

CENTER FOR THE STUDY OF PUBLIC LIFE (CSPL)

CSPL115F Diffusion of Innovation (FYS)

Most inventions never make it out of the laboratory. Few reach the public. Why? Innovations and great ideas are not self-evident. Rather, inventors must persuade their fellow citizens that their ideas have merit and are worth adopting. This course will survey the broad field of "Diffusion of Innovations." Through case studies from around the globe and discussions of diffusion theory, students will learn how innovations ranging from vaccines to the world's largest particle accelerator gained acceptance through analog and digital communication. Students will also learn about diffusion failures ranging from water boiling to the DVORAK keyboard. They will then design a strategy for disseminating an existing but underappreciated scientific or technological innovation to United States adopters. The strategy will demonstrate a keen appreciation of scientific merit, diffusion of innovation theory, and the nuances of U.S. culture. This first year seminar course will also familiarize students with the methods used to collect, interpret, analyze, and present evidence in the social sciences, particularly in the field of communication.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Identical With: **WRCT115F, ENV5125F**

Prereq: **None**

CSPL116F Good Books on Bad Wars (FYS)

This course explores war through some of the best books of theory, fiction, and nonfiction. The purpose of war is to achieve a policy that leads to a better peace after the war's end than the peace that existed before the war began. But the nature of war is to serve itself if policy does not guide and constrain war. This course begins with discussion of the best foundational works of theory to build an understanding of the epistemology of war. The students will subsequently read, analyze, and discuss some of the best works of nonfiction and fiction on bad wars when judged by quality of strategy, magnitude of losses, or duration of fighting. The book subjects range from the American Civil War to the post-9/11 wars. The readings and seminar discussions vary from the reasons why the wars began to the conduct and outcomes of the wars. This course lies at the intersection of international relations, history, and conflict studies. It will increase the students' understanding of how policy, strategy, and war interact. A central aim of this seminar is to improve critical thinking and writing.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Identical With: **GOVT116F**

Prereq: **None**

CSPL120 Civic Engagement Practice

Wesleyan has a long tradition of civic engagement. CSPL 120 plays a critical role in helping continue this tradition. This quarter credit experience provides space for civically minded students to build community with peers, faculty and staff, and community partners while bolstering their civic knowledge, bolstering their content knowledge around critical issues (related to education, mass incarceration, sustainability, and the arts), developing critical skills, and further developing their civic identities.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **SBS-ALLB**

Prereq: **None**

CSPL123 Organizations in Society: Case Studies

Organizations in Society (OIS) examines organizational forms designed to produce and deliver goods and services, commonly called "businesses." OIS will examine all types of such institutions including for-profits, nonprofits, civic associations, membership organizations, and others, and examine their relationship to the world at large.

This case study course aims to introduce students to how alumni practitioners, in a range of industries, deal with common business issues revolving around the current semester's theme. The fall 2023 theme is expected to be "Beauty," and the spring 2024 theme will likely be "Transformation." Future semester themes will be chosen and announced later.

The objective is to eliminate the artificial divide between academic and professional practices, and enable students to better understand how liberal arts is the foundation of all business careers. Students will have weekly readings that draw on multiple divisions spanning all three academic divisions. Note: this course may be repeated for credit one time (i.e., total of two enrollments).

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **SBS-ALLB**

Prereq: **None**

CSPL127 Introduction to Financial Accounting

In this course, no prior accounting knowledge is required or assumed. Students learn how accountants define assets, liabilities, revenues, and expenses and where those items appear in firms' balance sheets and income statements. The purposes and limitations of these two financial statements as well as the statement of cash flows are considered. Students gain an understanding of the accounting choices allowed to firms for reporting to stockholders and creditors and learn how the use of different accounting methods for similar economic events creates challenges for analysts. Instances of questionable financial reporting and strategies that can aid in their discovery are addressed. Later assignments focus on ratio analysis of actual firms' financial statements, including techniques to identify firms in financial trouble.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Identical With: **ECON127**

Prereq: **ECON101 OR ECON110**

CSPL127Z Introduction to Financial Accounting

In this course, no prior accounting knowledge is required or assumed. Students learn how accountants define assets, liabilities, revenues, and expenses and where those items appear in firms' balance sheets and income statements. The purposes and limitations of these two financial statements as well as the statement of cash flows are considered. Students gain an understanding of the accounting choices allowed to firms for reporting to stockholders and creditors and learn how the use of different accounting methods for similar economic events creates challenges for analysts. Instances of questionable financial reporting and strategies that can aid in their discovery are addressed. Later assignments focus on ratio analysis of actual firms' financial statements, including techniques to identify firms in financial trouble.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ECON**

Identical With: **ECON127Z**

Prereq: **ECON101 OR ECON110**

CSPL128 Introduction to Human Rights Standards

The course provides an introduction to the philosophical, legal and practice bases of human rights. Sessions will consider the norms, treaties, and other international instruments, oversight institutions, and political dimensions of human rights. This course serves as a mandatory pre-requisite for both the Human Rights Advocacy Seminar and the Human Rights Advocacy Minor, and is open to all Wesleyan students.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Prereq: **None**

CSPL130 Frontiers of Leadership

Frontiers of Leadership will focus on the basic principles of personal and interpersonal leadership that can be used in any life arena. The course will explore variables that affect productivity, effectiveness, and efficiency, and a variety of interpersonal skill sets. Emphasis will be placed on vision, decision-making, time management, career development, team building, conflict, ethics, identity, communication skills, and diversity issues. In addition, we will explore a variety of other topics including developing students' personal leadership styles. Classroom teaching methods will include class discussion, group exercises, videos, oral presentations, written assignments, and a group project. By the end of the course, students will have increased their personal and interpersonal awareness, sharpened their analytical skills, and gained a greater understanding of the complex issues facing today's leaders. This quarter-credit course will take place over eight weeks and will meet on a weekly basis.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **SBS-ALLB**

Prereq: **None**

CSPL135 Mindfulness

During this course, students will be introduced to various techniques of mindfulness practice and awareness, including sitting meditation and yoga. These modalities are designed to aid in stress and anxiety reduction and, when practiced diligently, may also offer opportunities for greater self-awareness and personal development. The goal is to give students not only a peer community but also a contemplative and metacognitive toolbox that is portable, replicable, and sustainable. Students will gain an understanding of the roles these practices can play in leading a happier, healthier, and more fulfilling life.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **SBS-CIS**

Identical With: **CIS135**

Prereq: **None**

CSPL135Z Introduction to Mindfulness

In this retreat-style, experiential course, students delve into a set of practices meant to cultivate self-awareness, alleviate the impact of the stress response, and move attention to the present moment. During this 4-week class on contemplative practices, students will be introduced to various individual and relational techniques developed to cultivate non-judgemental attention and self-awareness in the present moment.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **SBS-CIS**

Identical With: **CIS135Z**

Prereq: **None**

CSPL140F Thinking with Things (FYS)

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 sociocultural to the sacred. The course considers how we make, use, and consume things and how, in turn, things make, use, and consume us. Transdisciplinary 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: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Prereq: **None**

CSPL150 Demystifying Finance

Finance is a widely spoken language, be it in newspapers, nonprofit boardrooms, investment banking, or personal finance. It sounds complicated, but many of the concepts are easily graspable. In this class, we will be exploring the following questions: What is finance? How do companies make money? What do "equity" and "debt" mean, and how do companies use them? What do investment banks actually do? What makes companies increase or decrease in value, and what determines the price of stocks? This course is designed to be a basic introductory course, and no prior knowledge of financial concepts is required. Guest lecturers will help bring financial concepts to life. Women, first generation low income students, and students of color are encouraged to take this course.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **SBS-ALLB**

Prereq: **None**

CSPL200 Integrative Learning Project 1: Crafting Your Digital Identity

Wondering about how you will explain your Wesleyan experience to someone who doesn't get what it is like to attend an eclectic liberal arts institution? Worried about how your experiences at Wesleyan will translate to your post-graduate life? Want to practice talking about yourself so you are ready to enter the job market or apply for graduate school? This course is for you!

Throughout the semester, you will practice writing about yourself and will ultimately place what you write in WordPress, the world's most popular platform for website design. Along the way, you will learn about user experience (UX) design principles and research methodologies, so that the website you create draws in your audience and makes them want to learn more about you. Throughout the semester, we will meet once a week to do all of these things in a relaxed, collaborative environment. Join us and bring along some friends!

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **None**

Identical With: **WRCT200, RL&L250, AFAM250**

Prereq: **None**

CSPL202 Introduction to Design Thinking: Liberal Arts to Epic Challenges

Human-centered design or design thinking taps the creativity and diversity of a team to develop solutions to complex problems, following careful observation to gain the human perspective of a problem. Increasingly, this methodology is at

the center of innovative practices in business, nonprofits, and governments. It can be particularly effective in addressing the human needs that are the focus of social enterprise and policy. Many of the disciplines that comprise the liberal arts education are valued sources of perspective and ideas contributing to solutions.

