

CIVIL SOCIETY AND COMMUNITY STUDIES (CSCS)

CSCS 125 – COMMUNITY AND SOCIAL CHANGE

3 credits.

Examine contemporary issues with an emphasis on the role that individuals and communities play in achieving positive social change. Develop the mindsets and communication skills necessary to work in diverse community contexts. Specific themes may shift based on current events, but often include education reform, racial justice, health equity, alternative economies, food systems, and sustainability.

Requisites: None

Course Designation: Breadth – Social Science

Level – Elementary

L&S Credit – Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No

Last Taught: Spring 2025

Learning Outcomes: 1. Analyze community issues and contemporary social movements from human ecological & multicultural perspectives

Audience: Undergraduate

2. Identify stakeholders and describe the possibilities, values, and limitations of strategies for achieving social change objectives

Audience: Undergraduate

3. Link historical and contemporary scholarly authors as it relates to Community-Based and Action-Oriented research

Audience: Undergraduate

4. Recognize how power, privilege, and social identity influence the ways diverse individuals and groups experience (and influence) social change

Audience: Undergraduate

5. Reflect on how social identities, community contexts, and relative privilege impact the ways they experience and/or agitate for social change

Audience: Undergraduate

CSCS 130 – COMMUNITY NEWSWRITING

3 credits.

Newswriting of interest to individuals, families, and communities.

Requisites: Sophomore standing

Course Designation: Gen Ed – Communication Part B

Repeatable for Credit: No

Last Taught: Summer 2024

CSCS 155 – SOCIAL MEDIA FOR SOCIAL JUSTICE

3 credits.

Social media is a strategic tool to help organizations, advocacy groups, and individuals advance social justice initiatives to create a more equitable future. Analyze historical campaigns to evaluate social media presence, audience focus, communication goals, content resonance, storytelling techniques, and audience engagement. Explore ethical topics tied to social media as a communications and organizing medium including: first amendment rights and the emerging regulation of social media platforms; source authenticity and the weaponization of misinformation in an era of rapidly evolving technology; privacy in an increasingly connected world; biases built into our technology; and equity of technology access.

Requisites: None

Course Designation: Breadth – Social Science

Level – Elementary

L&S Credit – Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No

Learning Outcomes: 1. Explore the history of social media as a communications tool to build a social movement and catalyze change

Audience: Undergraduate

2. Analyze a campaign, recommend the most effective ways to reach and motivate diverse audience segments

Audience: Undergraduate

3. Build information literacy, critically evaluate information sources and motives of the communicator

Audience: Undergraduate

4. Differentiate ethical vs. unethical use of social media technology to foster community and relationships that advance well-being, public discourse, and civil society

Audience: Undergraduate

CSCS 254 – COMMUNITY & NONPROFIT LEADERSHIP SYMPOSIUM

1 credit.

Provides detailed examination of careers in Human Ecology and the fields of community and nonprofit leadership. High-level leaders from leading community organizations, nonprofits, community health institutions, family support agencies, NGO's, and public-sector entities will present as guest speakers and panel members.

Requisites: None

Repeatable for Credit: Yes, for 1 number of completions

Last Taught: Spring 2025

Learning Outcomes: 1. Develop opinions on the various career options available in nonprofit sector and community settings and be inspired by innovators and community-based leaders
Audience: Undergraduate

2. Know about varied career "paths," career "next steps," community & nonprofit cultures, and reflect on that knowledge
Audience: Undergraduate

3. Know more about specific areas of professional work in nonprofit sector and community organizations serving individuals, families, neighborhoods and communities via presentations, readings, and engaged dialogues
Audience: Undergraduate

CSCS 299 – INDEPENDENT STUDY

1-3 credits.

Directed study projects as arranged with a faculty member.

Requisites: Consent of instructor

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Spring 2024

CSCS 300 – NONPROFIT SECTOR: OVERVIEW AND FOUNDATIONS

3 credits.

Learn the concepts and tools to analyze the broad environment in which nonprofits operate and assess the impact of this environment at the community and individual organizational level.

Requisites: None

Repeatable for Credit: No

Last Taught: Fall 2024

Learning Outcomes: 1. Associate the roles and interrelationships among the three main sectors of the U.S. economy: civil society/NP, private/corporate, and public/government; and link identifying characteristics that are unique to the nonprofit sector
Audience: Undergraduate

2. Describe the historical development of the nonprofit sector in the United States
Audience: Undergraduate

3. Engage in the theories of NPO's contributions to the development of civil society
Audience: Undergraduate

4. Identify how expectations of nonprofit contributions to collaborations and community-building can affect individual nonprofit organizations
Audience: Undergraduate

5. Identify trends currently affecting the nonprofit sector in the United States, including (but not limited to) social identity, power, privilege, partisan politics & civil discourse via traditional media and social media, nonprofit industrial complex, neoliberalism
Audience: Undergraduate

CSCS 301 – COORDINATIVE INTERNSHIP/COOPERATIVE EDUCATION

1-6 credits.

Enables students with supervised internships to earn academic credit while engaged in a professional experience in community and nonprofit leadership related fields. Course is intended for juniors and seniors in Community and Nonprofit Leadership.

