

POSC 216: Post-Truth Politics

Spring 2021

MW 1:00-2:15pm, F 1:50-2:50pm

Online (Synchronous)

Instructor: Krissy Lunz Trujillo

Office Hours: Tuesdays 12-2pm (schedule [here](#)) or by appointment (schedule by email)

Contact: klunz@carleton.edu, 608-440-0026

Writing Assistant: Trung Huynh (huynht@carleton.edu)

**Course Moodle page: <https://moodle.carleton.edu/course/view.php?id=35939>

** Zoom link for class meetings and office hours:

<https://carleton.zoom.us/j/4732794566?pwd=cng4YU16cWZFbkJqT1NZL2dBK1F4dz09>

Course Description

We live in an age marked by attacks on democratic institutions, suspicion of expertise, and a general sense that facts are disposable in the face of inconvenient truths. This course will examine misinformation and anti-intellectualism in the past and today, how and why people adopt misinformation and conspiracy theories, the political effects of the post-truth era, and what mitigates the spread of misinformation. Through readings, discussions, and investigative projects, students will both advance their knowledge on the topic and learn to better evaluate information and evidence. This course focuses on the United States but occasionally includes a comparative and/or non-U.S. perspective.

Course Objectives

- Understand the nature of mis/disinformation, propaganda, and conspiracy theories historically and today in the United States.
- Understand how these phenomena have related to and impacted politics and society.
- Contextualize the current climate of mis/disinformation in the U.S. by comparing the contemporary U.S. to a global and historical context.
- Evaluate how and why today's current "post-truth" climate in the U.S. differs from previous eras and/or other places, if it is significantly different at all.
- Understand the psychological and values-based reasons behind why people adopt mis/disinformation, conspiracy theories, and propaganda.
- Understand how political actors and elites wield mis/disinformation, conspiracy theories, and propaganda for political purposes, and how these things are spread.
- Understand and evaluate various ways in which mis/disinformation can potentially be corrected and/or mitigated.
- Gain skills researching and writing in social science.
- Develop a better awareness of how information in the post-truth society can impact you personally, and develop tools to think critically about information you receive.

Course Format and Assignments/Grading

Class sessions will be held via Zoom; you are expected to attend all sessions unless there are extenuating circumstances that prevent you from doing so. Please read/review materials in preparation of each class session. Each class session will be divided into lecture and discussion time.

The following will comprise your final grade:

A. Project 1: Misinformation and Propaganda, Then and Now (20%) – Due Friday May 7

- *This project entails comparing an instance of misinformation/propaganda from the contemporary U.S. with an instance of misinformation/propaganda from either 1) a previous era in the US OR 2) the current or a previous era in a different country.*
- *Analysis includes what the misinformation was, how the message, mode, intention/beneficiary, and audience differ and what elements are similar. What parts of the image/message/building/etc. facilitate the spread of misinformation in each case?*
- *Include a clip, screenshot, copy, etc. of the pieces of misinformation.*
- *Format open ended: can create an edited video, recorded presentation, paper, audio recording, etc.*
- *More information to come soon.*

B. Final Paper or Research Design – Proposal (5%) – Due Wednesday May 19

- *Topic is open-ended. One to two pages double-spaced.*

C. Project 2: Misinformation in the Wild (20%) – Due Sunday May 30

- *Project entails finding and analyzing a piece of misinformation that you have encountered “in the wild.” Your analysis will include what the misinformation is, how you know it’s misinformation, where you found it/how it takes advantage of the type of media, who it is intended to persuade, who benefits from the misinformation, and why.*
- *Include a clip, screenshot, copy, etc. of the pieces of misinformation.*
- *Format open ended: can create an edited video, recorded presentation, paper, audio recording, etc.*
- *More information to come soon.*

D. Final Paper or Research Design – Final Paper Draft (30%) – Due Sunday June 6

- *Roughly 12-14 pages double-spaced, not counting figures or citations.*
- *At least 12 citations are required, and at least 2 citations must come from course readings. Please have an end-of-document section with full references as well as in-text citations.*

- *As part of this grade, you are required to consult with the course writing assistant, Trung Huynh (huynht@carleton.edu), at least once regarding your final paper or research design.*

E. Quizzes/Activities (15%)

- *There will be two activities you will have to complete in preparation for class (a propaganda analysis activity and a fake news activity), as well as three randomly provided pop quizzes throughout the term. Each one 3 percentage points.*

F. Participation (10%) – Ongoing

- *Based on class participation and class attendance.*

Note: assignments are due to Moodle by 5pm of that day. More information about assignments A through D will be provided in assignment information sheets closer to the due date.

