



WESLEYAN
UNIVERSITY

College of Social Studies

Student Handbook

(Summer 2022)

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Note: This handbook is issued as a resource for both current and prospective majors in the College of Social Studies. We hope that it may be found helpful as well by visitors and other interested persons. The full text can also be found at:
<http://www.wesleyan.edu/css/formajors/studenthandbook.html>.

Introduction to the College of Social Studies

The College of Social Studies, founded in 1959, is the oldest of Wesleyan University's existing interdisciplinary programs, along with the College of Letters. Created as a residential college, the CSS had its first quarters in Harriman Hall (the Public Affairs Center, or PAC), and its student majors lived in the same building. From 1965 to 1985 the CSS had its home in what is now Butterfield A, with its students at first living overhead. Over these years CSS students, by their own choice, dispersed across the various kinds of University housing, so that the College ceased to be residential; but the proximity of faculty offices, classrooms, and social areas continues to foster informal academic and non-academic exchange among students and between students and Tutors. In January 1986 the College returned to the PAC, where it occupies most of the fourth floor of what is now wholly an academic building. In addition to the CSS office and faculty offices, today's quarters feature a Lounge and a Library as well as Tutorial rooms and classrooms (the latter shared with the rest of the PAC).

From the start the CSS has been a coordinated, multidisciplinary program in Government, History, Economics, and Social Theory, taught through group Tutorials, Colloquia, and seminars. It was created in the belief that different forms of social studies are best pursued together, rather than in isolation, and that students understand the subject matter and nature of each discipline better by considering it in its relation to the others. The CSS curriculum stresses basic techniques of analysis in Economics, History and Government, as well as their application to the subject matters of those fields, and develops an understanding of methodological and critical issues through work in Social Theory. All classes are participatory, and the students write constantly and receive critiques of their writing. A steady schedule of visiting speakers and social events provides a sense of community that enhances the educational mission of the College.

Admission to the CSS

Unlike most Wesleyan major programs, the CSS major begins in Sophomore year. Interested first-year students inform themselves over the first half of the year by talking to CSS students and faculty and perhaps attending a Friday Social Hour or a Monday Lunch. In the fall semester and early in the spring semester, the CSS holds Info Sessions for interested students.

The CSS is not an Honors College and does not admit students solely based on a student's Grade Point Average in the Freshman year. Instead, the CSS is actively looking for potential students – of many different types – who very much want to improve their academic skills.

Interested students apply for admission to CSS during the spring of their first year. Each applicant is interviewed by a team of CSS Tutors and students. The entire process of admitting a new Sophomore class of thirty students is usually completed before Spring Break.

All CSS majors must complete the Economics Prerequisite EITHER by taking **ECON 101** and achieving a letter grade of at least C- OR by taking **ECON 110** (for which a full-year of college-level calculus is required) and achieving a letter grade of at least C-. Students are well-advised to have this required course work behind them before entering the College. However, some students who have not completed the Economics Prerequisite are admitted each year, on the understanding that they will complete the requirement in the fall semester of the Sophomore year.

A student who has taken an introductory Economics course in the first year but has not achieved a grade of C - or higher must take another Economics course, which will normally be a 200-level elective, and achieve a grade of CR.

A score of 4 or 5 on the AP exams in BOTH Microeconomics and Macroeconomics or a score of 5 or higher on the IB exam in Economics is sufficient to satisfy the requirement.

Failure to complete the Economics requirement by the end of

the fall semester in the Sophomore year could result in separation from the College.

Note that an offer of admission for a place in the CSS is conditional on strong work in not only the fall semester, but also in the spring semester, of the Freshman year. Students accepted into the CSS, who do not perform satisfactorily in the spring Semester of their Freshman year, may be asked to withdraw from the CSS.

A CSS student, like any major, may leave the CSS to take up a different course of study. Some of the CSS courses taken by a student who leaves are usually credited toward the major in an appropriate department. A CSS major may also major in another department simultaneously (a “double major”).

Sophomore Year

Colloquium (*required; 1 credit*):
Modern Social Theory

Tutorials (*all required; taken one at a time; 1.5 credits each*):
Topics in the History of Economic Thought
State and Society in the Modern Age
The Emergence of Modern Europe

Goals of Sophomore Year: Sophomore year, commonly seen as the core of the CSS program, provides a broad base of knowledge in each of the major’s disciplines: Economics, Government, History, and Social Theory. The Tutorials and Colloquium provide connected accounts of the emergence of modern social, economic, and political systems. Students learn to think critically from a social science perspective and to draw interdisciplinary connections among the topics of study. Weekly Tutorial essays develop conceptual and analytical skills as well as precision in writing and argument. The small size of the Tutorials

allows students to become well acquainted with each other, thereby inspiring a social and intellectual atmosphere which, in turn, fosters group and peer learning outside the classroom. Informal group study provides a sense of community often lacking in other majors.