The most progressive and effective solutions to many problems are those that emerge from closely observing human patterns and then encouraging diverse imaginations 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. Although the methodology is called "design thinking," the approach is used in designing experiences, services, and organizations, as well as objects. No design background is required.

The class sessions 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 faculty members from other disciplines and designers who have worked on significant engagements for social change. Design thinking can be a purposeful link to the application of other disciplines to real-world problems, including anthropology, and behavioral economics.

An optional field trip is planned to work through a problem in the IBM Design Studio in New York City.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **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: **1.00**

Gen Ed Area: **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 an active process of selecting a set of nonprofits in and around Middletown to which, as a class, they will actually grant a total of \$10,000.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CSPL**

Prereq: **None**

CSPL211 Calderwood Seminar in Public Writing: Legal Advocacy for Disabled Veterans

The public rarely understands what it takes to fight for one's legal rights or benefits. Good writers can translate those battles in ways that teach, empower, and (re)build community support for struggling individuals. This course is a study in the translation of legal challenges into civic advocacy.

In this course, students will write about real plaintiffs and legal cases for public audiences. As part of their journey, students will delve into the military and medical files of a disabled veteran applying for a discharge upgrade from the military. Most discharge upgrade applicants suffer from addiction and/or mental health issues, the same issues that cut short the veterans' military careers. Using academic legal writing, news sources, and confidential personnel and medical files, students will describe issues facing veterans in general, and our veteran client specifically. Students will write for a disability blog, a legal services organization (LSO) website, a middle school social studies magazine, a podcast, and a newspaper. Students' writings will inform the instructor's writing--as the veteran's pro bono legal counsel--of a discharge upgrade brief.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Identical With: **WRCT211**

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 United States and in other countries will lead several sessions. An individual project will require fieldwork 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 make 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**

Prereq: **None**

CSPL217 Civil Rights Litigation Since 1978: A Practitioner's Perspective

This course will examine major themes in modern civil rights litigation in the United States between 1978 and 2020. The course will review major cases challenging police misconduct, school segregation and housing segregation,

including exclusionary land use policies, sexual harassment, and bullying, as well as cases supporting voting and gay rights.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Prereq: **None**

CSPL220 Participatory Design: From Helping to Solidarity

As artists and designers increasingly turn their efforts to altering conditions for the vulnerable and oppressed, stubborn questions arise around the ethics of engagement. Socially engaged projects seek meaningful change, yet often discourage dissent, reify privilege, remain agnostic about outcomes, and do little to alter larger, structural inequalities. Artists and designers can easily exit projects deemed failures and write these off as learning experiences. Moving from one social injustice to the next, crises and suffering become "sites" from which to develop serialized projects. Armed with empathy and expertise, but with little local knowledge, these practitioners struggle to form equitable relationships with partners and collaborators. This course will examine a range of projects initiated by artists and designers and will challenge the idea that helping is beyond reproach. The course asks how artists and designers might better situate themselves as allies through developing practices that foster solidarity, exercise humility, and distribute agency.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CSPL**

Prereq: **None**

CSPL222 Disability Advocacy: Communicating the Legal Challenges of Disabled Plaintiffs to the Public

The public rarely understands what it takes to fight for one's legal rights or benefits. Good writers can translate those battles in ways that teach, empower, and (re)build community support for struggling individuals. This course is a study in the translation of legal challenges into civic advocacy.

In this course, students will write about real plaintiffs and legal cases for public audiences. In the first half of the course, students will read the military and medical files of a disabled veteran applying for a discharge upgrade from the military. Most discharge upgrade applicants suffer from addiction and/or mental health issues, the same issues that cut short the veterans' military careers. Using academic legal writing, news sources, and confidential personnel and medical files, students will describe issues facing veterans in general, and our veteran client, specifically. Students will write for a nonprofit website, a print newspaper, and a podcast, which the class will produce. These writings will inform the instructor's writing--as the veteran's pro bono legal counsel--of our client's discharge upgrade brief.

In the second half of the course, students will digest and synthesize legal pleadings from transgender disability suits (e.g., employment/Title VII, prison abuse). From these case files, students will write short pieces that educate the public about the lives and legal issues of transgender plaintiffs. Students will write for a nonprofit website, the six o'clock news, and a local online news or social media outlet.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Prereq: **None**

CSPL224 Public Health, Migration, and Human Rights

How do human rights principles apply to the public health challenges faced by migrant populations? What is the situation of migrants arriving at the southern border of the United States? Crossing the Mediterranean Sea or the Darien Gap? What does human rights as a frame have to say about immigrants who are fleeing extreme poverty or are forcibly displaced by the climate crisis? This course seeks to address these and other related questions by examining the intersection of public health, migration policy, and human rights standards. We do so by examining a series of case studies that consider the underlying issues from a variety of disciplines including economics, sociology, law, policy analysis, public health, and political science. Through this course, students will develop a critical understanding of the contemporary landscape and potential policy responses to promote public health and human rights in the international migration space.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Prereq: **None**

CSPL225 Critical Design Fictions

Design fiction involves the deliberate use of diegetic prototypes to suspend disbelief about change. Through practices of estrangement and defamiliarization, and through the use of carefully chosen design methods, this course experiments with the creation of provocative scenarios and imaginative artifacts that can help us envision different ways of inhabiting the world. The choices made by designers are ultimately choices about the kind of world in which we want to live--expressions of our dreams, fantasies, desires, and fears. As an integrated mode of thought and action, design is intrinsically social and deeply political. In conversation with science fiction, queer and feminist theories, indigenous discourses, drag and other performative interventions, this course explores speculative and critical approaches to design as catalysts for imagining alternate presents and possible futures. We examine a number of environmental and social issues related to climate change, incarceration, gender and reproductive rights, surveillance, emerging technologies, and labor.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Identical With: **SISP224**

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, artistic protest, and public education. What strategic, 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. In addition, the course will feature a guest teacher for a segment of the semester: Beverly Tillery, Executive Director of the Anti-Violence project in NYC will look at the ways BIPOC and Queer BIPOC communities are reshaping the social justice landscape by addressing the safety of trans women, challenging the gender binary and reforming and ending the carceral legal system. We will allow time to discuss events that may occur in real time over the course of the semester. 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-ALLB**

Identical With: **FGSS236, AFAM235, IDEA235**

Prereq: **None**

CSPL237 Communicate for Good: Public Speaking and Persuasion for Social Mobilization and Change

The world needs more...democracy, justice, equality, civility, love. Diagnosing that need is only the first step in changing society. To achieve social good, you must persuade your fellow citizens that the change is worthwhile and the path to change is worth it. In this public speaking and persuasion seminar, you will learn how to communicate for good. In the first half of the seminar, you will adopt the persona of a public organizer and develop mass media messages and public speeches to promote your public good. In the second half of the seminar, you will assume the mantle of leadership and produce a short speech and video storyboard for the leader of a nonprofit organization closely associated with your public good. In both halves of the course, you will be graded on your speech preparation and implementation (i.e., writing and speech).

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Identical With: **WRCT237**

Prereq: **None**

CSPL239 Startup Incubator: The Art and Science of Launching Your Idea

The Startup Incubator is a one-semester, experiential learning program designed to teach and enable student entrepreneurs to develop sustainable business models from their ideas. The program will bring together an ambitious, committed, and diverse group of individuals from all classes and majors who are passionate about developing successful solutions to challenges; identify as entrepreneurs, disruptors, and thought leaders; and have the tenacity, work ethic, and ability to succeed. All participating students should have a promising business idea and take the course with the intention of launching or running their own venture. Student Incubator students actively participate in one cohort meeting a week: most are "classes" that take the form of lectures or workshops, and some are "practice days" that provide time to practice theories and methods necessary for success. Students also dedicate at least 10 additional hours per week to assignments, self-directed work, customer discovery, networking, and mentoring sessions. This course will feel like a combination of a college class and a rigorous startup incubator program. Success is a student using theories learned in class to validate their ideas by developing and accurately testing business assumptions, identifying and researching their target market, and pivoting to develop a sustainable business model. By enrolling, students make a commitment to themselves, the instructor, and the other members of the class.

Note: This course is offered by the Patricelli Center for Social Entrepreneurship (wesleyan.edu/patricelli/) in partnership with the MEWS+ (themewsplus.co/)

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

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; and (3) discussion with leaders of that nonprofit.

Offering: **Host**

Grading: **OPT**

Credits: **0.50**

Gen Ed Area: **None**

Prereq: **None**

CSPL244 From Litigation to Restorative Justice: Conflict Resolution in Practice

Litigation, mediation, reconciliation, and consciousness-raising. These and other techniques can help us solve seemingly intractable conflicts. But how does a litigator, mediator, reconciler, or consciousness-raiser select an appropriate strategy for a given conflict? And once a strategy is selected, how does a conflict resolution specialist lead the parties to resolution? This course will show you the way...

In the first part of this course, we will study and practice traditional dispute resolution techniques. Each student will participate in two-person and multi-party quasi-judicial role-playing exercises and arbitrations. In the second part of the course, we will study and practice mediation, reconciliation, feminist consciousness-raising, and community-building.

