ALLBRITTON CENTER FOR THE STUDY OF PUBLIC LIFE

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

FACULTY

Makaela Jane Kingsley
BA, Wesleyan University; MA, Wesleyan University
Director, Patricelli Center for Social Entrepreneurship; Adjunct Instructor in Public Policy

Clifton Nathaniel Watson
BA, University of Connecticut; MA, North Carolina Central Univ; PHD, Fordham University
Director, Jewett Center for Community Partnerships; Adjunct Assistant Professor of Public Policy

VISITING FACULTY

Stephen Busemeyer
BA, University of Hartford
Koeppel Journalism Fellow

Robert Cassidy
BA, Fitchburg State; MA, Boston University; MA, Tufts University; PHD, Tufts University
Andersen Fellow in Defense and Foreign Policy; Andersen Fellow in Defense and Foreign Policy

Jim Cavallaro
BA, Harvard University; JD, University of California, Berkeley; MA, University of California, Berkeley; PHD, Universidad Pablo de Olavide
Visiting Professor of Public Policy

David Daley
BA, Boston College; MA, University of North Carolina at Chapel Hill
Koeppel Journalism Fellow

Leslie Gabel-Brett
BA, Wesleyan University; PHD, City College

Visiting Assistant Professor of Public Policy; Visiting Scholar in the Allbritton Center for the Study of Public Life

Peter Godwin
MA, University of Cambridge
Koeppel Journalism Fellow

Rosemary Elizabeth Ostfeld
BA, Wesleyan University; MA, Wesleyan University; MPHIL, University of Cambridge; PHD, University of Cambridge
Visiting Assistant Professor, Public Policy; Visiting Assistant Professor of Environmental Studies

Lauren Rosewarne
BA, University of Melbourne; PHD, University of Melbourne
Visiting Associate Professor of Public Policy

Joseph P. Slaughter
BS, U.S. Naval Academy; MA, University of Maryland College Park; MA, U.S. Naval War College; PHD, University of Maryland College Park
Visiting Assistant Professor, History; Chamberlain Project Fellow in the Center for the Study of Public Life

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: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-ALLB
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

**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: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-ECON
Identical With: ECON112
Prereq: ECON101 OR ECON110

**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

**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

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

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-GOVT
Identical With: GOVT346
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
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

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

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 ideas 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

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. When do they strengthen one another, and when do they collide? What ethical or moral questions are raised by various types of protest and communications? The instructor will draw on her own experiences as an activist for women’s rights, queer rights, and economic justice. We will also consider the strategies of other recent movements such as Occupy, Black Lives Matter and gun safety activism, and we will allow time to discuss events that may occur in real time over the course of the semester. In recognition of the 100th anniversary of women’s suffrage in the U.S., we will discuss the American women’s suffrage movement with respect to its tactics, conflicts, failures and successes. 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
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: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-ALLB
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/) and reSET (resetco.org/about/), a Hartford-based nonprofit whose mission is to advance the social enterprise sector, with support from CTNext (ctnext.com/higher-education/). Classes will be taught by reSET staff, and additional advising and coaching will be available through the Patricelli Center.
Offering: Host
Grading: Cr/U
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

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

CSPL250D Topics in Journalism: Writing (and Arguing) About Inequality: How to Make Your Case
In this nonfiction seminar, students will explore how to write about social issues by identifying inequity, understanding the logic and rhetoric used to both defend and criticize it, and developing their own skills to effectively communicate their opinion. Modeled after journalistic work, the course will also develop students’ abilities to conduct first-person research and observation and then translate them into written form for use in nonfiction. We will also explore questions of authenticity, voice, and dominant narrative, allowing students to examine what it means to write about communities other than their own—and the issues implicit in doing that work. Work from across the political spectrum will be addressed.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-WRCT
Identical With: WRCT250D
Prereq: None