The Sophomore Colloquium: All CSS Sophomores together take a semester-long Colloquium in Modern Social Theory (CSS 271) in the fall semester. The course traces the development of modern social theory from Hobbes to Freud. It meets twice a week, and it is preceded by a weekly Preceptorial meeting. Assignments usually include short written work each week. Recent Social Theory Tutors, who include Donald Moon, Cecilia Miller, and Sonali Chakravarti, have assigned two- to three-page written exercises or in-class essays.

The Sophomore Tutorials: Tutorial work is organized into three “trimesters” of eight weeks each. During each trimester the thirty Sophomores are divided into three Tutorial groups of ten, each studying one of three disciplines (Economics, Government and History). Students move on to a new discipline each trimester, and by the end of the year, all students will have had all three Tutorials, though not in the same order. The work load is heavy, and each Tutorial accordingly carries 1.5 course credits (for a total of 4.5 from the three Tutorials). Tutorial groups meet weekly for discussion with their Tutors, each student bringing a five- to seven-page essay analyzing the week’s reading assignment. The essays are not graded, but they are returned with extensive comments.

Each week the students in a Tutorial meet with a Preceptor prior to writing the weekly essay. The Preceptor is a CSS Junior or Senior who helps Tutorial members with their writing and their understanding of the subject matter. The Preceptorial meeting is invaluable to the students, since it is the first time they can ask questions and test out ideas about the week’s reading.

The Economics Tutorial (CSS 220) considers the interplay between economic thought and economic policy with a current focus on the second half of the twentieth century during which capitalism

and market ideology have become ubiquitous. Recent topics include inequality both within a nation state and globally across nations, the interplay of money, finance and politics in public policy, the diminishing bargaining power of labor in the U.S., differences between the U.S. and Europe regarding corporate power and regulation, globalization and the potential for a humane, equitable system of capitalism in the future. John Bonin has been the most recent tutor; Wendy Rayack and Gil Skillman have taught the Economics Tutorial in the past.

The Government Tutorial (CSS 230) explores the evolution of states, civil society, and political movements in the modern age, including absolutist, liberal, democratic, fascist, and communist systems. Recent Tutors have been Giulio Gallarotti, Basak Kus, Emy Matesan, Peter Rutland, and Sarah Wiliarty.

The History Tutorial (CSS 240) concentrates on the development of modern Europe from the French Revolution and Industrialization to the age of imperialism, the two world wars and postwar reconstruction. Recent Tutors include Cecilia Miller, Erik Grimmer-Solem, Jennifer Tucker, and Victoria Smolkin.

Evaluation: No grades are given on the weekly written work of CSS Sophomores, but the papers are marked up carefully, and there is much feedback. The weekly tutorial papers also receive comments on content and writing style from the Tutor and often from the preceptor as well. In Social Theory the Tutor sometimes grades the papers on an informal scale to enable students to gauge their progress.

At the end of each Tutorial and the Colloquium, the Tutor provides each student with a written (and often an oral) evaluation of her or his performance in the class. The written evaluations are filed with the CSS office, with a copy provided to the student. These evaluations may be consulted by other Tutors and the program's Chairs when they need to know something of a student's past academic performance, perhaps in order to write a letter of recommendation or to consider a student for an academic award.

Absence and Late Papers: Sophomores must attend all Tutorials with a completed paper. Likewise, they must attend every session of the Colloquium and submit its assignments when due. Absence from classes undermines a common learning experience, and failure to finish papers on time breaks the chain of effort and feedback on which the Tutorial method depends.

Absence from any Sophomore Tutorial or the Colloquium for any reason or failure to complete a paper on time will be reported to the CSS Co-Chairs and will result in the student being placed on **warning** within the major. A second absence within that Tutorial or the Colloquium for any reason will result in the student being put under **review**. Depending on the circumstances, a **review for failure to attend class can result in separation from the CSS major**. <http://www.wesleyan.edu/css/formajors/latepapers.html>.

Outside Courses: Since the work of the CSS Sophomore year carries five and a half Wesleyan course credits, **Sophomores should only take one credit outside the College in the fall semester and two in the spring semester**. A student who has not yet fulfilled the Economics requirement must complete this work by the end of fall semester of the Sophomore year. Otherwise, students may choose freely among outside courses. It is recommended that students take a lecture class and/or explore areas other than the social sciences as a break from the focused Sophomore curriculum; and to encourage this, **letter grades received in outside courses taken by a CSS student in the Sophomore year are converted to CR/U (pass/fail) marks on the transcript**. Note that, if an outside course is taken for a letter grade, a student must earn at least a C- for the grade to be converted to CR on the CSS transcript.

During Drop/Add in the fall, and during preregistration for the spring, Sophomores should choose the CR/U mode of grading if it is available for your courses.

- One exception is any Economics course that is satisfying the Economics requirements. Such a course should be taken graded. If the student wishes to apply for a certificate or complete a minor or major that requires a record of the grade, Sophomores could register for courses on a graded basis, as the student may need access to that recorded grade later in the student's career. The letter grade will be converted to CR on the CSS transcript after the semester is over as long as the grade earned is at least a C-.
- This Grade Conversion allows the grade to convert to CR/U on the student's official transcript while remaining in the records of the department or program.
- The CSS will send an email to outside-CSS Course Instructors to let them know that if a course is taken initially for a letter grade, the letter grade will be converted to CR on the CSS transcript as long as the student earns at least a C-.

