S. mainstream media, and engage with the complex realities of Muslim women's lives through personal narratives and in-person connections. The course will include a service-learning component where students will connect with Muslim women in Connecticut and beyond, while exploring the politics of representation and the role of story in shaping our perceptions of and relationships to Muslim women in the U.S. and beyond. This course is part of the Center for the Arts' Muslim Women's Voices at Wesleyan program and the Creative Campus Initiative.

Offering: Crosslisting
Grading: A-F
Credits: 0.50
Gen Ed Area: HA-FGSS, HA-FGSS, HA-FGSS
Identical With: FGSS301, FGSS301, FGSS301, FGSS301, FGSS301, FGSS301
Prereq: None

CSPL302 Senior Seminar for Civic Engagement Certificate
In this partial-credit seminar, the candidates for the Civic Engagement Certificate will acquaint each other with their particular interests in and commitments to civic engagement. Under close faculty supervision, the participants will organize the course as a collaborative undertaking. Meeting bi-weekly, they will revisit the readings from the Foundations of Civic Engagement course, discussing them in light of their subsequent coursework and practical experiences in engagement. At the end of the semester, each student will make a formal presentation to the group, the faculty sponsors of the Certificate, and invited guests.

Offering: Host
Grading: A-F
Credits: 0.25
Gen Ed Area: SBS-ALLB, SBS-ALLB, SBS-ALLB, SBS-ALLB, SBS-CSPL
Prereq: CSPL201

CSPL320 Collaborative Cluster Initiative Research Seminar
Students participating in the Collaborative Cluster Initiative will take this course in the fall semester. They will meet with the cluster instructors to learn relevant research methods and background pursuant to the cluster theme for the year and will begin work on their year-long research projects.

Offering: Host
Grading: A-F
Credits: 0.50
Gen Ed Area: SBS-CSPL
Prereq: None
CSPL321 Collaborative Cluster Initiative Research Seminar
Students participating in the Collaborative Cluster Initiative will take this course in the spring semester. They will continue with projects started in the fall semester.
Offering: Host
Grading: A-F
Credits: 0.50
Gen Ed Area: SBS-CSPL
Prereq: None

CSPL330 Policy and Strategy in War and Peace
This course explores how the relations, relationships, and discourse between senior national civilian and military leaders influence the development and execution of policy and strategy in war and peace. In theory, the purpose of war is to achieve a political end that sees a better peace. In practice, the nature of war is to serve itself if it is not influenced and constrained by continuous discourse and analysis associated with good civil-military relations between senior leaders. This course begins with discussion of the key foundational works to build a common understanding. It then explores how civil-military interaction influenced strategy in war and peace for each decade from the Vietnam War to the present. The readings and seminar discussions also examine how the outcomes of wars influenced civil-military relations and the subsequent peace or wars. This course lies at the intersection of international relations, history, and conflict studies. Students will gain greater understanding of how U.S. policy makers, strategy, and war interact, while honing their critical thinking and writing.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-CSPL, SBS-CSPL
Identical With: GOVT330, GOVT330
Prereq: None

CSPL333 Music Movements in a Capitalist Democracy
This course will focus on music movements that have used the presentation, expression, and production of music and music events to facilitate sociopolitical transitions. The vital context of these movements is the U.S. in particular, where the speed and power of commerce, as well as the concentration of capital, present unique opportunities for progressive values and goals in music.
We will look at huge events, like The Newport Festivals, Woodstock, Michigan Womyn's Music Festival, Lilith Fair, and Bonaroo, and examine how these movements have both evolved and spread their tendrils into the world (if they have). We will also spend some time on smaller grassroots venues and music series in Chicago, Boston, San Francisco, and New York and see how blues, folk, punk, and "Americana" venues have affected and interacted with their communities. We will look at how music scenes evolved and grew and sometimes became institutions, like the Chicago Old Town School of Music.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: None
Prereq: None