Requisites: Consent of instructor

Course Designation: Workplace - Workplace Experience Course

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Fall 2015

CSCS/AMER IND 330 – AMERICAN INDIAN COMMUNITIES: SOVEREIGNTY, STRUGGLES, AND SUCCESSES

3 credits.

Learn about contemporary Native communities, both domestically and globally, through a carefully curated selection of readings, podcasts, and videos from Indigenous scholars, community members, knowledge holders, and activists. Offers a broad historical overview of Native American communities in the United States that illustrates the historical trajectory from early colonization and dispossession through self-determination and the recognition of tribal sovereignty in action by local, state, and federal governments.

Requisites: Sophomore standing

Course Designation: Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Humanities

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: No

Last Taught: Fall 2024

Learning Outcomes: 1. Awareness of History's Impact on the Present: Understand and identify the relationships and effects of colonial & historical trauma that shaped and continues to influence current sovereignty issues, health disparities, food inequalities, and Tribal lifeways for both rural and urban communities.

Audience: Undergraduate

2. A Consciousness of Self and Other: Explore individual implicit biases in which to construct respectful and culturally responsive self-awareness.

Audience: Undergraduate

3. Identify key ways Native communities differ from other racial/ethnic groups. Students will "unlearn" and question assumptions about Native communities in the US and reflect on their own racial/ethnic identity.

Audience: Undergraduate

4. Describe the role of sovereignty for Native American communities historically and contemporarily.

Audience: Undergraduate

5. Evaluate the impact and significance of colonization on Native communities in the US including global Indigenous populations. Students will offer a critical analysis of who has and who continues to benefit from dominant narratives of colonization.

Audience: Undergraduate

6. Apply learned knowledge to interrogate the complex systems of oppression and marginalization that Native communities continue to face.

Audience: Undergraduate

7. Compare and analyze the efforts of Native communities working to make systemic changes in their own communities and better understand the cultural perspectives of those communities.

Audience: Undergraduate

CSCS 335 – COMMUNICATING WITH KEY AUDIENCES

3 credits.

Comprehensive communication strategies for individuals, families, and communities.

Requisites: Sophomore standing

Repeatable for Credit: No

Last Taught: Fall 2024

Learning Outcomes: 1. Articulate the context of communications planning based on several dispositions of nonprofit communications, including hospitality, gratitude, inclusion, engagement, and expressing need

Audience: Undergraduate

2. Engage in 'best practices' of nonprofit communications via grant-writing, donor communicate, special events plans, social media and on-line strategies, and fundraising & development

Audience: Undergraduate

3. Engage in the fundamental principles of brand management, including graphic and visual design, social media strategies, print materials, and in-person communications

Audience: Undergraduate

4. Identify and analyze nonprofit sector "key audiences," including: volunteers, donors, board members, community and political leaders, employees, community-based employers, religious organizations, civic clubs, government agencies, and neighborhood constituents

Audience: Undergraduate

5. Identify, analyze and evaluate components of nonprofit communications plans based on contemporary communications 'best practices'

Audience: Undergraduate

6. Name the demographic make-up of a community nonprofit organization, with particular emphasis on its "key audiences"

Audience: Undergraduate

CSCS 345 – EVALUATION AND PLANNING FOR COMMUNITY AND NONPROFIT ORGANIZATIONS

3 credits.

An applied introduction to planning and evaluation for nonprofit and community-based organizations. Develop skills that can be utilized in both existing and prospective organization-level strategic planning, individual program-level planning, as well as multi-organization planning contexts. Learn how to think of evaluation as a practice, a way of thinking, and as a process integral to and interdependent with strategic and program planning.

Requisites: CSCS 300

Repeatable for Credit: No

Last Taught: Spring 2025

Learning Outcomes: 1. Describe and create ethical, inclusive, and culturally appropriate approaches to planning & eval that engage diverse stakeholders in a participatory process

Audience: Undergraduate

2. Develop strategic plans, program plans, and evaluation frameworks that bridge short-term objectives with the longer-term goals of justice and liberation

Audience: Undergraduate

3. Recognize and identify systems thinking, evidence-based evaluation, backwards design, strategic doing, and other methods for meeting the planning and evaluation needs of programs

Audience: Undergraduate

CSCS 375 – SPECIAL TOPICS

1-4 credits.

Specialized subject matter of current interest.

Requisites: None

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Spring 2025

CSCS 400 – PHILANTHROPY AND CIVIC ENGAGEMENT

3 credits.

Explores philanthropy and civic engagement through giving time, money and effort to a public purpose. Learn the philanthropic process including creating a giving plan, as well as exploring strategic and creative ways to give that promote civil society and engagement. Develop plans for assessment and evaluation of philanthropic giving.