CSPL250G Topics in Journalism: Literary Journalism
In this course, we will explore the art and craft of magazine-length journalism that strives to do something different than reporting the news—it aspires to achieve the goals of literature. While this kind of writing tends to be timely, as almost all journalism must be when it’s first published, at its best, it ought to be worth reading for decades to come. Truman Capote, for example, conceived of IN COLD BLOOD, which he first published as a series of articles in THE NEW YORKER in 1965, as a “non-fiction novel”: a work of journalism that employed the techniques and artistry of fiction. We will study the writing of new journalists such as Joan Didion, Tom Wolfe, Nora Ephron, and Gay Talese, who pioneered the idea that there is no such thing as unbiased reporting: The writer can’t help but bring a point of view to his or her storytelling, so why not admit it? These writers broke with journalistic convention and admitted that there was an “I” behind the typewriter, a mediator between the “true” story and the reader. We will focus on reading and writing two forms in particular, the profile and the essay. While an excellent profile can be a straightforward examination of another person and his or her place in the world, in the hands of a master like Janet Malcolm or George Trow, it can become an eruption of invention. Essays ask a question or argue a point—but how? There are as many ways as there are writers who explore the form, and in this course we will seek to join them.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-WRCT
Identical With: WRCT250G
Prereq: None

CSPL250H Topics in Journalism: Writing Op-Ed Pieces and Political Essays
This course offers practice in writing op-eds and political essays in short and long forms. This class may be of interest not only to writers but also to students studying political science, history, economics, ethics, sociology, or an interdisciplinary field, such as American studies. The main goal of this class is teaching students how to engage in debate in the public sphere over the major themes and issues of our time. Other than an intense reading schedule and a writing workshop, the other major component will be guest speakers. They include journalist, essayists, and scholars working in their fields but with an authoritative presence in the public sphere.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-WRCT
Identical With: WRCT250H
Prereq: None

CSPL250I Topics in Journalism: Literary Journalism
In this course, we will explore the art and craft of magazine-length journalism that strives to do something different than reporting the news—it aspires to achieve the goals of literature. While this kind of writing tends to be timely, as almost all journalism must be when it’s first published, at its best, it ought to be worth reading for decades to come. Truman Capote, for example, conceived of IN COLD BLOOD, which he first published as a series of articles in THE NEW YORKER in 1965, as a “non-fiction novel”: a work of journalism that employed the techniques and artistry of fiction. We will study the writing of new journalists such as Joan Didion, Tom Wolfe, Nora Ephron, and Gay Talese, who pioneered the idea that there is no such thing as unbiased reporting: The writer can’t help but bring a point of view to his or her storytelling, so why not admit it? These writers broke with journalistic convention and admitted that there was an “I” behind the typewriter, a mediator between the “true” story and the reader. We will focus on reading and writing two forms in particular, the profile and the essay. While an excellent profile can be a straightforward examination of another person and his or her place in the world, in the hands of a master like Janet Malcolm or George Trow, it can become an eruption of invention. Essays ask a question or argue a point—but how? There are as many ways as there are writers who explore the form, and in this course we will seek to join them. The course will be taught by Steve Almond, the 2016–17 Koeppel Journalism Fellow. He has been an investigative journalist in Miami and El Paso and is an award-winning writer of nonfiction and fiction. He is the author of eight books, including several New York Times bestsellers, and is currently teaching narrative journalism at the Nieman Foundation at Harvard.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-WRCT
Identical With: WRCT250I
Prereq: None

CSPL250J Topics in Journalism: Writing, Wit, and the Natural World
This course will engage students as readers and writers of essays, opinion pieces, and long-form articles about the natural world. We live in the shadow of climate change and the sixth great extinction event. So when is outrage effective, and when does wit or irony allow a writer to find a more persuasive voice? What’s the role of objectivity in a world where everybody seems to be shouting? We will consider the work of such writers as Gare Durell, David Quammen, Elizabeth Kolbert, and Peter Matthiessen. Students will also write regularly and collaborate together in class to critique and improve one another’s work.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-WRCT
Identical With: WRCT250J
Prereq: None