The only grade that will be recorded for Sophomore year on the student's transcript is the grade on the Comprehensive Exams taken in late April/early May.

It is never too early to begin thinking about a Senior Thesis/Senior Essay, and familiarity with some basic quantitative and/or critical interpretive techniques used in describing and explaining social phenomena will offer valuable preparation. Adequately prepared CSS Sophomores may therefore consider taking one of the following courses: ECON 300, GOVT 201/SOC 257/PSYC 280/QAC 201, HIST 362, PSYC 200, or SOC 202. Other CSS Sophomores may want to go deeper into the philosophical and historical bases of the social sciences by taking courses in the philosophical classics, and/or ancient and modern history. See Appendix B, at the end of this document, for the list of recommended Methodology Courses.

General Education: Due to the heavy load of required courses for CSS Sophomores, students are not required to fulfill Stage 1 Gen Ed expectations by the end of Sophomore year. But they must satisfy them and be on their way toward Stage 2 by the end of the Junior year.

Sophomore Comprehensive Examinations: At the end of Sophomore year, CSS Sophomores take Comprehensive Exams designed to measure their proficiency in each of the subject areas—Economics, Government, History, and Social Theory—that make up the Sophomore year program. The overall grade a student receives on the Comps is the only grade that appears on a CSS student's academic transcript for the entire Sophomore year.

Review for the Comps: Review for the Comprehensive Exams traditionally fills the off-hours of a CSS Sophomore from shortly after Spring Break until the Exams begin. The custom is for the Sophomores to form themselves into four- or five-person study groups which share the review of the year's materials. The CSS Co-Chairs will then approve this division into Comps Groups, making sure there is balance of many types across the Comps Groups. Although studying focuses on these groups, it is by no means confined to them, and often several groups combine their efforts and share ideas. Recently, some study materials have even been put online.

Format of the Comps: The Comprehensive Examinations consist of a week-long series of take-home Exams in the four disciplines, followed by an Oral Examination. The order of the four Exams is publicized well in advance.

The first Written Examination usually begins during the final week of Wesleyan classes. Exams run from 2:00 p.m. on one day to 2:00 p.m. on the next day, with 24 hours off before the next Exam starts. Students over the years have found that they prefer this schedule to any workable alternative.

For each 24-hour Exam, the student ordinarily chooses two from among several essay topics and writes a five-page paper on each of the two. There may be more or fewer questions to answer, but there is always a choice. The essays each student submits may total no more than ten typed pages for each Exam. Students may consult books or notes, but they may not discuss the essays with each other during the 24 hours of the Exam or until the end of Orals. Although each Exam is in a specific subject area, students are encouraged to use materials from all of their CSS Tutorials and the Colloquium in answering the essay questions. (Specific interdisciplinary questions are sometimes asked. Sophomores will be notified in advance if there will be interdisciplinary questions on the Comps.)

The Written Examinations are timed take-home Exams, and students have more than enough time to meet all of their outside class requirements while completing them in the time available. If some Wesleyan faculty members are willing to accommodate Sophomores during Comps by offering alternative assignment or Exam dates, they are within their discretion, but by no means obliged, to do so. Skipping class or requesting excused absences during Comps is unacceptable. Such absences undermine the quality of those classes and threaten the privilege of an ungraded Sophomore year.

Oral Examinations are conducted by four External Examiners with expertise in one or more of the disciplines a week after the Written Exams end. The Examiners meet jointly with each student, and pose questions based on the student's Examination answers. Not every Examiner necessarily has questions to ask each student, although it is expected that at least two of the four Examiners will. No grade is lowered as a result of the oral Examination, though ambiguous provisional grades like B/B+ can go either way. Grades can be and often are raised after the Oral Exam.

Grading of the Comps: Each student receives a letter grade for her or his performance in each subject area (reflecting the Written and Oral Examination in that subject); these grades are reported to the student and go into her or his CSS file. In addition, there is a Comprehensive grade for the Exams; this is the only grade reported on the student's transcript.

Comprehensive grades are given on the CSS's own scale: *High Distinction*, *Distinction*, *Commendable*, *Satisfactory*, *Conditional Pass*, and *Unsatisfactory*. The student's average grade from the four Exams is the greatest factor in the overall grade, but the general distribution of grades across the class also has its effect, as do any obvious break points between clusters of students. Normally, *High Distinction* represents strong work in all subjects; *Distinction* represents strong work on almost all the subjects; *Commendable* represents solid work on all or most subjects; *Satisfactory* generally indicates solid results in most subjects and sometimes a poor result in at least one subject; *Conditional Pass* goes to students whose performance was unsatisfactory in a particular field, and who must undergo reexamination in that field. Students who receive *Unsatisfactory* must withdraw from the major.

The Exams should not be seen as competitive in any unusual way. No set percentage (or even approximate percentage) of a class receives a particular comprehensive grade, such as *Distinction*. For example, there are years with no High Distinctions and years with several High Distinctions.