CSPL337 Practicing Democracy
Organizing can make a difference in addressing major public challenges that require civic action, especially by those whose voices will lead by identifying, recruiting, and developing more leadership; building community around that leadership; and building power from the resources of that community. In this course, each student accepts responsibility for organizing constituents to achieve an outcome by the end of the semester. As reflective practitioners, students learn from critical analysis of their leadership of this campaign. We focus on five key practices: turning values into motivated action through narrative; building relationships committed to common purpose; structuring leadership collaboratively; strategizing to turn resources into the power to achieve outcomes; and turning commitments into measurable action enabling learning, accountability, and adaption.
Offering: Host
Grading: A-F
Credits: 1.50
Gen Ed Area: SBS-CSPL, SBS-CSPL
Prereq: None

CSPL340 Entrepreneurs and Innovations in Public Education, from "A Nation At Risk" to "Race to the Top"
This course examines innovations in public education over the past 30 years through the work and writings of entrepreneurs who advanced curricular, pedagogical, organizational, technological, and other reforms. This time frame roughly begins with the release of the "A Nation at Risk" report in 1983 and continues through today. The course offers a broad survey of the key ideas and actors that have animated widely recognized efforts to improve public schools as well as a critical examination of these initiatives. Students will complete the course with a solid understanding of the history of such innovations, the theories that animate them, and the evidence of their impact. These topics are relevant to students who intend to work in public education as a teacher or administrator or as an advocate for reform and to concerned citizens.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-ALLB, SBS-ALLB, SBS-ALLB, SBS-ALLB
Identical With: CSPL341B, CSPL341B, CSPL341B
Prereq: None

CSPL341 Entrepreneurship and Innovation in Education
This course examines recent and proposed innovations in education through the work and writings of entrepreneurs, activists, and theorists who advance curricular, pedagogical, organizational, technological, and other reforms. Students will complete the course with a solid understanding of the history of such innovations, the theories that animate them, and the evidence of their impact. These topics are relevant to students who intend to work in education as teachers or administrators, and for concerned citizens.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-CSPL, SBS-CSPL, SBS-CSPL, SBS-CSPL, SBS-CSPL
Identical With: CSPL341A, CSPL341A, CSPL341A, CSPL341A, CSPL341A, CSPL341A
Prereq: None

CSPL341A Entrepreneurship and Innovation in Education
This course examines recent and proposed innovations in education through the work and writings of entrepreneurs, activists, and theorists who advance curricular, pedagogical, organizational, technological, and other reforms. Students will complete the course with a solid understanding of the history of such innovations, the theories that animate them, and the evidence of their impact. These topics are relevant to students who intend to work in education as teachers or administrators, and for concerned citizens.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-CSPL, SBS-CSPL, SBS-CSPL, SBS-CSPL, SBS-CSPL
Identical With: CSPL341, CSPL341, CSPL341, CSPL341, CSPL341, CSPL341, CSPL341
Prereq: None
CSPL341B Entrepreneurs and Innovations in Public Education, from "A Nation At Risk" to "Race to the Top"
This course examines innovations in public education over the past 30 years through the work and writings of entrepreneurs who advanced curricular, pedagogical, organizational, technological, and other reforms. This time frame roughly begins with the release of the "A Nation at Risk" report in 1983 and continues through to today. The course offers a broad survey of the key ideas and actors that have animated widely recognized efforts to improve public schools as well as a critical examination of these initiatives. Students will complete the course with a solid understanding of the history of such innovations, the theories that animate them, and the evidence of their impact. These topics are relevant to students who intend to work in public education as a teacher or administrator or as an advocate for reform and to concerned citizens.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-ALLB, SBS-ALLB, SBS-ALLB, SBS-ALLB
Prereq: None