Requisites: Sophomore standing

Repeatable for Credit: No

Last Taught: Spring 2025

Learning Outcomes: 1. Critically analyze philanthropy issues from a human ecology perspective

Audience: Undergraduate

2. Explore philanthropy trends such as women and giving, corporate philanthropy, diverse populations, and youth philanthropy

Audience: Undergraduate

3. Explore careers that focus on philanthropy in the nonprofit and corporate settings

Audience: Undergraduate

4. Identify multiple stakeholders and describe the possibilities, values, and limitations of philanthropic decisions

Audience: Undergraduate

5. Recognize the social responsibility of individuals within a community and reflect on the role of giving within civil society including corporate, international, & disaster relief philanthropy

Audience: Undergraduate

6. Share fund allocation decisions using written, oral, and visual communication

Audience: Undergraduate

7. Understand the mechanisms of social entrepreneurship

Audience: Undergraduate

CSCS 410 – HUMAN TRAFFICKING: GLOBAL AND LOCAL PERSPECTIVES

3 credits.

An interdisciplinary approach to understand human trafficking as a complex social phenomenon. The topic of human trafficking is analyzed through readings and a robust set of case studies, as part of a spectrum of interrelated violence, exploitation and systemic inequities influenced by various social determinants rooted in gender, power, class, sex, race, opportunity, education, culture, politics, access, and sexual orientation among other factors. Advocacy training will focus on commercial sexual exploitation and human trafficking with attention to supply and demand issues, vulnerability factors, immigration and law enforcement policies, and the overall impact on survivors' rights, health, and their status in society.

Requisites: None**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2024**Learning Outcomes:** 1. Review legal definitions of human trafficking and understand human trafficking in historical, geographical and geopolitical contexts including migration.

Audience: Undergraduate

2. Explain the scope and dynamics of human trafficking, both domestically and internationally

Audience: Undergraduate

3. Recognize the challenges in identifying and supporting victims of human trafficking and describe essential trauma-informed practices and strategies for promoting survivor agency and wellbeing.

Audience: Undergraduate

4. Analyze the intersection of race/ethnicity and indigenous identity with human trafficking, both in the U.S. and in international settings, considering the perspective of the victims, the needs of survivors, as well as the demand side of trafficking.

Audience: Undergraduate

5. Compare the roles of various disciplines, organizations and professionals working on anti-trafficking efforts and collaborative alliances that have the potential to confront human trafficking and bring positive social transformation.

Audience: Undergraduate

6. Develop survivor informed advocacy approaches to assist trafficking victims/survivors, confront traffickers, prevent trafficking, and reduce the demand for human trafficking.

Audience: Undergraduate

7. Apply competencies, skills and approaches within one's graduate discipline that are relevant to human trafficking policy, practice and advocacy.

Audience: Graduate

CSCS/CURRIC 427 – METHODS OF TEACHING FAMILY AND CONSUMER EDUCATION

3 credits.

Theory and principles of teaching and learning in family and consumer education.

Requisites: Junior standing**Repeatable for Credit:** No**Last Taught:** Spring 2016**Learning Outcomes:** 1. Apply theories of learning and learning diversity to the selection, use, and critique of instructional methods, strategies, instructional materials and technologies

Audience: Undergraduate

2. Compare teaching methods and strategies, traditional as well as emergent, and the conditions of their most valuable application

Audience: Undergraduate

3. Plan for the effective and regular use of assessment to improve educational delivery

Audience: Undergraduate

4. Practice a variety of core instructional skills and teaching methods and strategies in face-to-face, online, or blended learning environments

Audience: Undergraduate

5. Recognize and employ the unique dynamics of Transformative Learning, especially as it applies to community-based settings and adult learners

Audience: Undergraduate

6. Recognize the significance of learner diversity to supportive learning environments and effective instructional practices

Audience: Undergraduate

7. Relate processes of teaching and learning with other social processes of various professional settings, with special emphasis on adult learning

Audience: Undergraduate

8. Specify learning objectives and align them effectively with approaches of instruction and assessment

Audience: Undergraduate

CSCS/CURRIC 428 – PROGRAM PLANNING IN FAMILY AND CONSUMER EDUCATION

3 credits.

Theory and processes of program planning for formal and informal educational settings; relation of vocational education to secondary, adult, and continuing education programs.

Requisites: Junior standing

Repeatable for Credit: No

Last Taught: Fall 2018

Learning Outcomes: 1. Design and implement ethical, inclusive, and culturally appropriate approaches to planning and evaluation that engage a variety of stakeholders together in a participatory process

Audience: Undergraduate

2. Develop program plans that bridge short-term objectives with long-term goals of justice and equity

Audience: Undergraduate

3. Engage in reflective thinking about individual, interpersonal, and organizational power, privilege, and positionality in relation to program planning, strategic planning, and evaluation

Audience: Undergraduate

4. Explain how organizations can propagate systems of injustice and inequity through their programming if they do not address root causes

Audience: Undergraduate

5. Justify the decision to develop a new program plan, adapt an existing program, or take no action, appraising the opportunities and challenges associated with each course of action

Audience: Undergraduate

6. Translate general program planning concepts to a variety of settings, social issues, and audiences

Audience: Undergraduate

CSCS 430 – FUNDRAISING & DEVELOPMENT FOR NONPROFIT ORGANIZATIONS

3 credits.