It is also important to remember that the Comprehensive Exam grade is only one of the ways in which performance in Sophomore year is assessed. The evaluations received by each student from the Tutorials and the Colloquium sometimes give a better account of a student's overall work and achievement. Tutors rely upon these evaluations to prepare letters of recommendation for graduate and professional schools, and in nominating students for prizes and fellowships.

Junior Year

Colloquium (required; 1 credit):

Contemporary Social and Political Theory

Tutorials in Economics, Government and History (subject matter varies; students choose two out of three; taken one at a time; 1 credit each)

Goals of Junior Year: The CSS Junior curriculum is intended both to build on the foundation laid in Sophomore year, and to broaden students' perspectives on the social sciences. Specific linkages between the Sophomore and Junior curricula are established by the Tutors. Junior year also continues to encourage development of analytical and writing skills. Letter grades are given for Junior courses in the College (unlike Sophomore courses), and they appear on the transcript.

In the spring semester, students take a Social Theory Colloquium, studying the different modes of inquiry in the social sciences. Additionally, students choose seven-week Tutorials in two of the three CSS Tutorial disciplines, and take these one after the other.

The Junior Colloquium: In the Junior Social Theory Colloquium (CSS 371), students examine the social sciences from a critical perspective. The course introduces problems of interpretation and understanding as they occur in social studies, building on the intellectual experiences of Sophomore year and using further examples from Anthropology and Sociology, among others disciplines. Several short papers are assigned. Recent Junior Colloquium Tutors have been Stephen Angle, Brian Fay, and Don Moon.

The Junior Tutorials: The Economics, Government and History Tutorials offered in the spring semester (CSS 320, 330 and 340) focus on the years since the Second World War, often

extending the area under study beyond the West. While the topics covered vary from year to year, major themes include the increasing globalization of cultural, economic, and political processes; the retreat of European colonial empires; changing strategies of development among less-developed countries; the collapse of communism in Central and Eastern Europe; and the emergence of growing challenges to the welfare and regulatory state in advanced industrial societies. Essays in the Junior Tutorials tend to be less frequent and longer than in Sophomore year, and they may incorporate some research. Recent Junior Tutors (in addition to those mentioned as Sophomore Tutors) have included John Bonin, William Johnston, Ronald Schatz, and Damien Sheehan-Connor.

Evaluation: Unlike Sophomore work, Junior year courses are graded on the usual scale of A to F. Juniors may take other courses either graded or CR/U if the instructor offers this choice. The results in all courses will be recorded on the transcript by the Registrar's Office in the usual way.

Outside Courses: Juniors may not know their Senior Thesis or Senior Essay topic a year ahead of time, but it is wise to be thinking about it and, if you have some ideas, to take some appropriate courses. Without the basic courses in a particular discipline (especially if it is one that is not in the CSS), you may find it not only hard to do good work, but also difficult to find a Senior Thesis advisor or Senior Essay advisor. Especially if you have a particular advisor in mind who is not in the CSS, plan to make contact with her or him well before your Senior year.

Juniors are also encouraged to familiarize themselves with some basic quantitative and critical interpretive techniques used in describing and explaining social phenomena in preparation for Senior Thesis research. Relevant courses include ECON 300, GOVT 201/SOC 257/PSYC 280/QAC 201, HIST 362, PSYC 200, or SOC 202. Juniors may also want to go deeper into the philosophical and historical bases of the social sciences by taking courses in the

philosophical classics, and/or ancient and modern history. See Appendix B, at the end of this document, for the list of recommended Methodology Courses.

Experience shows that students who arrive at Senior year without having written long research papers may have difficulty with Senior Theses and Senior Essays. While the Junior Tutorials make a small start, you should plan to take some outside courses such as upper-level seminars that require a major research paper. Juniors take one or two outside-CSS courses during the spring semester.

General Education: Juniors who have not done so already should fulfill Stage 1 expectations by the end of Junior year and Stage 2 by the end of Senior year. Students who have not completed the General Education distribution expectation of Stage 1 by the end of the Sophomore year must, by the start of preregistration that spring for Junior year, submit a plan to their advisor and the CSS co-chairs for approval for completing the expectations of both Stage 1 and Stage 2 by graduation.

Study Abroad: CSS students have the option of taking time away from Wesleyan in the fall semester of their Junior year. Typically half or more of the CSS Junior class now chooses to study abroad for the semester, in all corners of the world. CSS students going abroad are subject to the usual Wesleyan requirements; there are no special CSS requirements. CSS students abroad are not working for major credit, and they can follow their interests to the limits of what their international study program offers.

Research Grant Opportunities: Juniors (and Sophomores) are eligible to apply for Davenport Study grants for summer research on topics related to public affairs. These grants are administered through the Public Affairs Center. See <https://www.wesleyan.edu/allbritton/cspl/davenport/index.html> for details.