We will then draw upon theory and practice readings, and our experiences, to answer questions such as: Should we match dispute resolution strategies to parties' personalities or desired outcomes? Whose conception of fairness and social good should guide our negotiation practices? Are dispute resolution techniques gendered, raced, aged, abled, etc.? We will answer some of these questions with the help of other Wesleyan students at a conflict resolution teach-in led by members of the class.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

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**

CSPL246 Organizations in Society: Capitalism & Its Criticisms

In this course we will explore the concept of capitalism and how it carries variegated meanings, which spans a wide range of societies and differing relationships between economic, political, and civic institutions within them. Students will have the opportunity to examine various forms and perspectives of capitalism which include contraband capitalism, racial capitalism, gendered capitalism, and scientific capitalism. We will also track how conceptions of capitalism have changed over time and globally. Primary and secondary works from the field of history, law, economics, philosophy, religion, and sociology will be incorporated to carry out the goal of the course which is to provide tools and perspectives that help students engage thoughtfully in these debates and to extend them into application in their own roles as engaged citizen, corporate, nonprofit, public, and entrepreneurial leaders.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Prereq: **None**

CSPL248 Organizations in Society: Business Ethics

Capitalism and competitive markets are often considered the most efficient system of simultaneously maximizing private wealth and public good. In the real world, however, truly competitive markets do not exist. Imperfect markets have been made to work efficiently while protecting public good through systems of public intervention, i.e., laws and regulations, and voluntary self-restraint by business organizations in response to societal expectations. In this class we will consider the role of ethics in business, with students analyzing the process by which ethical norms and strongly held moral beliefs guide the conduct of economically driven business organizations. Students will reflect on business managers' responsibility to their owners, i.e., shareholders, other stakeholders, and society at large.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Prereq: **None**

CSPL250 An Introduction to Data Journalism

This course is designed to familiarize students with the basic principles and tools of data journalism and to provide a wider understanding of the role of basic data analysis in society. To that end, the course will focus on developing a solid familiarity with basic data analysis and visualization software. It will also focus on developing the tools of journalism: retrieving public data, interviewing people and databases, and the basic principles of journalistic writing. By the end of the course, students will be able to analyze data, identify stories within the data, and create a news story complete with data visualizations of publishable quality--a skill transferable to many fields and disciplines. Both online and traditional print platforms will be covered.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-QAC**

Identical With: **QAC250, WRCT250**

Prereq: **None**

CSPL250M Science Journalism: Why Animals Matter

This is a writing intensive course on journalistic and nonfiction writing about animals. The reading will cover the importance of animals in the study of climate

change, disease and environmental degradation, and the evolution of human nature. It will also consider animals as independent beings worth attention as subjects in their own right. Writing projects will emphasize basic journalistic skills and the techniques needed to translate technical material on science and public health to make it accessible and appealing to the public.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **WRCT250M**

Prereq: **None**

CSPL250N Writing Reality: Journalism in an Era of Polarization and "Fake News"

How should the news media cover Donald Trump? How did the Internet, the 24-hour news cycle, and rising polarization help change the nature of journalism itself, but also lead to an era of "Fake News" accusations in which Americans exposed to different sources of information come away with completely different sets of facts? This class will explore our new digital and highly partisan media landscape, grounded in a close study of current events. We will study the impact and consequences of today's media -- both how to consume it, and how to write for it.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **WRCT250N**

Prereq: **None**

CSPL250P "It's a Mess": An Academic and Practical Look at Digital Media in the Late 2010s

Hot mess. Dumpster fire. Steaming turd pile. Commentators, journalists, and the public have all used these terms to describe the state of American digital media in 2018. While the profession of journalism is more noble in this era than in previous decades, the world of media creation and consumption is far more complicated than ever before. For young people hoping to get their start in the world of digital media in the late 2010s, catching a break is even harder.

The purpose of this class is twofold: It will introduce students to the larger issues spanning digital media--from a lack of diversity and inclusion to problems with monetization and "Fake News"--while also giving them the chance to walk through what it's actually like to pitch, write, and edit for an internet publication. Students will have the opportunity to write for a class blog using strategies that the digital media world uses today, and they'll spend time giving and receiving feedback on writing.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Identical With: **WRCT250P**

Prereq: **None**

CSPL250R First Person Singular

This course will examine the techniques and skills of first person reportage, where the writer is present and part of the story. We will find and hone your own voices and points of view. We will examine the myth of objectivity; issues of fairness, accuracy, and moral relativity; the perils of cultural appropriation; the savior complex; and exoticism.

The course will include several short essays and one longer final project. It will draw on readings from The London Review of Books, The New York Times magazine, National Geographic magazine, Granta, Paris Review, The New Yorker,

and the following authors: Lyn Freed, Rian Malan, Jonny Steinberg, Doris Lessing, Ryszard Kapuscinski, W.G. Sebald, Bruce Chatwin, VS Naipaul, Justice Malala, George Orwell, Zawe Ashton, Julian Sayararer, Cathy Renzenbrink, Sisonke Msimang, Thomas Paige McBee, Ahmet Altan, and Peter Godwin.

This course is offered by 2019 Koepfel Journalism Fellow, Peter Godwin. He is the author of five nonfiction books and is an award-winning journalist, war correspondent, and documentary filmmaker. Godwin's bio can be found here: <https://petergodwin.com/about/>

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

Identical With: **WRCT250R**

Prereq: **None**

CSPL250W Topics in Journalism: The Art and Craft of Journalistic Nonfiction

Journalistic nonfiction uses the tools of the newsroom to create long-form stories that read like novels. Students will learn the skills to ensnare readers in any medium of narrative nonfiction writing, from articles and books to screenplays and teleplays. Journalists excel in conducting interviews and marshaling facts. But few journo's ever master the art of narrative storytelling. Nonfiction book writers can wield a narrative arc to tell a story. But many book writers are weak on basic reporting. We will read the work of newspaper reporters who learned to write long-form narratives, and magazine writers who learned the skills of the newsroom. By semester's end, students will know tools of both trades. We will hear from some of the writers about their work. To keep the focus on journalism, we will mostly skirt the genres of history and memoir. Students will write mostly in the third person, and primarily about events in living memory.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **WRCT250W**

Prereq: **None**

CSPL252 Leadership & Social Innovation: Patricelli Center Impact Fellowship

In this cohort-style class, student Fellows will be introduced to a select, intergenerational group of global leaders working at various levels of government, academia, media, and the arts--and across subject areas like storytelling, climate action, social justice, youth representation, museums, and more. Fellows will engage with leading CEOs, journalists, diplomats, and artists, and directly explore their work and lived experiences across scales of impact, personal growth, and institutional transformation. Course content will be delivered via the case-method and will feature facilitated conversations, live simulations, and direct engagement between global leaders and student Fellows. Assessment will be via discussion/case preparation (reviewing background content and drafting 3-5 questions per week), in-class contribution (engaging with guests and peers), attendance (all sessions are mandatory), weekly reflections (350 words, or audio/video recording), and a final 10-15-page Personal Social Impact Plan.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Prereq: **None**

CSPL257 System Mapping for Social and Environmental Impact

In recent years, growing interest in social entrepreneurship has pushed students to "solve" complex social and environmental problems with new ventures of their own design. Unfortunately, this approach often overlooks a critical

foundation of social change: understanding the root causes of problems and the contexts that surround them before seeking solutions.

In this six-week, half-credit class, students will study a problem and the systems that surround it. By the end of the course, students will create a "systems map" that documents the economic, political, and cultural factors behind their problem, as well as the current "solutions landscape."

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **SBS-ALLB**

Identical With: **AFAM257, ENV5208**

Prereq: **None**

CSPL262 Patricelli Center for Social Entrepreneurship Fellowship

In this project-based, cohort-style class, students will learn strategies for understanding social and environmental problems, and they will design interventions to create impact. Each student will select a topic to work on individually or as part of a team throughout the semester. Course material will include root cause analysis, ecosystem mapping, theory of change, human-centered design, business models, leadership and teamwork, impact metrics, storytelling, and more. Some students will develop entrepreneurial projects and ventures while others will find pathways to impact as activists, community organizers, coalition builders, artists, policy-makers, or researchers.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **SBS-CSPL**

Prereq: **None**

CSPL262Z Introduction to Social Entrepreneurship

In this project-based class, students will learn strategies for understanding social and environmental problems, and they will design interventions to create impact. Each student will select a topic to work on individually or as part of a team. Course content will include root cause analysis, ecosystem mapping, theory of change, human-centered design, business models, metrics and evaluation, philanthropy, pitching, and more. Some students will develop real or hypothetical entrepreneurial projects and ventures while others will design pathways to impact as activists, community organizers, strategists, coalition builders, artists, researchers, or other roles. Guest speakers will be invited in to share their own work as social entrepreneurs and changemakers.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Prereq: **None**