Explores the philosophy of fundraising and development, its bearing on the nonprofit sector, as well as the practical strategies employed by nonprofits in their fundraising efforts to secure time, talent and treasure for sustaining their work. Nonprofit sector organizations (NPO) seek to thrive in their efforts to have a positive impact in bringing social change – to individuals, families, and communities and, indeed, the world. To sustain these noble efforts, these dynamic organizations must attract and garner the time, talent and treasure necessary to develop and grow. Fundraising programs are a significant part of a NPO's work in bringing resources to support their fund development/institutional advancement. Development is a mindset – a way to frame the NPO's thinking and behaviors in providing a comprehensive approach to broad mission support.

Requisites: None

Repeatable for Credit: No

Last Taught: Spring 2025

Learning Outcomes: 1. Research and understand fundraising & development and the historical contexts for contemporary giving trends in the nonprofit sector (locally, nationally and globally)

Audience: Undergraduate

2. Know the key principles of nonprofit fundraising and development

Audience: Undergraduate

3. Be able to develop a Case Statement for nonprofit fundraising

Audience: Undergraduate

4. Understand the importance of donor relations and donor relationship-building

Audience: Undergraduate

5. Understand and engage in the important activities of nonprofit fundraising and development, including: major gifts, annual funds, special events, online fundraising, grant writing, donor stewardship, legacy giving, capital campaigns, and more

Audience: Undergraduate

6. Understand the social change dynamic of nonprofit organizations and how to manage fundraising efforts that honor and empower stakeholder engagement and leadership

Audience: Undergraduate

7. Know the 'best practices' of nonprofit development program management, including: personnel development, information and data management, volunteer program management, member services, development program planning

Audience: Undergraduate

8. Learn from nonprofit leaders, donors, corporate and foundation executives, and other professionals associated with nonprofit development and fundraising work – via guest lectures and discussions (in-person and online) – in order to broaden one's understanding of the scope of this important work

Audience: Undergraduate

CSCS 455 – ENTREPRENEURIALISM AND SOCIETY

3 credits.

Explores entrepreneurialism in nonprofits, business, government, and arts and humanities contexts. With a broad approach of ideas, readings, and lectures, students will understand the ever-changing role that entrepreneurs play and contribute to society.

Requisites: Junior standing

Repeatable for Credit: No

Last Taught: Spring 2025

Learning Outcomes: 1. Gain new ways of looking at and understanding familiar concepts, i.e. understanding systems, problem solving vs. management, various sectors, and the entities therein (non-profit, for-profit, and hybrid organizations)

Audience: Undergraduate

2. Expand ability to formulate, communicate, and discuss concepts of value creation/co-creation, irrespective of career path or professional aspiration

Audience: Undergraduate

3. Develop a sense of agency, leverage assets beyond immediate control, learn strategies that catalyze change, irrespective of domain

Audience: Undergraduate

4. Conceptualize, design, and iterate (using a conventional tool, e.g., a lean start-up canvas) a social enterprise model that incorporates the outcomes described above

Audience: Undergraduate

CSCS 460 – CIVIL SOCIETY AND COMMUNITY LEADERSHIP

3 credits.

Provides opportunities for learning about some of the "nuts and bolts" of nonprofit organizations. Through studying high-impact organizations, interacting with local experts, and through an independent investigation of the work of a local nonprofit organization, develop uniquely tailored understandings and skills for nonprofit leadership.

Requisites: Junior standing

Repeatable for Credit: No

Last Taught: Fall 2021

Learning Outcomes: 1. Define key traits, values, and skills related to leadership and community-building.

Audience: Undergraduate

2. Describe the history of community activism, evolution of civic engagement, and role(s) of significant individuals and organizations in shaping community and civil leadership today.

Audience: Undergraduate

3. Demonstrate the role(s) of -isms on community and civic leadership. More specifically, what is the role of race/gender/class/(dis)ability/religion/sexual orientation/etc. on those in leadership positions within communities and across civic groups.

Audience: Undergraduate

4. Examine how leadership operates in relation to important contemporary topics including diversity, white saviorism, and social justice across communities of color, social class, etc.

Audience: Undergraduate

5. Offer informed critique of today's civil society and community leaders.

Audience: Undergraduate

CSCS 470 – THE HUMAN RIGHTS OF CHILDREN AND YOUTH: GLOBAL AND LOCAL PERSPECTIVES

3 credits.

Human rights precepts, policies and frameworks for change in governments and civil society. Convention of the Rights of the Child (CRC), the principal human rights convention related to children, and other human rights policies related to children and young people. Critically analyze the CRC and access information from the Reports of the Committee on the Rights of the Child. Legal and policy frameworks which address the needs of children in adversity Internationally. Review and develop case studies from around the world and from the United States on child rights topics, including a statement of intention and profiles of relevant research, advocacy, or service organizations.

Requisites: Junior standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2023**Learning Outcomes:** 1. Summarize the Convention of the Rights of the Child (CRC) and compare it to other approaches to advancing of the wellbeing of children.

Audience: Both Grad & Undergrad

2. Analyze and develop case studies from international settings.

Audience: Both Grad & Undergrad

3. Analyze case studies related to selected populations of children in the United States.

Audience: Both Grad & Undergrad

4. Discern and articulate their intentions for future engagement with child rights and identify and profile organizations that are doing related work.