CSS Juniors are also eligible for consideration for the David A. Titus Memorial Prize, which was established by family, friends, and students in memory of Government Professor and CSS Tutor David Titus. This prize supports the summer studies of a deserving Wesleyan Junior majoring in Government, East Asian Studies, or the College of Social Studies.

Preceptors: A student Preceptor is assigned to each Sophomore Tutorial and to the Sophomore Social Theory Colloquium. The Preceptor's main responsibilities are to run a pre-Tutorial session each week, normally on Wednesday evening for the Tutorials and on Sunday evening for the Social Theory Colloquium, on the subject of the week's work, and to read some or all of the Tutorial essays, depending on the Tutor's preferences. Preceptors also make themselves available for individual consultation with students.

The Preceptors are chosen from among CSS Juniors by the Tutors at the end of the previous year. Students recognize the appointment as a high honor and as a chance for an unusual learning experience. They are formally designated as Teaching Apprentices enrolled in a teaching apprentice Tutorial (ungraded) in the fall semester. In the spring they are Course Assistants receiving compensation. The Social Theory Preceptor is paid for the time worked for Comps Review in the spring.

Benefits of Being a Preceptor include:

- Acquiring editorial skills and developing analytical skills.
- Acquiring public speaking skills.
- Acquiring teaching skills.
- Being a leader in the CSS.
- Being a role model.
- Resume building.

Senior Year

Colloquium (*subject matter varies; required; 1 credit*)

Research Requirement (*students must complete either a Senior Thesis for 2 credits or a Senior Essay for 1 credit*)

Goals of Senior Year: Senior year in the CSS builds on the academic experience gained in Sophomore and Junior years by directing the student's major efforts toward a substantial piece of writing (a Senior Thesis or Senior Essay). In addition to this, all Seniors take a Colloquium in the fall semester that reconsiders issues raised in the Sophomore and Junior Tutorials and Colloquia as well as presenting new concepts.

The Senior Colloquium: The Senior Colloquium (CSS 391), the last time that the entire class meets together in a course, re-examines some themes of the CSS education following two years of intensive study. It allows students to look back on their CSS academic experience, re-evaluate some important lessons and concepts from Sophomore and Junior years, and apply their understanding to new subject matter. The Colloquium is also an opportunity for the Senior class to reacquaint themselves with one another. Following Junior year, which sees many students traveling abroad, the Senior Colloquium provides an academic forum where students can restore and strengthen the intellectual community of their class.

The subject matter varies with the professor. In recent years the course has examined such subjects as *Political Economy*, *Capitalism and Democracy*, *Order and Planning in Industrial America*, and *Crime and Punishment*. Recent Tutors have included Richie Adelstein, Peter Rutland, and Gilbert Skillman. Students are asked to take theoretical material with which they are familiar and apply it to other areas or periods. The Colloquium concentrates less on writing and more on reflecting on concepts and themes from Sophomore and Junior years.

The Senior Research Requirement: The other major component of Senior year is the research requirement, which may be fulfilled by either a Senior Thesis (two semesters) or a Senior Essay (one semester). Both options provide an opportunity for the student to apply the skills learned in Sophomore and Junior years to independent extended research culminating in a Thesis or long Essay. Seniors choose topics within social science or related disciplines, subject to approval by the CSS Co-Chairs, to whom Senior Thesis and Senior Essay proposals must be sent by a deadline set in the Senior year program. Different types of Senior Theses and Essays are possible, but all must be in written form (that is, they cannot be performances or exhibitions). The production of a substantial piece of writing is seen as the culmination of the Senior's studies.

In the middle of the fall semester the CSS holds Senior Thesis and Fall Senior Essay Workshops where Senior Thesis writers and Fall Senior Essay writers must present their ideas to the rest of the Senior class and assorted faculty members. Students submit short papers for other students to read in advance of the workshops, and they make brief oral presentations. A Workshop session is meant to inform interested members of the community about the proposed study, to stimulate an interdisciplinary critique and defense of the proposal, and to provide the writer with a wide range of advice at an early stage of inquiry. Additional Workshops are held early in the spring semester for Spring Senior Essay writers.

Senior Thesis: A Senior Thesis in Social Studies is subject to the rules and procedures that apply to all Honors theses across Wesleyan. Work on a Thesis spans Senior year; it earns a student two credits for the Fall and Spring Thesis Tutorials (CSS 409 and 410, respectively) which the student arranges with a faculty member who agrees to advise the Senior Thesis. It is up to the student to find a Thesis advisor, who need not be a regular CSS Tutor—there is no default CSS Thesis advisor. At the end of Senior year the advisor assigns the Tutorials a grade that is separate from the award of

Honors (explained below).

The CSS does not require a minimum GPA for undertaking a Senior Thesis, but it has other special expectations of Honors candidates. A draft of a substantial part of the Senior Thesis (typically a full chapter) should be ready for initial evaluation by the Senior Thesis advisor in the middle of December. Another substantial piece (usually a second chapter) should be ready by late January, as well as an outline of the remainder of the body of the Thesis. At this time an evaluation is made of whether the Senior Thesis is progressing satisfactorily. If the progress made to this point does not point to success, the student is expected (1) to drop the Thesis Tutorial in the second semester and replace it with an appropriate course, and (2) to work up the unfinished Senior Thesis into an acceptable Senior Essay, with no additional credit.