CSPL263 Refugees in World Politics

The primary objective of this course is to provide students with i) an introductory overview of the political, economic, social, and security determinants of refugee flows; and ii) the political and social responses of receiving governments and societies to them. Using both historical and contemporary case studies, this course will highlight security concerns engendered by internal displacement and transnational migration. These include armed conflict, smuggling, trafficking, and terrorism. This course will also highlight the concepts of citizenship in receiving states, and the roles played by the international institutions in influencing state policies towards refugees.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Identical With: **GOVT323**

Prereq: **None**

CSPL264 Patricelli Center Fellowship I

The Patricelli Center Fellowship is a one-year, project-based, 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; 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: **1.00**

Gen Ed Area: **SBS-CSPL**

Prereq: **None**

CSPL265 Patricelli Center Fellowship II

The Patricelli Center Fellowship is a one-year, project-based, 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; 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: **1.00**

Gen Ed Area: **SBS-CSPL**

Prereq: **CSPL264**

CSPL266 Youth, Power, and Social Change

While young people have been at the helm of movements for social and racial justice throughout history, the 1990s saw the rise of youth organizing as an intentional strategy for transforming youth, communities, and the broader social and political structures and institutions that shape their lives. This course

will examine the evolution of youth organizing and the ways in which it has disrupted the dominant narratives and traditional methods of youth learning and engagement at play in schools and youth service organizations. The course will explore the politics of power and identity in youth work, and the role and impact of current youth-led social change movements - from #blacklivesmatter to the work of Dreamers - in today's political climate. Please note that this course will require students to reflect on and contextualize readings and class discussion with their own lived experience and is therefore especially relevant for students that are engaged in community service, organizing and/or youth work.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **SBS-ALLB**

Prereq: **None**

CSPL267 Project-Based Learning Lab

In this course, students will bring ideas to life through project-based learning, translating theory to practice and developing a more sophisticated understanding of subjects they are studying in their other courses.

Students will enroll in the Project-Based Learning Lab with a problem they want to address or an idea they want to build. Throughout the semester, we will build a toolbox for studying problems and designing solutions. Themes will include systems thinking, root cause analysis, ethical community research, human-centered design, lean prototyping, and data-driven evaluation. There will be an emphasis on humility, teamwork, oral communication, responsible partnership, and lean experimentation. Most students will complete the semester having launched a basic MVP (minimum viable product) and a road map for continuing to pursue their idea after the conclusion of the semester.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Prereq: **None**

CSPL268 Reporting on Global Issues: International Journalism in Action

This course is designed to introduce students to various mediums of international reporting beyond the traditional print format, like video and podcasting. Visual and auditory formats have gained widespread prominence, making journalism more accessible to diverse audiences. After delving into sourcing, research, and reporting techniques, students will engage in discussions with accomplished innovative journalists, hosts, and reporters who possess extensive experience in covering international issues. Throughout the semester, students will gain valuable insights from these conversations and collaborate in teams to produce a podcast episode for a class series focused on migration.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Identical With: **CGST261, WRCT267**

Prereq: **None**

CSPL275 Action: Art, Politics, Counterpublics

In this interdisciplinary studio course, we explore action as a category of art practice. What does it mean to take action, either individually or collectively? What does it mean to refuse to take action? Through a series of projects, assignments, and discussions, we work through various possibilities, drawing on methods from public interventions, performance, institutional critique, social practice, experimental film, and work by non-art practitioners. The course is organized around the production of student projects and research, culminating in a self-directed capstone work. In the initial stages, students will be asked to work through three distinct modalities (performance, site-specific intervention,

and collaborative practice) while developing their ideas. Time will be devoted to discussion of historic and contemporary examples, including European avant-gardes (Dada, Productivism), feminist film and performance, Happenings, Indigenous performance art, and work connected to political organizing, such as the Black Panther Party, United Farm Workers, Young Lords, ACT-UP, Art Workers' Coalition, and EZLN, among others. Students will be exposed to a variety of techniques and will gain access a range of facilities, including the woodshop, digital technologies through the Digital Design Studio, etc. Depending on Covid restrictions, trips to contemporary exhibitions will provide a theoretical framework. Work in this class can be created individually or collaboratively. Depending on interest, we may also organize an end-of-semester exhibit.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARST265**

Prereq: **None**

CSPL277 Community Impact: Building Capacity to Support Educational Enrichment and Socioemotional Development

In this half-credit course, students will build an intellectual and practical framework to guide their work in volunteer settings in the local community. What does it mean to "help?" How do we assess the needs of community partners and build the knowledge and skills that will allow us to address those needs? What do we need to know and understand about the people with whom we work? What does research have to say about effective tutoring techniques and practices? How can we design meaningful learning experiences? How can we maximize not only our impact in the community, but our own growth and learning?

Note: students taking this course must be engaged in at least 80 minutes per week of community service in an educational setting throughout the semester and must complete this questionnaire (<https://forms.gle/ay9xaXGn1wbxriHJ7>) before enrolling

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **SBS-ALLB**

Prereq: **None**

CSPL286 Ukraine at War

This course will survey Ukraine's contentious history with its Russian neighbors and then track the origins and course of the current war. Each week we will have one meeting devoted to discussion of assigned readings and one meeting led by a Ukrainian lecturer speaking on Zoom. Topics to be covered include history and politics but also economics, social impacts, the plight of refugees, and cultural life.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **None**

Identical With: **GOVT286, REES286**

Prereq: **None**

CSPL290 Community Impact Residency I

The Community Impact Residency brings together Wesleyan students interested in the practice of civic engagement and a cross-section of community stakeholders -- local leaders, resident-led groups, nonprofits, and municipal government -- committed to creating just, equitable, and sustainable communities. Student participants of this program enroll in two 1.0 credit courses (CSPL290 and CSPL291) and are assigned a project which they support for the duration of the academic year. Students must commit to the entire year.

Interested students must complete an application to be considered for the course which can be found here: <https://forms.gle/T26LkbDQKeFtb9TG7>

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **SBS-CSPL**

Prereq: **None**

CSPL291 Community Impact Residency II

The Community Impact Residency brings together Wesleyan students interested in the practice of civic engagement and a cross-section of community stakeholders -- local leaders, resident-led groups, nonprofits, and municipal government -- committed to creating just, equitable, and sustainable communities.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **SBS-CSPL**

Prereq: **CSPL290**

CSPL299 The Rest of the Story: Techniques for Investigative Reporting

Students will learn how to find out what public records exist on various topics, how to get their hands on those records, and how to use those records while reporting. Students will also learn key techniques to source development and how to engage communities that you are reporting about. Students will be teamed up to investigate a topic themselves during this semester. Students will also learn the fundamentals of journalism and the legal history of key cases. Each class will focus on a specific area of investigative journalism, including the history, the law, accessing public documents, research, narrative writing, and more.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Prereq: **None**

CSPL300 Integrative Learning Project 2: Website Incubator

Have you developed knowledge or expertise about a topic through an internship, engagement in a student organization, time studying abroad, or through some other experience that you would now like to share with the world? This is the class for you!

Throughout out the semester, you will work to translate your experience into a website. I will help you do this by asking you to think about the content you would like to share, the audience with whom you would like to share it, and the goal you have for that audience. Ultimately, you will share your experience through WordPress, the world's most popular platform for website design. Along the way, you will learn about user experience (UX) design principles and research methodologies, so that the website you create draws in your audience and makes them want to learn more about your chosen topic. Throughout the semester, we will meet once a week to do all of these things in a relaxed, collaborative environment. Join us and bring along some friends!

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **None**

Identical With: **WRCT300, RL&L350, AFAM320**

Prereq: **None**

CSPL302 Senior Seminar for Civic Engagement Minor

In this partial-credit seminar, the candidates for the Civic Engagement Minor 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 biweekly, they will revisit the readings from their Practice of Democracy course, discussing them in light of their subsequent course work and practical experiences in engagement. At the end of the semester, each student will make a capstone presentation to the group.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **SBS-CSPL**

Prereq: **None**

CSPL306 Community-Engaged Qualitative Research: The Other 1%

This course will focus on context-specific, community-based participatory research methods. The first research project undertaken in this class (2023) will be investigating agricultural justice in Connecticut, gathering the stories and experiences of the 1% of farmers in Connecticut who are BIPOC. The goal of the project is to uncover and work towards dismantling some of the barriers to farming that currently exist for those populations (including bias in USDA grants, unequal access to resources and information through ag extension, etc.). Students will learn theories and methods of community-engaged research and CBPR through scholarly study and hands-on experience gathering and analyzing qualitative and ethnographic data, primarily interviews and observations, with the possibility of using techniques of photo voice and Lightfoot's methods of portraiture in social science research. Students should be prepared to engage deeply with community members. Some travel within Connecticut will be required.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Identical With: **ENVS322**

Prereq: **None**

CSPL307 Religious Subjects to Ethnic Minorities: Armenians in Turkey Between Empire and Republic

After World War I, Woodrow Wilson's Fourteen Points articulated a new vision for an international order based not on imperial ambition but on the self-determination of nations. Though empire persisted as a viable political form through the Second World War, the interwar years saw the breakup of some of the world's oldest dynastic empires into the much newer nation-state: the Austro-Hungarian Hapsburg Empire, the Ottoman Empire, and Imperial Russia all gave way to new political entities. At the same time, a transformation in the idea of political belonging occurred: citizenship now dominated the older concept of imperial subjects, and an idea of a national minority protected by an international regime of minority rights emerged. These ideas profoundly reshaped national and international politics.