CSPL341C Entrepreneurship in Education: Past, Present and Future
Entrepreneurship plays an increasingly important role in the American public education system. This course examines the historic roots of entrepreneurship in education, looking at both the business side of entrepreneurship and the more recent emergence of social entrepreneurship. Furthermore, the course examines in education, looking at both the business side of entrepreneurism and the more recent emergence of social entrepreneurism. The course will be framed in a way to be accessible to those with a general interest in the discussion in policy and legal circles. This course will explore (from both a law and policy lens) the various education reform ideas that have been instituted or debated and characterized as innovative or entrepreneurial. The course material will be framed in a way to be accessible to those with a general interest in the area of education but without a background in law and policy per se. The course will draw heavily from guest lecturers and entrepreneurs working in the field.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-ALLB, SBS-ALLB, SBS-CSPL, SBS-ALLB
Identical With: CSPL345, CSPL345, CSPL345, CSPL345, CSPL345, CSPL345
Prereq: None

CSPL341D Topics in Education, Innovation, and Entrepreneurship: A Law and Policy Perspective
Entrepreneurial ideas in education invariably raise rich questions of policy and law. Innovations in the public schools, such as charter schools, the use of student test scores (e.g., value added modeling) to evaluate teachers, and alternative pathways to the profession (e.g., Teach for America) engender deep debate and discussion in policy and legal circles. This course will explore (from both a law and policy lens) the various education reform ideas that have been instituted or debated and characterized as innovative or entrepreneurial. The course material will be framed in a way to be accessible to those with a general interest in the area of education but without a background in law and policy per se. The course will draw heavily from guest lecturers and entrepreneurs working in the field.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-CSPL
Prereq: None

CSPL345 Entrepreneurship in Education: Past, Present and Future
Entrepreneurship plays an increasingly important role in the American public education system. This course examines the historic roots of entrepreneurship in education, looking at both the business side of entrepreneurship and the more recent emergence of social entrepreneurship. Furthermore, the course examines the current debates in the United States about the engagement of business with education, addressing such concerns as the proper role of risk, profit motives, privatization and neoliberalism. The New Orleans public school system will serve as a case study for investigation in this discussion. Students will better understand the entrepreneurial personality, the sources of innovation, and the promise and pitfalls of entrepreneurism in public K-12 schooling.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-ALLB, SBS-ALLB, SBS-CSPL, SBS-ALLB
Identical With: CSPL341C, CSPL341C, CSPL341C, CSPL341C, CSPL341C, CSPL341C, CSPL341C
Prereq: None

CSPL350 All the News That's Fit to Post: Issues for Content Creators in the New Global News World
Journalists operate today in an increasingly global and digital media environment, confronting new challenges and seizing new opportunities. The pace of change is unprecedented. Focusing on global news journalism, we will explore ethical, legal, and professional judgments impacting content and its distribution platforms. We will focus on threshold dilemmas including reputation and privacy rights; who is a journalist; relying on and protecting anonymous sources; fact vs. opinion; aggregation; the risks and rewards of global interconnectivity; the critical multifaceted global roles of Google, Twitter, Facebook; the enabling or oppressing power of governments; and sustaining and building an independent free press in the U.S. and globally. We will explore all issues through an international lens. The seminar will include real-life case studies from Newsweek, newsweek.com, and MSNBC. The seminar will be of interest to students considering careers in journalism, media, communications law, and regulation and work in the civil society and advocacy communities.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-ALLB, SBS-ALLB, SBS-ALLB

CSPL366 A History of Incarceration in the United States
This course examines the history of incarceration in the United States from the 18th century to the late 20th century. It begins with history of indentured servitude in the colonial era, and then considers the intensification of the enslavement of blacks in the 19th century as well as the expansion of prisons in the 20th century. The course seeks to engage how systems of confinement accompanied the development of a political system based on the languages of liberty.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST, SBS-HIST
Identical With: HIST366, HIST366, HIST366, HIST366
Prereq: None

CSPL368 Incarceration and American Literature
This course offers a consideration of the image of imprisonment in American literary and cultural expression and its relation to the history of corrections and criminal justice in the United States and to prominent ideas about democracy, freedom, and citizenship.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL368
Prereq: None

CSPL401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

CSPL402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

CSPL411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

CSPL419 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: Host
Grading: Cr/U

CSPL420 Student Forum
Offering: Host
Grading: Cr/U

CSPL491 Teaching Apprentice Tutorial
Offering: Host
Grading: OPT

CSPL492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: Host
Grading: OPT