Senior Theses are due in early to mid-April, on a date set each year by the Wesleyan Honors Committee.

Evaluation of the Senior Thesis: Each Senior Thesis is evaluated by the advisor and two additional readers, one chosen from within the CSS and one from outside. The CSS Co-Chairs appoint the readers after consultation with the Thesis advisor.

The Senior Thesis advisor and readers write critiques of the Senior Thesis and make recommendations of High Honors, Honors, or No Honors. Normally an award of Honors corresponds to a grade of B+ or A-, and High Honors corresponds to a grade of A. An additional reader is sometimes called in to resolve differences. The CSS Tutors then meet and confirm the results. Each Senior Thesis writer receives written notification of the results, along with a copy of the written critiques.

Senior Essay: Students who do not undertake a Senior Thesis must design a Senior Essay with a coherent theme, approved by the Co-Chairs. Such a project may be completed by enrollment in coursework (usually an advanced seminar in a social science discipline or related field) or through independent study guided by an

individual Tutorial (CSS 401 or 402) offered by a CSS Tutor or other faculty member. Students who opt to complete a Senior Essay are responsible for making arrangements with an instructor to complete their Senior Essay within a course or finding a Senior Essay Tutor. Either way, the Senior Essay should culminate in a substantial piece of critical writing which brings out the scope and coherence of the Essay. Senior Essays may be completed in the fall or spring of Senior Year depending on the course to be taken or availability of the Essay Tutor. The Senior Essay is due either in mid-December or early May, respectively. A Senior who opts to complete a Senior Essay is not eligible to receive a degree with Honors. A Senior Essay normally earns one credit, with a grade awarded wholly by the Tutor or course instructor.

Evaluation: As in Junior year, CSS courses (including Thesis and individual Tutorials) are graded on the usual scale of A to F. Seniors may take other courses graded or not, if the instructor offers a choice, and the results will be recorded on the transcript accordingly by the Registrar's Office.

For the Senior Thesis Tutorials, Thesis advisors should give a provisional grade of X in the fall, as a placeholder until the Senior Thesis is completed. The X grade will then be revised to a letter grade in the spring by the Senior Thesis advisor. Note that the Honors designation of the Senior Thesis and the grades received in Senior Thesis Tutorials have no automatic relationship; honors is determined by the reading committee, while your Tutorial grades are determined solely by your Senior Thesis advisor.

Senior Essays completed through individual Senior Essay Tutorial or through coursework will be evaluated for letter grade credit by the relevant Tutor or instructor. A copy of the Senior Essay must also be submitted to the CSS Co-Chairs by the deadline given in the Senior Year Program to determine fulfillment of the Senior research requirement.

General Education: In order to graduate with a CSS major, Seniors must complete both the Stage 1 and 2 General Education

expectations by the end of Senior year. Rising Seniors who have not achieved Stage 2 must consult with their advisor and submit a plan for completion to the CSS Co-Chairs by the beginning of the fall semester.

Transcripts: The Registrar's Office prepares your official transcript using a special format for CSS students. CSS maintains a copy of your **unofficial** transcript which can be reviewed before requesting an official transcript to include in applications for jobs or graduate school; information sometimes gets lost in the shuffle, especially transfer credits (for example, from Overseas Programs), completion of incompletes, clearing of X grades, and audits. The **unofficial** transcript on file with CSS is for review purposes only and cannot be duplicated for the purpose of providing a copy to a student. Only the Registrar's Office has the authority to release transcript information when properly requested.

The official transcripts of CSS students show neither a GPA, nor a class rank; the lack of Sophomore grade would make rankings misleading. The Registrar's Office sends a letter explaining this when they release CSS transcripts to an outside source.

Non-Curricular Aspects of the CSS

Social Activities: General interaction of CSS students is facilitated by the CSS Lounge and Library, both in the Public Affairs Center. Note that the CSS is temporarily located at 330 High Street while the PAC is being renovated beginning 2021 through possibly 2024. The College also holds many scheduled events to further the social interaction of students and Tutors.

All students and Tutors of CSS are expected to attend the weekly Monday lunches, at noon, held in the Woodhead Lounge in the Exley Science Center. Lunch is usually followed by a speaker, often a visitor from off-campus, a professor from another department

who presents her or his current work, or a CSS alumnus or alumna. CSS students are strongly discouraged from taking courses scheduled at this time.

The CSS Tutorials on Friday afternoon are followed by the weekly Social Hour at 4:00 p.m. in the backyard at 330 High Street, weather permitting. This is another chance for students and Tutors to interact outside the classroom. Refreshments are served.

The CSS also sponsors two Banquets a year for CSS students, Tutors and guests. The Fall Banquet is often held at the Inn at Middletown and the Spring Banquet often takes place in Beckham Hall. Both Banquets feature a talk by a prominent speaker. In December, at a Holiday party held during reading period, students and Tutors meet in the CSS Lounge and students present skits about the College. In addition to other events throughout the year, there is an annual CSS Picnic, usually just after the Sophomore Comprehensive Exams finish in early May.