Late assignments will incur a 5-percentage point deduction per day, barring extenuating circumstances.

Grading Scale

The course will follow a standard grading scale:

A: Achievement outstanding relative to the basic course requirements

A 93 or higher

A- 90-92

B: Achievement significantly above the basic course requirements

B+ 87-89

B 83-86

B- 80-82

C: Achievement meeting the basic course requirements

C+ 77-79

C 73-76

C- 70-72

D: Achievement worthy of credit but below the basic course requirements

D+ 67-69

D 63-66

D- 60-62

F: Achievement significantly below basic course requirements

Anything below 60

Grade Dispute Policy

If you wish to dispute a grade on your assignment, please type a short memo that addresses the reasons why you think your grade should be changed and send it to me via email (klunz@carleton.edu) at least 24 hours after you received the grade for this assignment. Once received, I will arrange a meeting with you to discuss the grade further. Note that once you initiate a grade dispute process, there is a chance that your grade will be *lowered* upon further consideration.

Extensions

Extensions will be granted at the discretion of the instructor. That said, I cannot grant extensions past the last day of classes due to a Carleton-wide policy, unless there are extenuating circumstances.

Reading Scientific Articles

If you find deciphering scientific articles to be difficult, I recommend consulting guides like “[How to Read Political Science: A Guide in Four Steps](#)” by Amanda Hoover Green or “[How to Read a \(Quantitative\) Journal Article](#)” by Greta Krippner, which present approaches you might use to help you identify the most important elements of each study.

This set of questions might also be useful to guide your reading and to help you assess your understanding of the assigned articles:

Experimental/statistical studies:

- What are the authors' main hypotheses?
- What is the mechanism (cognitive, emotional, etc.) that they believe would generate such an outcome?
- What is their general approach to testing their theory?
- What are their key results?
- How are those results similar to/different from others we have read?

Conceptual articles:

- What are the authors' main hypothesis or argument?
- What are the key claims or concepts in their argument?
- What are the mechanisms they think generate the outcomes we observe?
- How is their argument similar to/different from others we have read?

Office Hours

Office hours are designated times that faculty members set aside each week for students to ask questions about the course material or college in general on a one-on-one basis. There are various reasons you might want to come to office hours, and can include, but are not limited to, questions on topics discussed in class, readings/materials, and questions on how to do an assignment or assignment topics. In addition, I always welcome meetings on being a political science major, going to grad school, or if you have questions for me as a Carleton alum.

My office hours for the term are Tuesdays from noon to 2:00pm. To meet with me please set up a 15, 30, or 60 minute time here: <https://calendly.com/klunz>. The default meeting mode will be online, though if you'd like, we can also meet in person on campus outside (weather permitting). If you aren't able to meet during regular office hours, please email me and we can schedule an alternate meeting time.

Schedule

NOTE: Links go to Moodle page or to articles. Default to doing what the Moodle site says to do if there are any discrepancies between the schedule below and the Moodle site.

Unit 1: Definition of Concepts and Historical Perspective

Unit Guiding questions:

How have political actors used propaganda and misinformation throughout time and place? What changes and what stays the same? What ends the misinformation adoption, if anything? Pay particular attention to: the roles of religion, threat, technology, education, values (such as individualism), philosophical advances.

March 29th: Introduction

We will be going over the syllabus, defining various terms, and discussing 1) why facts and truth are important to democratic society, 2) what is "post-truth?", and 3) how does science and the accumulation of knowledge work?

To Do:

* Read the syllabus

Optional:

* [Article on defining propaganda](#) (American Historical Association)

March 31st: Global Propaganda, Fake News, and Misinformation pre-1900s

To Do

* Read "[The Age-Old Problem of Fake News](#)" (The Smithsonian)

* Read **Chapter 2** "[Propaganda through the Ages](#)" (in *Propaganda and Persuasion*)

April 2nd: US Fake News and Misinformation pre-1900s

To Do

* [Listen to this recording of a Historian on the history of fake news and misinformation in the US](#) (on MPR news).