Audience: Both Grad & Undergrad

5. Relate child health and human rights to the learning objectives associated with graduate/professional course of study, discuss how a rights-based approach might inform the culminating project (clerkship, thesis or dissertation), and identify professional associations and grant opportunities that link child health and human rights with their graduate specialization.

Audience: Graduate

CSCS 500 – GLOBAL HEALTH AND COMMUNITIES: FROM RESEARCH TO PRAXIS

3 credits.

Explores global health and well-being from a community perspective and through the holistic lens of human ecology. Respectful community-engagement, evidence-based practice, and making the local to global connection are key themes. Almost everything we do has an impact on our own health and that of our communities and the world. Prepares students for community-oriented global health engagement. Consider the nature of community and different types of communities, both locally and globally. Reflect on experiences in communities where you have lived or called home. Review the concept of health and well-being, and evidence-based practice. Learn basic principles of asset-based participatory community research and study, compare and contrast case examples from around the world.

Requisites: Junior standing**Course Designation:** Breadth - Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No**Last Taught:** Fall 2024**Learning Outcomes:** 1. Define and analyze the concept of community, describe different types of communities, and effectively educate peers about communities where they have lived or called home.

Audience: Both Grad & Undergrad

2. Understand the evolving definition of global health, develop a holistic understanding of the interrelated determinants of health and wellbeing, and make connections between assets, challenges and strategies in local and global communities.

Audience: Both Grad & Undergrad

3. Become familiar with ways to describe and measure health status and be able to use tools and resources to describe disease burden and risk factors in national, state, city and neighborhood settings.

Audience: Both Grad & Undergrad

4. Compare and contrast strategies for community engagement from around the world.

Audience: Both Grad & Undergrad

5. Draw connections and implications for health and wellbeing across sectors using the Sustainable Development Goals, as well as other ways of knowing and conceptualizing community life.

Audience: Both Grad & Undergrad

6. Practice self-directed learning, perspective-taking, peer-to-peer learning and experiential learning related to the course topics.

Audience: Both Grad & Undergrad

7. Integrate knowledge and skills related to community-oriented global health engagement.

Audience: Both Grad & Undergrad

8. Identify target publications and submission requirements relevant to individual work and submit final paper for publication.

Audience: Graduate

CSCS 501 – SPECIAL TOPICS

1-3 credits.

Specialized subject matter of current interest.

Requisites: None

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Fall 2023

CSCS 510 – DESIGN & WRITE GRANT PROPOSALS

3 credits.

Theoretical and practical background in designing and writing grant proposals. Develop skills to locate funding opportunities, summarize program elements, create budgets, and write competitively. Emphasizes writing skills, budget creation, building collaborative partnerships, understanding funder interests and priorities. Analyzing requests for proposals, writing needs statements, methods, budgets, peer review.

Requisites: Junior standing

Repeatable for Credit: No

Last Taught: Fall 2024

Learning Outcomes: 1. Practice reflective, ethical leadership while facilitating communication, planning skills, and fostering innovation and creativity within teams.

Audience: Undergraduate

2. Design and create a grant proposal in response to an RFA/RFP that summarizes the basic elements and principles of a successful grant proposal using the language, terms, and vocabulary of a grantor, grantee, and grant writer.

Audience: Undergraduate

3. Identify individual or organizational needs and locate appropriate granting agencies or funding sources congruent with those needs.

Audience: Undergraduate

4. Apply a global lens in creating a literature review that provides the framework for an overview of knowledge on a particular subject area within a grant proposal.

Audience: Undergraduate

CSCS 530 – PURPOSE-DRIVEN ORGANIZATIONS

3 credits.

Purpose-driven organizations including community and grassroots efforts, nonprofits, nongovernmental organizations, social enterprises, cooperatives, and land trusts. Examines roles, critiques, characteristics, and infrastructural components. Includes analysis of historical, current, and trending approaches to purpose-driven work through textual, community-engaged, or case study learning.

Requisites: None

Repeatable for Credit: No

Last Taught: Fall 2024

Learning Outcomes: 1. Organizational management and professional development. Demonstrate knowledge and skills relevant to the structuring, operations, infrastructure, and strategy of a range of purpose-driven organizations, including nonprofit and community organizations, social enterprises, cooperatives, etc.

Audience: Undergraduate

2. Ecological perspectives on community and society. Apply an ecological perspective to the third sector and the roles of a variety of types of purpose-driven organizations locally and globally; recognize and discern the context in which they do their work and have an impact on communities and other sectors. Take into account history, power dynamics, theories, global and local context, and trends.

Audience: Undergraduate

3. Identity, diversity, and social justice. Recognize well-being and social justice in the context of purpose-based organizations and the third sector.

Audience: Undergraduate

CSCS 560 – COMMUNITY LEADERSHIP

3 credits.

Explores community building and community action strategies for renewing fragmented connections in today's localities. Builds knowledge and skills for participation and leadership at team and multi-stakeholder community levels in the context of nonprofit organization work. Requires 5 hours of service learning.