Student Participation in Governance: The CSS House Committee, composed of three representatives from each class, works as a liaison between the CSS Tutors and students. The members, elected by their peers each year, address concerns and help implement changes, as well as assisting with the organization of social activities for the College. On occasion an All-College meeting of Tutors and students is summoned to deal with larger issues of policy and curriculum. Through the years both the House Committee and all-College meetings have been crucial in bringing productive innovation to the CSS.

Student Participation in Recruiting and Admission: CSS students are important participants in the yearly admission process. They facilitate recruiting by participating in dormitory visits and panel discussions. CSS students join Tutors in interviewing the applicants and recording their evaluations. Other students are invited to contribute their knowledge of any of the applicants on the posted list. The information gathered in this way is vital to the Admission decisions made by the Tutors.

Other Procedures and Concerns

Faculty Advisors: A CSS Sophomore's faculty advisor for the year is usually the Tutor of the student's First-Trimester Tutorial. In later years the Tutor who served as a student's faculty advisor in Sophomore year continues in the role if he or she is still available. Otherwise, the student will be assigned a new faculty advisor from among available CSS Tutors.

Tutorial Conduct and Late Paper Policy: Regular class attendance and keeping up with one's work are even more crucial in the CSS than in other major programs. As Sophomore Tutorials are multiple-credit classes which meet for only two hours a week, missing a single Tutorial is like missing weeks of a regular 50-minute class. This is a collegial program; classes are for the exchange of ideas and insights, so missing class affects not only the absent student, but the other participants as well. Moreover, because papers are due every week, it is very difficult to catch up once one has fallen behind. The College has adopted a set of procedures for dealing with late work, of which the main points are:

1. Attendance at class is mandatory. A student who cannot come to class for any reason should contact the Tutor ahead of time and explain the circumstances. A student who must miss class frequently, for any reason, may be asked to resign from the program.
2. Papers must be finished before class and brought to class or emailed to the Tutor and Preceptor before class begins. Occasionally, students may not be able to print papers before class; in that case, they should come with the notes and plan to give the paper to the Tutor within an hour or two of the end of class. If for any reason a student cannot bring a paper to class, he or she should contact the Tutor ahead of time and explain the circumstances.
3. A student who falls two papers behind must meet with the Co-Chairs and the Tutor(s) involved to get back on track. In general, someone who falls behind is asked to put the late papers to one side and stay current with on-going work, and to make up the missing papers during breaks in the semester or between semesters.

Economics Requirement: All CSS majors must complete the Economics prerequisite EITHER by taking **ECON 101** and achieving a letter grade of at least C- OR by taking **ECON 110** (for which a full-year of college-level calculus is required) and achieving a grade a letter grade of at least C-. Students are well-advised to have this required course work behind them before entering the College. However, some students who have not completed the Economics prerequisite are admitted each year on the condition that they must complete the prerequisite in the fall semester of the Sophomore year. A student who has taken an introductory Economics course in the first year but has not achieved a grade of C - or higher must take another Economics course, which will normally be a 200-level elective, and achieve a grade of CR. A score of 4 or 5 on the AP exams in BOTH Microeconomics and Macroeconomics or a score of 5 or higher on the IB exam in Economics is sufficient to satisfy the prerequisite. Failure to complete the Economics prerequisite by the end of the fall semester in the Sophomore year could result in separation from the College.

General Education: CSS students are not pressed to fulfill Stage 1 of the General Education Expectations by the end of Sophomore year because of their heavy schedule; but should Stage 1 remain unmet at that point, they must submit a plan to their advisor and the CSS Co-Chairs for approval for completing the expectations of both Stage 1 and Stage 2 by graduation. The fulfillment of the General Education Expectations to Stage 2 is a requirement for graduating with a CSS major.

Transcripts: Transcripts for CSS students, maintained by the Registrar's Office, list all courses that a student has taken at, or transferred to, Wesleyan (including Wesleyan-sponsored programs). For Sophomore year, the transcript shows no course grades, even when a course was taken for a grade. The only grade displayed for the year is the grade from the Sophomore Comprehensive Exam, expressed on the CSS's unique scale (see above under "Sophomore

Year”). **The official transcripts of CSS students show neither a GPA, nor a class rank; the lack of Sophomore grade would make rankings misleading. The Registrar’s Office sends a letter explaining the nature of the program when they release CSS transcripts to an outside source.**

Grade Point Average and Class Rank: The transcripts of CSS students show neither a GPA, nor a class rank; the lack of Sophomore grades would make rankings misleading at best.

Honors: CSS Seniors will graduate with either Honors or High Honors only if they complete an Honors Thesis that is graded similarly.

Prizes: CSS students are eligible for consideration for several prizes. The Tutors decide on nominations for these awards, and may also choose to nominate students for university-wide prizes (such as the Butterfield Prize).