This course focuses on the Armenians of Turkey across the transition from the Ottoman Empire to the Republic of Turkey, established in 1923. It uses the Armenians of Turkey as a case study in the emergence of secular nationalism as the dominant political ideal of the 20th century. Students will not only learn the history of the late Ottoman Empire, the Republic of Turkey, and the history of the Armenian minority in the Middle East, but will explore the transition from empire to republic at the end of the 19th century through the twin lenses of secularism and nationalism. Drawing on Ottoman and Turkish history, Armenian history, political science, and anthropology, the course introduces debates about nationalism, secularism, minority rights, and political belonging through the emphasis on Armenians in Turkey.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Prereq: **None**

CSPL308 Trump-Evangelicals: the History of Fundamentalism and Evangelicalism in America

This course examines the history of American evangelicalism, seeking to understand the nature of its support for the presidency of Donald Trump. Beginning with a brief overview of religion in the colonial and revolutionary eras, the course examines revivalism, slavery, and the emergence of fundamentalism during the 19th century. Special attention is paid to the re-emergence of evangelicalism after World War II, the establishment of the religious right, global evangelicalism, and the core evangelical support for the candidacy and presidency of Donald Trump. Students will be challenged to consider the ways issues of gender, race, and economics have shaped 21st-century evangelicalism, and reflect on how the movement's view of American history contributes to its own sense of identity and purpose.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-HIST**

Identical With: **HIST308, AMST246, RELI308**

Prereq: **None**

CSPL309Z Environmental Justice Advocacy: Assessing Law, Community-Based Engagement, and More

ONLINE COURSE: Synchronous class meetings via Zoom, 10am-noon and 2-5pm. Classes held Jan 4, 6, 8, 10, 12, 14, 16, 18. (Please note: Students should expect some readings and assignments to be due during winter break, prior to the beginning of Winter Session class meetings.) The concept of "environmental justice" focuses on the equitable distribution of pollution and health burdens--such as the siting of fossil fuel infrastructure and pollution-emitting facilities--as well as benefits such as clean air and clean water. Procedural justice and restorative justice are also key demands of the environmental justice movement. In addition, as communities of color and low-income communities disproportionately bear the burdens of climate change and resulting "climate gentrification," the overlap between environmental injustice and climate change is becoming increasingly apparent. After a brief introduction to the concept of environmental justice, this course will focus on advocacy efforts to promote environmental justice and, in particular, the benefits and limitations of various tools including the law, grassroots organizing, and policy work. For their final project, students will use what they learn in the course to design and propose their own environmental justice intervention. By the end of the course, students will understand the history, foundational theory, and key case studies of environmental justice as well as the tools and strategies that environmental justice advocates use. Syllabi for Winter Session courses will be posted to <https://www.wesleyan.edu/wintersession/courses.html> as soon as they are available.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Identical With: **ENVS268Z**

Prereq: **None**

CSPL310 Community-Engaged Philosophy: Teaching the Search for a Good Life

In this half-credit course, students who have successfully served as discussion facilitators for PHIL210: Living a Good Life will learn how to teach an abbreviated version of the course to local high school students in a nine-week voluntary after-school program. Having been trained in this special approach to discussion facilitation for their fall semester work in PHIL210, students will be able to deepen their knowledge of both course content (philosophy) and their facilitation skills through guided experiential learning. Course topics will focus on the skills of learning through close observation and reflection on one's teaching (reflective practice), understanding one's students (adolescent development, cultural consciousness), and pedagogical knowledge regarding lesson planning, student engagement, developing productive classroom climate, promoting self-

directed learning, and authentic assessment. Students must have served as discussion facilitators/leaders for PHIL210.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.50**

Gen Ed Area: **SBS-ALLB**

Identical With: **PHIL206**

Prereq: **None**

CSPL311 Community Impact Practicum: Building Capacity to Support Educational Enrichment

In this practicum course, students will build an intellectual and practical framework to guide their volunteer work in educational settings in the local community. What does it mean to "help"? How do we assess the needs of community partners and build the knowledge and skills that will allow us to address those needs? What do we need to know and understand about the people with whom we work? What does research have to say about effective tutoring techniques and practices? How can we design meaningful learning experiences? How can we maximize not only our impact in the community, but also our own growth and learning? Through reflection on experiential learning and the study of scholarship addressing these questions, students will develop knowledge and skills to improve their effectiveness in supporting educational enrichment. Students taking this course must be engaged in at least 90 minutes per week of community service in an educational setting throughout the semester.

Please note: If you are looking for a practicum that is more focused on the K-12 classroom experience, please see EDST310: Practicum in Education Studies. In that practicum seminar, students carry out their own independent study related to their classroom placement.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **SBS-EDST**

Identical With: **EDST311**

Prereq: **None**

CSPL313 Performing Property: Legal Experimentation and Activism in Contemporary Art

Who owns works of art-artists, buyers, museums, or the public? Who is granted the privileged status of author? Do artworks comprise a special category of things? Such questions underlie attitudes concerning art and cultural artifacts, and they also inform intellectual property laws. Since the 1960s, conceptual and performance artists have taken up these queries to investigate the nature of authorship and ownership generally, experimenting with aesthetic strategies as well as legal tools like contracts to ask: How do social and visual cues communicate boundaries, shape territories, and perform property into being? What happens when materiality and ownership are contingent? Can artists model alternate property relations through their work? How might art expose fissures and failures in law? Recent calls for decolonization and the restitution of looted objects have also pushed museums and archives to reconsider whether they are the outright owners of cultural artifacts, or stewards responsible for their care. Furthermore, as surveillance technologies increasingly pervade daily life, and digitalization leads licensing to supplant ownership, the future of privacy and property norms is unclear. These developments render contemporary art fertile ground for attending to the ways in which property structures are conceived, take shape, are reproduced, and how they might be reformed, calling upon us to pay attention to intent, consent, and the needs of others.

Seminar readings will be drawn from the burgeoning subfield of Art and Legal Studies with texts by key scholars including Joan Kee and Martha Buskirk,

complemented by legal theorists such as Sarah Keenan and Cheryl I. Harris whose work has influenced artists. Alongside, we will closely examine the work of artists who challenge traditional ownership relations to problematize law, such as Felix Gonzalez-Torres, Jill Magid, and Cameron Rowland. Class meetings will be complemented by screenings and visits to local collections, as is feasible. Assignments include a brief paper on an artwork, as well as a final research paper or digital exhibition requiring students to examine a particular theme or artist in depth.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM313, AMST214, ARHA261**

Prereq: **None**

CSPL314 The Health of Communities

Our focus will be on understanding the role of social factors (e.g., income, work environment, social cohesion, food, transportation systems) in determining the health risks of individuals; considering the efficacy, appropriateness, and ethical ramifications of various public health interventions; and learning about the contemporary community health center model of care in response to the needs of vulnerable populations. In this overview, we explore the history of social medicine, the importance of language in public health efforts to conceptualize and frame health concerns, the complexity of any categorization of persons in discussions of health and illness, ethical issues related to the generation and utilization of community-based research, the role of place and the importance of administrative and cultural boundaries in the variability of health risk, and the idea of just health care. Enrolled students serve as research assistants to preceptors at Middletown's Community Health Center (CHC) & Moses Weitzman Institute.

Offering: **Host**

Grading: **OPT**

Credits: **1.25**

Gen Ed Area: **SBS-SOC**

Identical With: **SISP315, SOC315**

Prereq: **None**

CSPL315 Policy and War through Film

This course explores how America's policies and wars interact with culture and identity. It combines films and readings to gain a deeper understanding of film as an artifact of culture, war, and identity. The course begins with a discussion of key foundational works to frame a common understanding about strategy, war, and American strategic culture. It then combines film viewings and critical scholarship to discover how the interpretations of America's wars through film shape American citizens' perceptions of war and their military. The films, readings, and seminar discussions will help students develop a better understanding of the differences between the realities and the perceptions of policy and war. This course lies at the intersection of international relations, history, and conflict studies. Participation in this course will increase the students' understanding of how U.S. policy, war, culture, and identity interact. It will also sharpen critical thinking and writing.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Identical With: **GOVT315**

Prereq: **None**

CSPL316 Human Rights Advocacy: Critical Assessment and Practical Engagement in Global Social Justice

The core animating principles and practices of human rights are under threat. Will the global human rights movement be able to respond effectively? How could or should the movement advance the cause of global social justice most effectively? This seminar seeks to answer these questions by assessing global

rights defense and social justice practice and by engaging in structured, self-critical human rights advocacy.

Among the issues considered in this seminar will be the following: What are the origins of the human rights movement? Has the movement been dominated by ideas from the West and elite organizations from the Global North? What does it mean to be a human rights activist? What is the role of documentation, legal advocacy, and social media in human rights advocacy? What are the main challenges and dilemmas facing those engaged in rights promotion and defense?