Requisites: Junior standing and CSCS 300

Repeatable for Credit: No

Last Taught: Spring 2017

Learning Outcomes: 1. Describe the nature and role of leadership (via several models) in today's context.

Audience: Undergraduate

2. Engage in a positive, inclusive learning experience where all students are challenged and supported.

Audience: Undergraduate

3. Describe the nature and role of community-building in today's context.

Audience: Undergraduate

4. Identify leadership and community-building methods and discuss their advantages and disadvantages under various circumstances,

Audience: Undergraduate

5. Identify and discuss one's capacities and aspirations for community-building and leadership.

Audience: Undergraduate

6. Discern one's initial vocational inclinations regarding her/his future, potential and projected community leadership role(s)–professionally and personally–and how that/those role(s) may contribute to building community.

Audience: Undergraduate

7. Understand, compare, contrast and apply Leadership Models.

Audience: Undergraduate

8. Understand the resources needed –and how to access and employ those resources–to cultivate leadership in others, a key component to community-building and organizing for social change.

Audience: Undergraduate

9. Learn the basics of group roles, dynamics, and decision-making in order to function constructively in group settings–particularly in community settings.

Audience: Undergraduate

10. Build an awareness of leadership issues facing our communities and society.

Audience: Undergraduate

CSCS 570 – COMMUNITY BASED RESEARCH AND EVALUATION

3 credits.

Theoretical, critical, and analytical understanding and application of the conscious and systematic use of data, inquiry and analysis for community, organization and program diagnosis, intervention and evaluation in various community-based and nonprofit organizations.

Requisites: Junior standing, satisfied Quantitative Reasoning (QR) A requirement, and CSCS 300

Repeatable for Credit: No

Last Taught: Spring 2025

CSCS 600 – COMMUNITY LEADERSHIP PORTFOLIO CAPSTONE

3 credits.

Designed to demonstrate accumulated training and experience in community and nonprofit leadership. Explores how to better conceptualize, engage with, and reflect on social justice and community issues from a human ecology perspective, while also learning from prior practice and experience working with nonprofit, community- and mission-based organizations.

Requisites: Senior standing**Repeatable for Credit:** No**Last Taught:** Spring 2025**Learning Outcomes:** 1. Apply human ecological perspectives at discrete levels of analysis – including individual, group, community, and society.

Audience: Undergraduate

2. Recognize the influence and interconnectedness across the major sectors of society – private, public and civil/nonprofit.

Audience: Undergraduate

3. Exhibit a strong capacity for sustained, high impact participation in civic life.

Audience: Undergraduate

4. Recognize wellbeing and social justice as relational and positional.

Audience: Undergraduate

5. Identify professional, academic and entrepreneurial options for applying wellbeing and social justice in community organizing and empowerment.

Audience: Undergraduate

6. Demonstrate entry-level knowledge and skills relevant to nonprofit and community organizations.

Audience: Undergraduate

7. Exhibit the practices of a lifelong learner through the development (production, completion) and implementation of a portfolio.

Audience: Undergraduate

8. Recognize the value of being a reflective, ethical leader who cultivates others' strengths and leadership capabilities, while exhibiting self-care and care for others.

Audience: Undergraduate

9. Create a dynamic professional portfolio, with content and format consistent with personal and vocational passions, interests, skills and strivings – exhibiting perspectives on and understandings of CSCS curricula.

Audience: Undergraduate

CSCS 601 – INTERNSHIP

1-6 credits.

A supervised internship providing hands-on training in a professional experience in community and nonprofit leadership related fields.

Requisites: Consent of instructor**Course Designation:** Workplace - Workplace Experience Course**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Spring 2025**Learning Outcomes:** 1. Engage in professional work experiences and training in the nonprofit sector. Training and work may involve (but not be limited to) activities and tasks related to: fundraising, event planning, advertising/public relations, volunteer coordination, budgeting, human resource management, and customer service programs.

Audience: Undergraduate

2. Develop analytical skills and problem-solving competencies related to working with nonprofit agencies.

Audience: Undergraduate

3. Apply academic knowledge to the nonprofit work environment

Audience: Undergraduate

4. Develop professional competencies in written and oral communication.

Audience: Undergraduate

5. Expand awareness of career opportunities & establish professional contacts with nonprofits.

Audience: Undergraduate

CSCS 675 – GENERAL TOPICS

2-3 credits.

Specialized subject matter of current interest to graduate students.

Requisite varies by topic

Requisites: None

Repeatable for Credit: No

Last Taught: Fall 2017

Learning Outcomes: 1. Form a learning community that integrates academic study with ongoing and iterative reflection on the lived experience and truth(s) of people, places, histories, and environments that have historically been marginalized.

Audience: Undergraduate

2. Explore the meaning and history of the concept of civil society in the US and around the world, through the study and critique of canonical texts and contemporary scholars.

Audience: Undergraduate

3. Review the landscape and typologies for civil society organizations in the US and around the world. Map your own past experiences in civil society and consider what kind of civil society you would like to prioritize for future engagement.