The Joan W. Miller Prize is awarded annually for the outstanding Senior Thesis in the CSS.

The David Morgan Prize is awarded annually to the Senior major or majors in CSS and/or History who best demonstrate the integrity and commitment to community that characterized David’s 37 years of service to his College, his Department, and to the University.

Juniors are eligible for consideration for the David A. Titus Memorial Prize, which was established by family, friends, and students in memory of Professor and CSS Tutor David Titus. This prize supports the summer studies of a deserving Wesleyan Junior majoring in CSS, East Asian Studies, or Government.

The Hallowell Prize is awarded annually to an outstanding Senior in the study of social science, as determined by the Governing Board of the Public Affairs Center. For more information see: <http://www.wesleyan.edu/pac/hallowell.html>.

Phi Beta Kappa: Phi Beta Kappa is an independent honor society, not officially part of the University, and members are elected by vote of the local chapter. The CSS nominates students for membership based on performance both within and outside of the major, like other departments; no more than 12 percent of the graduating class may be elected members of Phi Beta Kappa. Only those students whose academic work is excellent and who have completed Stage 1 and 2 General Education expectations are elected. Only students who originally matriculated at Wesleyan and who have completed Stage 1 and Stage 2 already are eligible for fall election, when a distinguished handful of Seniors are chosen (usually fewer than 15). In the spring election, transfer students are also eligible for election, and persons who are currently enrolled in their last general education course will also be considered.

Degree Requirements: To complete the CSS major and graduate with a degree in Social Studies a student must successfully complete all the required CSS Tutorials, Colloquia and seminars; finish the Senior research requirement (Senior Thesis or Senior Essay) to a satisfactory standard; and meet other specified requirements, like those in Economics and General Education. A student who fails a CSS course will normally be asked to leave the College, as will a student who falls too far behind in the fulfillment of other requirements.

Life after CSS

CSS graduates have gone on to do many things, from carpentry to teaching, from the arts to medicine. Many have gone into law or business, careers which obviously relate to a training in social studies. Many have gone on to graduate school in academic disciplines and then on to academic careers, while others have studied public management and gone into government service.

Many CSS graduates are outstandingly loyal, to the College itself and to Wesleyan. In recent years there have typically been four or five members of the Wesleyan Board of Trustees whose degrees

were in Social Studies. The Tutors enjoy seeing these and other graduates on campus whenever they can come.

Each year on the Saturday of Reunion and Commencement weekend the CSS holds a Reception for CSS graduates and their parents, followed by a Reception for CSS Alums.

Appendix A

Credit Listing by Year

Sophomore Year:

Sophomore Social Theory Colloquium:	1 credit
Sophomore Tutorials (three):	1.5 credits each
<i>Sophomore Year Total: 5.5 credits</i>	

Junior Year:

Junior Colloquium:	1 credit
Junior Tutorials (two):	1 credit each
<i>Junior Year Total: 3 credits</i>	

Senior Year:

Senior Seminar:	1 credit
Senior Essay or Senior Thesis:	1 or 2 credits
<i>Senior Year Total: 2 or 3 credits</i>	

Total CSS Credits: 10.5 (Essay) or 11.5 (Thesis)

*Appendix B***Methodology Courses in Other Departments****Recommendations for all CSS Students**

The capstone in CSS will be an extensive research project. We therefore STRONGLY recommend taking a Social Science course that teaches methods and/or research design. We especially recommend taking it the spring semester of the student's junior year with some idea as to what field the student wishes to write the capstone in, in the Senior year. Each of the departments (except the Quantitative Analysis Center) tailors its methods/research design courses to address topics of research in that particular field. Hence knowing what general field your capstone project is in will help you choose the proper course. Below is a list of the principal methods courses in the Social Sciences. Any of these courses would be an acceptable means of preparing yourself to write a stronger capstone. Be aware that there may be courses that are not on this list that provide a sizable element of methods and research design. Moreover, students may have taken courses demanding a very long research paper, and with that assignment the instructor may have provided extensive coaching in methods or research design. All such courses would be enthusiastically welcome as well. In essence, the more formal training one has in methods and research design before starting the capstone, the better. When taking any methods/research design course, students should alert the instructors about their capstone projects and explore possibilities for doing assignments on those capstone topics in those classes.

List of recommended courses on methods and or research design.

- Psychology 202 Qualitative Research Methods in Psychology
- Psychology 207 Research Methods in Developmental Psychology
- Psychology 208 Research Methods on Emotion
- Psychology 210 Research Methods in Cognition
- Psychology 213 Research Methods in Social Psychology
- Psychology 215 Research Methods: Behavioral Methods in Animal Research

- QAC 201 Applied Data Analysis

- Government 366 Empirical Methods for Political Science
- Government 367 Political Science by the Numbers

- Sociology 202 Sociological Analysis

- Economics 300 Quantitative Methods in Economics
- Economics 385 Econometrics

- History 362 Issues in Contemporary Historiography

We also recommend the following Math courses for capstones requiring substantial quantitative content.

- Math 132 Elementary Statistics
- Math 232 Mathematical Statistics