Students will be required to write several short reflection papers. The final project will be an exercise in developing a human rights advocacy project or supervised engagement in actual human rights advocacy in conjunction with the University Network for Human Rights (humanrightsnetwork.org). This class is limited to students already admitted to the Human Rights Advocacy Minor.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Identical With: **GOVT396**

Prereq: **None**

CSPL317 Social and Political Perspectives on Digital Media

This course examines the intersection between social media, politics, and society, analyzing platforms like Facebook, Twitter, YouTube, and Instagram to understand their role in our lives, in our political discourse and in shaping our culture. We examine the positives of social media including social activism, the democratization of news, and heightened capacities for community, communication, and connectivity. We also delve into the darker side of these platforms, exploring the proliferation of fake news, hate speech, terrorist networks, and gendered issues including trolling and cyber harassment. This is an interdisciplinary course and in it we will draw upon a broad range of social theories including science and technology studies, communication theory, linguistics, cultural studies, and media studies to understand the complex role of digital media in contemporary society.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Prereq: **None**

CSPL317Z Social and Political Perspectives on Social and Digital Media

This course examines the intersection between social media, politics, and society, analyzing platforms like Facebook, Twitter, YouTube, and Instagram to understand their role in our lives, in our political discourse and in shaping our culture. We examine the positives of social media including social activism, the democratization of news, and heightened capacities for community, communication, and connectivity. We also delve into the darker side of these platforms, exploring the proliferation of fake news, hate speech, terrorist networks, and gendered issues including trolling and cyber harassment. This is an interdisciplinary course and in it we will draw upon a broad range of social theories including science and technology studies, communication theory, linguistics, cultural studies, and media studies to understand the complex role of digital media in contemporary society.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Prereq: **None**

CSPL318 Global Populism and the US Election. Are we witnessing a populism uprising?

In this course, we will unpack the factors pushing communities worldwide toward these political ideologies as well as the impact it has on global politics and international relations. We'll take a deep dive into the 2020 campaign cycle in the age of digital campaigning and online voting and analyze how Donald Trump and Senator Bernie Sanders are shaping our political discourse and how they fit into the global trend of populism. We'll study the defeat of democratic movements like the Arab Spring and the rise of authoritarian regimes in the region. Additionally, we'll break down how the failure of democratic movements in the MENA region led to the refugee crisis, which in turn inspired right-wing radicalization within Europe and the United States. This course provides an overview of the political landscape of the populism movements in the U.S. and around the world, focusing on the collapse of democratic movements and the rise of populist leaders like Donald Trump, Boris Johnson, Narendra Modi, Jair Bolsonaro, and Marine Le Pen, among others. We'll begin with a brief overview of the history of populism and the theory behind it, before breaking down modern applications.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Prereq: **None**

CSPL318Z Global Populism and the U.S. Election. Are We Witnessing a Populism Uprising?

In this course we will unpack the factors pushing communities worldwide toward these political ideologies, as well as the impact they have on global politics and international relations. We'll take a deep dive into the 2020 campaign cycle in the age of digital campaigning and online voting and analyze how Donald Trump and Senator Bernie Sanders are shaping our political discourse and how they fit into the global trend of populism. We'll study the defeat of democratic movements like the Arab Spring and the rise of authoritarian regimes in the region. Additionally, we'll break down how the failure of democratic movements in the MENA region led to the refugee crisis, which in turn inspired right-wing radicalization within Europe and the United States. This course provides an overview of the political landscape of the populism movements in the U.S. and around the world, focusing on the collapse of democratic movements and the rise of populist leaders like Donald Trump, Boris Johnson, Narendra Modi, Jair Bolsonaro, and Marine Le Pen, among others. We'll begin with a brief overview of the history of populism and the theory behind it, before breaking down modern applications.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Prereq: **None**

CSPL319 The Voice(s) of Expertise: How Podcasting Is Changing the Way We Listen and Learn

In this course, students will examine the changing nature of audio news and storytelling, and the extent to which traditional understanding of the voice of expertise is being disrupted by the rise of podcasting and other on-demand audio forms. The evolving digital media landscape has brought about an historic shift in the delivery of news and information. The shift has been celebrated—"the media has been democratized"—and reviled—"the media is too fractured and people are living in information bubbles." The shift is, at the very least, unsettling, in particular for journalists who find themselves working in an environment where the old rules and training seem outdated. But it also presents significant opportunities, especially in audio and broadcast journalism. The rise of podcasting, in particular, may challenge norms on how journalists explore and explain complex issues, and on who we hear as voices of expertise. This course will be a combination of media criticism, a study of best practices

in journalism, and design thinking. As students examine the impact of new media on news and journalism, they will also develop their own ideas for on-demand audio (including podcast design) throughout the semester, working on an individual project, and in collaboration with other students.

Offering: **Crosslisting**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Identical With: **WRCT250V**

Prereq: **None**

CSPL320 Collaborative Cluster Initiative Research Seminar I

This course will supplement the seminars providing historical and cultural background of the prison system in the United States. The emphasis will be on the practical application of topics engaged in the other seminars and contemporary concerns related to the prison system in the United States.

We will follow current debates at both the national and state level, including legislation, media, and university initiatives. Students will also visit local sites. Speakers will visit the class to share their experiences and expertise. Students will conduct individual research projects and present them in workshop fashion.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **SBS-CSPL**

Prereq: **None**

CSPL321 Collaborative Cluster Initiative Research Seminar II

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. This is a continuation of CSPL320.

Offering: **Host**

Grading: **A-F**

Credits: **0.50**

Gen Ed Area: **SBS-CSPL**

Prereq: **None**

CSPL322 Methods and Frameworks for Understanding and Overcoming Health Disparities

In recent years especially, the need for both interdisciplinary and mixed approaches to inquiries in public health research has become apparent in health promotion, policy formation and evaluation, service needs assessment, the social determinants of health, and program evaluation and outcomes measurement more generally. This course is intended to provide an overview of methodologies and frameworks used to examine and overcome disparities in health through research. A range of quantitative and qualitative research designs and methods will be introduced, and strategies to address challenges in real world program settings will be emphasized. This course will discuss approaches commonly used in public health and health services research, such as mixed methods, implementation science, community-based participatory research, and their strengths and limitations. Additionally, this course will examine how critical race theory and intersectionality, and additional theories and frameworks from ethnic studies, psychology, and sociology, can further advance public health's capacity and effectiveness in promoting health equity. The course will incorporate examples of applied research and opportunities to learn from the direct experiences of the instructor. There will be a mixture of discussion and lecture depending on the topic, with student participation and questions strongly encouraged. Preference will be given to students who have taken SOC/SISP 315 Health of Communities or SISP 262/SOC 259 Cultural Studies of Health.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Identical With: **SISP322**

Prereq: **None**

CSPL323 Human Rights: Contemporary Challenges

This course will examine various pressing challenges to human rights in the US and around the world, based around a series of talks by visitors who are practitioners in the field. Topics covered range from refugees and war crimes to housing and educational access.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Identical With: **GOVT283**

Prereq: **None**

CSPL328 Advanced Human Rights Advocacy

This course will enable students to engage in critical assessment of human rights advocacy while participating directly in projects through the University Network for Human Rights. Students in Professor Cavallaro's Fall CSPL 316 course are encouraged to apply, as are other students interested in gaining practical experience in human rights. The course will involve seminar discussions and readings that assess the strengths, weaknesses, and challenges facing the human rights movement domestically and internationally. In addition, students will be responsible for project-based work guided by Professor Cavallaro and the team of supervisors at the University Network for Human Rights.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Prereq: **CSPL316**

CSPL329 Wars of Resistance in Scholarship and Film

This course explores the theory, practice, and interpretation of wars that see ostensibly stronger powers wage wars against relatively weaker resistance movements. It combines scholarly readings and interpretive films to gain a deeper understanding of how and why resistance and insurgency can prevail when confronting adversaries who are numerically superior. Students will analyze the inescapable paradoxes that can make wars of asymmetry difficult for stronger states. The seminar discussions will develop a keener grasp of the logic that permeates wars where the weak resist invasion and occupation. This course intersects international security studies, history, and conflict studies. This course will improve knowledge about asymmetric wars and for critical analysis. Though there are no prerequisites, it is desirable that students have previously taken a course in conflict studies or war.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Identical With: **GOVT316**

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 skills.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CSPL**

Identical With: **GOVT330**

Prereq: **None**

CSPL332 Just Cities: Architectures of Public Encounter

What is "the public," and how has it been conceived, relative to notions of the urban--to the web of ideas, forms, and fantasies constituting "the city"? Can art and architecture play a role in defining the public, or does the public's political and social construction place it outside the scope of specifically aesthetic concerns? This course addresses these and other related questions, positioning art and architecture in their broader cultural and historical contexts. It explores a range of socially charged, experiential, and participatory aesthetic and political practices, characterized by their distinctly public character and decidedly architectural and urban settings. At its core, it is concerned with issues of social justice as they relate to the material spaces of the modern city, and the manner in which those spaces are identified, codified, and made operative in the service of aesthetic, social, and political experience.