Audience: Undergraduate

4. Identify and understand current frameworks of civic competencies that are related to building civil society.

Audience: Undergraduate

5. Define your own voice and identity and relationship to civil society – consider your role as a member, leader, researcher, practitioner, and your relationship to others.

Audience: Undergraduate

6. Increase capacity for civil discourse – conversational skills, clear communication, and strategies for joint learning. Identify personal strengths and goals and strategies to build skills in these areas in the future.

Audience: Undergraduate

7. Practice and develop improved written and oral communication skills needed for civil society leadership and scholarship.

Audience: Undergraduate

CSCS 680 – SENIOR HONORS THESIS

2-4 credits.

Individual study in honors as arranged with a faculty member.

Requisites: Consent of instructor

Course Designation: Honors - Honors Only Courses (H)

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Summer 2014

CSCS 690 – SENIOR THESIS

2 credits.

Individual study as arranged with a faculty member.

Requisites: Consent of instructor

Repeatable for Credit: Yes, unlimited number of completions

CSCS 699 – INDEPENDENT STUDY

1-4 credits.

Directed study projects as arranged with a faculty member.

Requisites: Consent of instructor

Course Designation: Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Spring 2025

CSCS 742 – NONPROFIT BOARD LEADERSHIP DEVELOPMENT I

2 credits.

Part one of a two part course sequence. Develop a commitment to community and civic engagement through volunteer leadership of nonprofit organizations in Madison/Dane County. Serve on the boards of nonprofits (in a non-voting capacity) and complete an independent governance project.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Fall 2022

Learning Outcomes: 1. Demonstrate and articulate the responsibilities of a non-profit governance board including the duties of the board chair and board members by contributing time and talent to a working committee of the board.

Audience: Graduate

2. Recognize the processes and protocols used by the board to shepherd key issues through decision-making and into action by the organization.

Audience: Graduate

3. Partner with a diverse set of board members and organizational staff to develop and implement a governance-based strategy that addresses an important challenge of the organization.

Audience: Graduate

4. Articulate the ways in which boards can motivate organizations to be successful and sustainable and reflect on your board's professional development strategy for improving their value to future board work.

Audience: Graduate

5. Utilize effective team-based and interpersonal communication skills as a means to build a professional network with a set of diverse board members and staff leaders.

Audience: Graduate

CSCS 743 – NONPROFIT BOARD LEADERSHIP DEVELOPMENT II

1 credit.

Part two of a two part course sequence. Continued development of a commitment to community and civic engagement through volunteer leadership of nonprofit organizations in Madison/Dane County. Continued service on the boards of nonprofits (in a non-voting capacity) and completion of an independent governance project.

Requisites: CSCS 742

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2023

Learning Outcomes: 1. Interpret and relate the key strategic and tactical issues being addressed by an organization's board members.

Audience: Graduate

2. Partner with a diverse set of board members and organizational staff to develop and implement a governance-based strategy that addresses an important challenge of the organization.

Audience: Graduate

3. Identify and apply personal knowledge, experiences and skills that are most valued in board service that is equitable, diverse and inclusive.

Audience: Graduate

4. Utilize effective team-based and interpersonal communication skills as a means to build a professional network with a set of diverse board members and staff leaders.

Audience: Graduate

CSCS 775 – BUILDING CIVIL SOCIETY

3 credits.

Consistent with the values of civil society, emphasizes engagement, debate, collegiality, personal discernment, and expression. Reflect on how developing academics and practitioners can use frameworks and practices of civil society to further professional goals and civic contributions.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2024

Learning Outcomes: 1. Form a learning community that integrates academic study with ongoing and iterative reflection on the lived experience and truth(s) of people, places, histories, and environments that have historically been marginalized.

Audience: Graduate

2. Explore the meaning and history of the concept of civil society in the US and around the world, through the study and critique of canonical texts and contemporary scholars. We will complement these texts with scholarship that enables us to consider civil society from different perspectives.

Audience: Graduate

3. Review the landscape and typologies for civil society organizations in the US and around the world. Map your own past experiences in civil society and consider what kind of civil society you would like to prioritize for future engagement.

Audience: Graduate

4. Identify and understand current frameworks of civic competencies that are related to building civil society.

Audience: Graduate

5. Define your own voice and identity and relationship to civil society – consider your role as a member, leader, researcher, practitioner, and your relationship to others.

Audience: Graduate

6. Increase capacity for civil discourse – conversational skills, clear communication, and strategies for joint learning. Identify personal strengths and goals and strategies to build skills in these areas in the future.

Audience: Graduate

7. Practice and develop improved written and oral communication skills needed for civil society leadership and scholarship.

Audience: Graduate

CSCS 785 – CIVIC DEVELOPMENT ACROSS THE LIFESPAN

3 credits.