* Read Chapters 1-7, 9, 11, 12 of [Fantasyland](#) (these are really short chapters).

April 5th: Early to Mid 20th Century and Wartime Propaganda (US and Global)

To Do

* [Read this article on the use of fake news to gain American support for WWI](#)

* Read "[Death of truth: when propaganda and 'alternative facts' first gripped the world](#)" by Piers Brendon (Guardian)

* [Read this article on how Stalin used architecture as propaganda](#) (Independent)

* Activity: [Read this document](#). Then, look at these posters:

- ["I Want You"](#)
- ["Destroy this Mad Brute"](#)
- ["Spies and Lies"](#) (text and poster all on page)
- Library of Congress ([Together We Win](#) by James Montgomery Flagg)

In one page or less, pick at least two of these posters and discuss the objectives and tools used in the posters. Describe how you know that these objectives or tools are being used. EMAIL YOUR COMPLETED PAGE TO THE INSTRUCTOR BEFORE CLASS STARTS (lunzx007@umn.edu). In addition, in preparation for class, think about the objectives or tools listed. Are there other types of wartime propaganda or misinformation you may have seen that try to push different objectives, or use different techniques? Why might the techniques listed be effective? Where along the line of truth to flat out lie do these pieces land, and what are the moral implications of this?

Optional:

* Peruse the collections here: <https://perspectives.ushmm.org/collection/propaganda-and-the-american-public>

* [Interview with art curator on their exhibit about Italian fascist propaganda](#)

April 7th: Mid-20th Century United States

To do:

* Chapter 6 from [Post-Truth \(book\)](#)

* ["The Paranoid Style in American Politics"](#) article by Richard Hofstadter

* Read [Fantasyland](#) chapters 22-25, 29, 35

Optional:

* *The Paranoid Style in American Politics* book by Richard Hofstadter

April 9th: Mid to Late 20th Century Global

To do:

* Read ["Mao's Little Red Book"](#) Chapters 1 and 15.

* Read ["Factory of lies"](#) (ABC News)

Optional:

* Read ["This is How Propaganda Works"](#) (Forbes)

[[Miscellaneous Unit 1 files:]]

- [FantasylandFile](#) _Uploaded 22/03/21, 15:01
- [Post-Truth \(book\)File](#) _Uploaded 22/03/21, 15:05
- [The Paranoid Style in American Politics bookFile](#) _Uploaded 22/03/21, 15:07
- [Mao's Little Red BookFile](#) _Uploaded 23/03/21, 09:55

Unit 2: Anti-Intellectualism and the Politicization of Science

Unit Guiding Questions

How did science and expertise become politicized in the United States? Why did some science/health policy issues become more politicized over others? How and why are these related to populism in particular?

April 12th: Politicization of Science and Moneyed Interests

To Do:

- * Read [The War on Science](#) excerpt

April 14th: Politicization of Science and Moneyed Interests

To Do:

- * Read the Project 1 information sheet.
- * Read [The War on Science](#) excerpt

April 16th: Anti-Intellectualism and Populism




To Do:

- * Read [Anti-Intellectualism in American Life \(book\)](#) excerpt by Hofstadter
- * Read [Merkley 2020](#)
- * Read *The Death of Expertise* excerpt

Optional:

- * [Motta 2018](#)
- * Lunz Trujillo 2021

[[Miscellaneous Unit 2 files:]]

-  [The War on Science](#)File _Uploaded 22/03/21, 15:03
-  [Anti-Intellectualism in American Life \(book\)](#)File _Uploaded 22/03/21, 15:02
-  [Merkley 2020](#)File _Uploaded 22/03/21, 15:07

Unit 3: The Contemporary United States

Unit Guiding Questions/Themes

What are the features of the current misinformation and information climate? How is the contemporary U.S. unique, compared to different eras and/or different places? How is it more of the same?

April 19th: The New Information Environment and Biased News Pt. 1

- * Read "[Social Media and Fake News in the 2016 Election](#)" by Allcott and Gentzkow
- * Excerpt from *Fox Populism*

Optional:

- * Read "[What to Believe? Social Media Commentary and Belief in Misinformation](#)" by Anspach and Carlson

April 21st: No class

* There is **no class meeting on this day**. HOWEVER, please read the final paper topic information sheet.