This course will be taught by M. Surry Schlabs, Yale School of Architecture.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Identical With: **ARHA257**

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 United States 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 such as the Newport festivals, Woodstock, Michigan Womyn's Music Festival, Lillith 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: **SBS-ALLB**

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**

Prereq: **None**

CSPL338 Writing for Advocacy

This course will enable students to research effectively, marshal arguments and information, and write persuasively. Students will work closely with the instructor on a series of short and medium-length writing assignments. These assignments will require students to explore situations of conflict and human rights abuse. Students will then work closely with the instructor to input feedback and improve both their research and writing skills. Students enrolled in this seminar have been admitted to the Human Rights Advocacy Minor. When possible, assignments in the writing seminar will correspond to substantive issues examined in other elements of the Human Rights Advocacy Minor.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Prereq: **CSPL128**

CSPL341 Topics in Education, Innovation, and Entrepreneurship: Transformative Practices in School Reforms

This seminar provides students the opportunity to explore critical topics within the school reform movement; be introduced to perspectives from a diverse group of stakeholders (e.g., CEOs, administrators, lawyers, parents, students, authors, scholars); work closely with the professor to further investigate one of the course topics in-depth, and present/disseminate their own conclusions and recommendations to an external audience.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **SBS-CSPL**

Prereq: **None**

CSPL341B Topics in Education, Innovation, and Entrepreneurship: Social Entrepreneurship in Education

This seminar focuses upon educational innovation and entrepreneurship as a form of social entrepreneurship, some of society's greatest challenges in education. Students will survey critical issues in contemporary education and explore innovative and entrepreneurial efforts to address these issues. Learners will explore how diverse education startups, non-profit organizations, and non-governmental organizations, individuals and grassroots groups, K-12 schools, universities, foundations, professional associations and others are responding to these issues in innovative ways. As the course progresses, students will explore the roles of foundations, corporations, and government policies and regulations upon educational innovation and entrepreneurship. As part of this course, learners will work individually or in groups to research solutions to a pressing contemporary educational challenge and propose or pitch a means of addressing that challenge through social entrepreneurship.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CSPL**

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 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 entrepreneurship in public K-12 schooling.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-CSPL**

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**

CSPL341E Topics in Education: Introduction to Educational Law, Policy, and Educational Reform

This seminar examines how constitutions, statutes, and court cases impact the rights of students and faculty in K-12 education. It also examines how parents and students have used the law to advocate for equal educational opportunity. Finally, this seminar discusses the legal dimension of education reform measures, such as charter schools and school vouchers.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Prereq: **None**

CSPL357 Saving the Republic: Lessons from Plato for our Time

More than two thousand years ago, Plato addressed the pressing issues of the day: the rise of the oligarchy, dwindling of public deliberation, increasing political factionalism, and erosion of credible information. Some argue that the lessons of his Socratic exchanges, captured in *The Republic*, are valuable to this day. In this course, students will immerse themselves in 403 B.C.E., a crucial moment in Athenian democracy. Following a close reading of *The Republic*, the classroom will become the Athenian state. Each member of the class will assume a particular place in Athenian society and in the factions of the day using highly-developed roles from the *Reacting to the Past* curriculum. As members of the gathered assembly, students will debate divisive issues such as citizenship, elections, re-militarization, and the political process. Then, students will develop, rehearse, and publicly perform a one-act play at the Russell Library in Middletown. The play will be set in ancient Athens and will demonstrate factionalism, information asymmetry, political brokering, and other political issues of that era. Following the performance, the students will engage the

audience in a Q&A about the relevance of the play's themes for today. Students will be assessed in five ways: 1. Content quizzes on *The Republic*, 2. Written preparation for debates/assemblies, 3. Oral presentations in debates/assemblies, 4. Contribution to the class public performance, and 5. A short paper analyzing *The Republic's* relevance for contemporary United States.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-WRCT**

Identical With: **WRCT357, GOVT357**

Prereq: **None**

CSPL357Z Saving the Republic: Lessons from Plato for our Time

More than two thousand years ago, Plato addressed the pressing issues of the day: the rise of the oligarchy, dwindling of public deliberation, increasing political factionalism, and erosion of credible information. Some argue that the lessons of his Socratic exchanges, captured in *The Republic*, are valuable to this day. In this course, students will immerse themselves in 403 B.C.E., a crucial moment in Athenian democracy. Following a close reading of *The Republic*, the classroom will become the Athenian state. Each member of the class will assume a particular place in Athenian society and in the factions of the day using highly-developed roles from the *Reacting to the Past* curriculum. As members of the gathered assembly, students will debate divisive issues such as citizenship, elections, re-militarization, and the political process. Then, students will develop, rehearse, and publicly perform a one-act play at the Russell Library in Middletown. The play will be set in ancient Athens and will demonstrate factionalism, information asymmetry, political brokering, and other political issues of that era. Following the performance, the students will engage the audience in a Q&A about the relevance of the play's themes for today. Students will be assessed in five ways: 1. Content quizzes on *The Republic*, 2. Written preparation for debates/assemblies, 3. Oral presentations in debates/assemblies, 4. Contribution to the class public performance, and 5. A short paper analyzing *The Republic's* relevance for contemporary United States.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Identical With: **WRCT357Z, GOVT357Z**

Prereq: **None**

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**

Identical With: **HIST366**

Prereq: **None**

CSPL367 Perspectives in Arts as Culture: Ukrainian Arts and Language as Resistance

Throughout history, arts and language have been central to Ukrainian resilience. This course will introduce students to basic elements of the Ukrainian language as well as the rich tradition of Ukrainian arts--dance, theater, poetry, literature, visual arts and crafts--and the way they have survived and thrived despite 400 years of censorship and persecution. Each week, one class will focus on the basics of the Ukrainian language, its history as a vital element of the Ukrainian culture, as well as current national language policy and practice. The second

class will explore the ways that arts in Ukraine foster psychosocial, physical, and political resilience in the face of crisis. Students will engage with traditional arts and crafts, learn about leading experimental artists (1700s-present) and their role in major art movements in history, hear from an array of guest artists from Ukraine, and complete a final creative project that explores the current political moment and conflict in Ukraine.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-DANC**

Identical With: **DANC377, ENV5377, REES377**

Prereq: **None**

CSPL374 Censorship, Culture Wars, and Controversy in Art

Art history is marked by various forms of state, community, or institutional censorship. Such events can be flash points in culture wars, as in the U.S. in 1989, when four artists--most of them queer--were denied funding from the National Endowment for the Arts after their work was deemed "obscene." Sometimes art that unearths sensitive cultural histories can lead to calls for destruction, as in Sam Durant's 2012 work *Scaffold*, which referenced state violence against the Dakota people, leading tribe members to protest what they felt was Durant's insensitive handling of the subject. Events like these raise key questions within art and broader society: Who should have the authority to decide which art should be exhibited, and to what audiences? What constitutes censorship? When might censorship, or the curtailing of speech, be justified?

This course will examine these questions focusing on the 20th and 21st centuries in the U.S., but also global contemporary art. We will consider such issues in the wake of a recent spate of museum exhibitions canceled due to controversial content, the dismantling of monuments to colonialism and the transatlantic slave trade, as well as today's culture wars as conservative book bans make headlines and hate speech abounds. We will also explore new channels for arts funding, exhibition, and publishing that emerge in response to censorship. In addition to important texts by art historians including Sarah Parsons, Aruna D'Souza, and Rosalyn Deutsche, among others, we will also read interdisciplinary legal scholars like Sonya Katyal and Amy Adler who write from the perspective of law and policy. We will also read the landmark Supreme Court case *NEA v. Finley*. Assignments include an in-depth case-study of a canceled exhibition.