Focus on ways in which people develop identities and commitments as members of cultural and community groups and how they exercise rights and assume responsibilities in those contexts. An ecological approach to civic development - considering characteristics of persons (age, race, ethnicity, gender, sexual orientation, culture) and the opportunities, structural impediments, and challenges of social and institutional contexts for different groups. Major themes are people's collective agency in working for social change and how engaging in civic work promotes well-being. Designed to encourage a collaborative approach to learning, to articulate scholarship based on your passions for social justice, and to make your work accessible to different scholarly and public audiences.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2022

Learning Outcomes: 1. Become versed in a cross-disciplinary body of literature on civic engagement (CE) and its relevance for personal and community well-being

Audience: Graduate

2. Communicate their scholarship and its implications for well-being – to public and academic audiences

Audience: Graduate

3. Integrate and critique extant research and practice in their area of interest

Audience: Graduate

4. Synthesize and critique theories relevant to their scholarship

Audience: Graduate

5. Formulate a statement of aims and a testable hypothesis for their area of interest

Audience: Graduate

CSCS 795 – COMMUNITY POWER AND COLLECTIVE ACTION

3 credits.

Enhance your collective ability to identify, describe, and analyze power and empowerment within communities and social, economic, and political systems. Enables us to more effectively and intentionally situate our praxis with regard to power and collective action. Centers on inquiries into the roles that power plays in collective action for community change and improvement, as well as the roles that it often plays in hindering such efforts and maintaining the status quo or defending elite interests.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: No

Last Taught: Spring 2025

Learning Outcomes: 1. Build an understanding of the roles that power plays in producing social problems and social injustices.

Audience: Graduate

2. Make linkages among contemporary social structures and power differentials between and within communities and articulate them in relation to community-based interventions and research.

Audience: Graduate

3. Deepen capacity for thinking about social power in strategic ways for galvanizing social action and bringing about changes that enhance community wellbeing and social justice.

Audience: Graduate

4. Critically assess various strategies for building power in communities and taking collective action.

Audience: Graduate

CSCS 801 – SPECIAL TOPICS IN CIVIL SOCIETY AND COMMUNITY RESEARCH

1-3 credits.

Specialized subject matter of current interest.

Requisites: Graduate/professional standing

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Fall 2023

CSCS 811 – COMMUNITY-BASED RESEARCH: THEORY AND PRACTICE

3 credits.

An interdisciplinary, introduction to community-based research. Designed to be a co-exploration of different community-based, community-engaged, and action-oriented research approaches and methods as utilized in a variety of disciplines. An opportunity to apply skills gained through participation in community-based research (CBR) projects developed collaboratively with a local community partner.

Requisites: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2025**Learning Outcomes:** 1. Examine the different approaches to doing research in communities
Audience: Graduate2. Think critically about the relationship between researchers and those for whom the research is being done (i.e., the academy and the community)
Audience: Graduate3. Gain the skills and knowledge necessary to successfully conduct research that is responsive to community needs
Audience: Graduate**CSCS 812 – MIXED-METHODS IN COMMUNITY-BASED RESEARCH**

3 credits.

Applied, methodologically focused seminar that aims to develop capacities for action-oriented mixed-methods research design, as well as basic understanding of an array of methodological tools. Readings, discussions, assignments, and class projects are all oriented toward developing this capacity and understanding.

Requisites: CSCS 811**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Fall 2024**Learning Outcomes:** 1. Design research intended to produce or influence desirable social/community impacts.
Audience: Graduate2. Apply the philosophical underpinnings of action research and mixed methods research.
Audience: Graduate3. Build a critical understanding of multiple uses of evidence, forms of validity, and communication and dissemination techniques.
Audience: Graduate4. Blend and apply multiple research methods in sequence or tandem.
Audience: Graduate**CSCS 813 – TRANSFORMATIVE EVALUATION IN PRACTICE**

3 credits.

Develop, conduct, and lead a participatory program evaluation using a transformative lens. Emphasizes collaborative strategies that build evaluation capacity and improve the use of evaluation findings. Build knowledge and skills in evaluation and apply them through projects with institutions (e.g. community organizations, voluntary associations or foundations) involved in creating a civil and just society. Topics include but are not limited to professional standards and ethical practice, understanding context and engaging stakeholders, the role of power in evaluation, evaluation theory, mixed methods designs, developmental and collective approaches to evaluation, and systems thinking.

Requisites: Graduate/professional standing**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** No**Last Taught:** Spring 2025**Learning Outcomes:** 1. Use terminology and apply concepts common to transformative evaluation practice;
Audience: Graduate2. Build skills to create effective and equitable partnerships with community organizations that want to evaluate program(s) or services;
Audience: Graduate3. Develop capacity to assess an evaluation's context and determine an approach and design for the evaluation using a transformative lens;
Audience: Graduate4. Apply program evaluation standards and ethical guidelines in the development, design, conduct and reporting of an evaluation;
Audience: Graduate5. Appropriately select and utilize qualitative, quantitative or mixed methods approaches to collect and analyze data; and
Audience: Graduate6. Acquire skills and tools to effectively communicate with and engage stakeholders throughout the evaluation process.
Audience: Graduate**CSCS 990 – RESEARCH AND THESIS**

1-12 credits.

Independent research and writing under the supervision of a faculty member.

Requisites: Consent of instructor**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Spring 2025

CSCS 999 – INDEPENDENT STUDY

1-3 credits.

Directed study projects as arranged with a faculty member.

Requisites: Consent of instructor

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Last Taught: Spring 2025