CSPL250K Topics in Journalism: Writing, Wit, and the Natural World
This course will engage students as readers and writers of essays, opinion pieces, and long-form articles about the natural world. We live in the shadow of climate change and the sixth great extinction event. So when is outrage effective, and when does wit or irony allow a writer to find a more persuasive voice? What’s the role of objectivity in a world where everybody seems to be shouting? We will consider the work of such writers as Gare Durell, David Quammen, Elizabeth Kolbert, and Peter Matthiessen. Students will also write regularly and collaborate together in class to critique and improve one another’s work.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-WRCT
Identical With: WRCT250K
Prereq: None

CSPL250M Topics in Journalism: Storytelling and Social Change
How did a TV show help reduce the rate of teen pregnancy to the lowest point in recorded history? Why did a new narrative approach to gay marriage enable the movement to go from losing 31 state referendums to suddenly winning?
Storytelling, across mediums and social platforms, has the power to change behavior and shift the cultural narrative. This class will explore the nature of “effective” stories, across a wide variety of issues, that engage audiences and often prompt action. We will discuss how this process works and ways to develop social impact campaigns. Students will have the chance to question some of the leading creators/practitioners who will join as guest speakers.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-WRCT
Identical With: WRC250M
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: WRC250N
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: WRC250P
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.


This course is offered by 2019 Koeppel 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: WRC250R
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 Introduction to Social Entrepreneurship
This is an intro-level crash course in social entrepreneurship. We will start by defining social entrepreneurship, then we will explore the tactics and tendencies of successful social entrepreneurs. We will partially incubate a real social enterprise, learning by doing. Each session will be a combination of lecture, group work/discussion, and in-class presentations.

This course will be useful for students who want to think critically about how social change happens, launch their own projects or ventures, innovate solutions to social and environmental problems, hone their activism, and/or build practical skills. Although it is introductory level, it will be useful for students already involved with social impact organizations or entrepreneurial enterprises.

Offering: Host
Grading: Cr/U
Credits: 0.25
Gen Ed Area: SBS-CSPL
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
CSPL266 Patricelli Center Fellowship I
The Patricelli Center Fellowship is a one-year, project-based, cohort-style learning experience. Fellows are self-selected, committed, and diverse cohort of individuals or teams from all classes and majors who are passionate about innovation, creativity, and problem-solving; identify as entrepreneurs, intrapreneurs, changemakers, activists, disruptors, designers, inventors, and/or thought leaders; and have tenacity, empathy, interdisciplinary thinking, strong work ethic, and the ability to work independently. Some Fellows will launch or run their own project or venture, while others will not.

Patricelli Center Fellows actively participate in two cohort meetings per week: some are "classes" that take the form of lectures or workshops, and some are "labs" that serve as working or discussion sessions. Fellows also dedicate 10+ additional hours per week to assignments, self-directed work, portfolio-building, and engaging other members of the Wesleyan community.

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

Offering: Host
Grading: Cr/U
Credits: 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 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

CSPL264 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

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

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-ALLB
Identical With: AFAM269, ANTH269
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
The dominant political ideal of the 20th century. Students will not only learn the
Armenians of Turkey as a case study in the emergence of secular nationalism as
This course focuses on the Armenians of Turkey across the transition from the
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

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: 0.50
Gen Ed Area: SBS-CSPL

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
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

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

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: OPT
Credits: 1.00
Gen Ed Area: SBS-ALLB
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 ties 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 

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: A-F 
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 entrepreneurialism 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 

CSPL341G Case Studies in Educational Innovation and Entrepreneurship 
Entrepreneurship, innovation, and reform are a defining part of the fabric of K-12 education in the US and other places, presenting opportunities and risks. Each week we will be visited by one or more experts who have led or studied innovative or entrepreneurial projects in the education sector. Perspectives and cases to be discussed include the founding of schools and businesses, start-up ventures, social entrepreneurship and nonprofit organizations, educational law and policy, and innovation within public schools and districts. Students will learn from conversations with experts in the field about how to define problems in education, how different people have approached solutions to these problems, and lessons learned. The professor and students will work together to draw connections between the various case studies and to articulate larger principles. 

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

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

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

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

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

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

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