Offering: **Crosslisting**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **HA-CHUM**

Identical With: **CHUM375**

Prereq: **None**

CSPL375 Posse Veterans Introduction to Student Life and Community: First-Year I

Purpose of this seminar is to develop presentation and group discussion skills: to integrate students into Wesleyan student life; and to familiarize students with the range of study programs and community programs at Wesleyan. It will introduce a host of topics and staff to stimulate discourse and improve veteran student knowledge of the full gamut of opportunities, service, and resources available at Wesleyan. It meets one/week for an hour.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **None**

Prereq: **None**

CSPL377 Posse Veterans Introduction to Student Life and Community:

Sophomore I

Purpose of this seminar is to develop presentation and group discussion skills: to integrate students into Wesleyan student life; and to familiarize students with the range of study programs and community programs at Wesleyan. It will introduce a host of topics and staff to stimulate discourse and improve veteran student knowledge of the full gamut of opportunities, service, and resources available at Wesleyan. It meets one/week for an hour.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **None**

Prereq: **None**

CSPL378 Posse Veterans Introduction to Student Life and Community:

Sophomore II

Purpose of this seminar is to develop presentation and group discussion skills: to integrate students into Wesleyan student life; and to familiarize students with the range of study programs and community programs at Wesleyan. It will introduce a host of topics and staff to stimulate discourse and improve veteran student knowledge of the full gamut of opportunities, service, and resources available at Wesleyan. It meets one/week for an hour.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **None**

Prereq: **None**

CSPL381 Intermediate Public Practice

What are the possibilities and challenges of making work in the public domain? This intermediate studio course provides students with the framework, conceptual language, and technical means to develop ambitious projects in public space. Over the course of the semester, students will be introduced to a range of working methods, including new genre public art, research-based practices, site-specific projects, and collaborative practices. While the course focuses on contemporary issues and debates, it situates these topics within a set of broader global and historical traditions. Through group discussions, critiques, site visits, and presentations, the course will assist students in developing a series of works that build towards a self-directed final project. We look thematically at a range of sites as spaces of memory and belonging, sociality and resistance. We explore the manifold ways in which people have engaged with place through a range of forms, including roadside monuments, site-specific sculptures, landscape films, community-based performances, architectural interventions, collective rituals, and political protests. Attention will be placed on sites around Middletown in order to situate our research and practice. These may include Harbor Park, Middlesex Historical Society, Beman Triangle, Connecticut Valley Hospital, Colt Armory, Portland Brownstone Quarries, among others. Support will be provided to students along the way in negotiating relationships with local institutions and stakeholders. Supplementary readings will introduce students to questions related to spatial theory and practice, agonism and democracy, monuments and counter-monuments. Successful completion of the course will prepare students for advanced work in the public domain. Course is open to all students. Preference given to students who have taken ARST131 and ARST235 or ARST238 or ARST239 or ARST245 or ARST 251 or ARST286 or other course in a related discipline.

Offering: **Crosslisting**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **HA-ART**

Identical With: **ARST381**

Prereq: **None**

CSPL390Z Connecticut's Industrial Heritage

The aim of this course is to give students a better understanding of the historical industrial merits and legacy of Connecticut while considering the value and challenges of its physical and interpretive remains. While focusing on New Haven, students will be challenged to discover and synthesize Middletown's historically chief industries, industrialists, inventions, workforce, and remaining factory sites. Professor Caplan brings his experience as a historical architect, historian, genealogist, author, National Register consultant, and tour operator to provide students with a well-rounded understanding of how history, preservation, architecture, social science, and environmental justice come together in actual projects.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Prereq: **None**

CSPL397 Human Rights and the 2020 Elections

This seminar will examine the principal candidates for the presidency (and selected candidates for other major electoral positions) from the perspective of human rights. To begin, we will spend the first several weeks studying basic human rights standards, as well as the challenges to the promotion of international human rights standards in the United States. We will then turn to particular rights and clusters of rights, considering the policies proposed by various candidates and their implications for human rights. After review of the particular right or cluster of rights, students will work in small groups to research and present the proposals of the various candidates to the class. In addition, representatives of the candidates will be invited to engage with the class (as well as in broader fora on campus).

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Prereq: **None**

CSPL399 Understanding the 2020 Presidential Election

In understanding the 2020 Presidential Election, students will learn how to read skeptically the political press and how to write critically about presidential campaign politics. Along the way, the course will touch on electoral history, political and social thought, public policy, media criticism, and much more. Students will read past examples of thought-provoking and influential commentary. They will read current coverage in the legacy press of the 2020 presidential election and come to class prepared to discuss the most important stories and issues of the week. Students will have the opportunity to learn about electoral politics and political writing alongside a veteran journalist. Students who have experience working for political campaigns will have a chance to share their knowledge and help the class incorporate their experience in a larger historical framework. They will have a chance to see their work published in the Editorial Board, the lecturer's daily politics newsletter. Students will attempt to do what political writers do in real-time: explain what's happening from a unique, particular, and informed point of view for the benefit of like-minded citizens seeking to achieve the ideal of self-government. In the end, the hope is that students see that campaign politics is simpler and more complex than it appears, but that neither is obvious without study, focus, and understanding.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

Prereq: **None**

CSPL399Z Understanding the 2020 Presidential Election

In understanding the 2020 Presidential Election, students will learn how to read skeptically the political press and how to write critically about presidential campaign politics. Along the way, the course will touch on electoral history,

political and social thought, public policy, media criticism, and much more. Students will read past examples of thought-provoking and influential commentary. They will read current coverage in the legacy press of the 2020 presidential election and come to class prepared to discuss the most important stories and issues of the week. Students will have the opportunity to learn about electoral politics and political writing alongside a veteran journalist. Students who have experience working for political campaigns will have a chance to share their knowledge and help the class incorporate their experience in a larger historical framework. They will have a chance to see their work published in the Editorial Board, the lecturer's daily politics newsletter. Students will attempt to do what political writers do in real-time: explain what's happening from a unique, particular, and informed point of view for the benefit of like-minded citizens seeking to achieve the ideal of self-government. In the end, the hope is that students see that campaign politics is simpler and more complex than it appears, but that neither is obvious without study, focus, and understanding.

Offering: **Host**

Grading: **A-F**

Credits: **1.00**

Gen Ed Area: **SBS-ALLB**

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**

CSPL405 Ideals into Practice

Through this course, students can earn one quarter credit per semester for participating in Ideals into Practice, a program that allows students to make connections between their academic curriculum and the practical experience they gain through campus employment, off-campus internships, community service, and extracurricular activities. By engaging in deep reflection about the skills they are gaining throughout their time at Wesleyan, students will be able to understand and explain to others how their liberal education prepares them for life after college.

Permission of the instructor is required. For the 2022-23 academic year, course registration is limited to students 1) who completed CSPL 405/406 in 2020-21 or 2021-22 OR 2) who also have permission of their campus employment supervisor. Students enrolling in conjunction with campus employment should register for the course and ask their supervisors to e-mail the instructor with their permission. Information for supervisors may be found on the Ideals into Practice website. This course may be repeated for credit, but you may only count one full credit toward your degree.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **SBS-ALLB**

Prereq: **None**

CSPL411 Group Tutorial, Undergraduate

Topic to be arranged in consultation with the tutor.

Offering: **Host**

Grading: **OPT**

CSPL412 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

Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.

Offering: **Host**

Grading: **Cr/U**

CSPL470 Independent Study, Undergraduate

Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.

Offering: **Host**

Grading: **OPT**

Credits: **1.00**

Gen Ed Area: **None**

Prereq: **None**

CSPL480 Engaged Projects

Engaged Projects (EPs) are rigorous, self-designed endeavors in which a student studies a topic of their choice and completes a final project intended for a non-academic audience. Students are encouraged but not required to select a topic that is connected to another class or their major. Final projects can take the form of blogs, videos, a website, or other media; a work of art, an event, a workshop, a presentation, or panel; a policy proposal or analysis; a white paper or op-ed series; a business plan; and/or any other piece(s) thoughtfully designed for the public.

EP students will develop a self-directed research and project plan. They must enlist an EP Sponsor who will serve in an advisory/mentor role; Sponsors can be Wesleyan faculty, staff, alumni, or community partners; family members or friends; or other experts or professionals willing to play this role. Seeking and enlisting an appropriate Sponsor is a component of the EP learning experience.

In addition to conducting their own extensive research and producing a summative project by the end of the semester, students will write a series of reflections to document their progress and their learning.

For more information, visit <https://www.wesleyan.edu/patricelli/engaged-projects.html>.

Offering: **Host**

Grading: **Cr/U**

Credits: **1.00**

Gen Ed Area: **None**

Identical With: **CGST480**

Prereq: **None**

CSPL491 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**

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**

CSPL493Z Internship

Through this course, students can earn academic credit for an internship, whether paid or unpaid. Many for-profit organizations require students applying for unpaid internships to document that they will receive such credit. Detailed instructions and necessary forms can be found on the Gordon Career Center website, under "Jobs and Internships." The internship must include at least 40 hours of work. In addition to completing the internship satisfactorily, students must comply with the learning requirements and deadlines described in the instructions.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **None**

Prereq: **None**

CSPL494 Internship: Elections

This course may be repeated for credit.

Through this course, students can earn academic credit for an internship, whether paid or unpaid, that involves learning about or participating in the electoral process. This course is part of Wesleyan's E2020 initiative. Students must apply through the instructor; if approved, they will need to register the internship through the Gordon Career Center. The internship must include at least 40 hours of work. In addition to completing the internship satisfactorily, students must comply with the learning requirements and deadlines laid out by the instructor.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **SBS-ALLB**

Prereq: **None**

CSPL494Z Internship: Elections

This course may be repeated for credit.

Through this course, students can earn academic credit for an internship, whether paid or unpaid, that involves learning about or participating in the electoral process. This course is part of Wesleyan's E2020 initiative. Students must apply through the instructor; if approved, they will need to register the internship through the Gordon Career Center. The internship must include at least 40 hours of work. In addition to completing the internship satisfactorily, students must comply with the learning requirements and deadlines laid out by the instructor.

Offering: **Host**

Grading: **Cr/U**

Credits: **0.25**

Gen Ed Area: **SBS-ALLB**

Prereq: **None**