April 23rd: The New Information Environment and Biased News Pt. 2

* Read "[\(Almost\) Everything in Moderation](#): New Evidence on Americans' Online Media Diets" by Guess

* Read "[How Pervasive Are Perceptions of Bias?](#) Exploring Judgments of Media Bias in Financial News" by Glynn and Huge

April 26th: Fake News

* Play this game to level X: <http://factitious.augamestudio.com> and in 1-2 paragraphs respond to the following questions: What were some ways to spot fake news? What did you notice (if anything) on the pattern of topics and/or sources? How were these characteristics similar to or different from the historical misinformation and propaganda we spotted in Unit 1? Submit your response using the link at the top of the page.

* Read "[Why Fears of Fake News Are Overhyped](#)" (Medium, by Nyhan)

Optional

* Read "[Inside a Fake News Sausage Factory](#)" (NY Times)

April 28th: Recent Misinformation, Conspiracy Theories, and American Politics Pt. 1

To Do:

* [Watch video on Time Magazine's "Is Truth Dead?" Issue](#) (CNN)

* Read "[The Genesis of the Birther Rumor: Partisanship, Racial Attitudes, and Political Knowledge](#)" by Jardina and Traugott

* Read "[Belief in Conspiracies Largely Depends on Political Identity](#)" (YouGov)

* Read "[On Digital Disinformation and Democratic Myths](#)"

April 30th: Recent Misinformation, Conspiracy Theories, and American Politics Pt. 2

To Do:

* Read "[Three Weeks Inside a Pro-Trump QAnon Chatroom](#)" (NY Times)

* Read "[Online misinformation that led to Capitol siege is 'radicalization,' say researchers](#)" (Reuters)

May 3rd: Recent Misinformation, Conspiracy Theories, and the Global Political Context Pt. 1

To do:

* Read "The Russian "[Firehose of Falsehood](#)" Propaganda Model"

* Read "[Autocratic Propaganda in Global Perspective](#)" by Carter and Carter

* Read "[How China Ramped Up Disinformation Efforts During the Pandemic](#)" (Council on Foreign Relations)

Optional:

* Read "[How Russian Trolls are Adapting Cold War Propaganda Techniques](#)" (Brookings)

May 5th: Recent Misinformation, Conspiracy Theories, and the Global Political Context Pt. 2






To do:



- * Read "[The Spread of True and False News Online](#)" by Vosoughi et al.
- * Read "[The Real News on 'Fake News'](#)" (The Conversation)
- * Read "[Anti-Vaccine Movements Not Unique to the U.S.](#)" (US News)

Optional:

- * Read "[How Internet Access Drives Global Vaccine Skepticism](#)" by Lunz Trujillo and Motta ([appendix](#) here)
- * Read "[Where Countries are Tinderboxes and Facebook is a Match](#)" (NY Times)
- * Read "Examining the Global Spread of COVID-19 Misinformation" by Nightingale and Farid

[[Miscellaneous Unit 3 files:]]

-  [Firehose of FalsehoodFile](#) _Uploaded 23/03/21, 10:02
-  [Autocratic Propaganda in Global PerspectiveFile](#) _Uploaded 23/03/21, 10:03
-  [How Internet Access Drives Global Vaccine SkepticismFile](#) _Uploaded 23/03/21,
-  [appendixFile](#) _Uploaded 23/03/21, 10:22
-  [Examining the Global Spread of COVID-19 MisinformationFile](#) _Uploaded 23/03/21, 10:22

-  [\(Almost\) Everything in ModerationFile](#) _Uploaded 23/03/21, 10:30
-  [How Pervasive Are Perceptions of Bias?File](#) _Uploaded 23/03/21, 10:41

Unit 4: Why Do We Do This?

Unit Guiding Questions

What are the psychological and personal reasons behind individual-level misinformation adoption and conspiratorial thinking? How are we convinced and deceived?

May 7th: Motivated Reasoning, Confirmation Bias, et al. Pt. 1

To Do:

- * "Project 1: Misinformation and Propaganda, Then and Now" **due today by 5pm.** Upload completed project at the top of the page.
- * Watch Guardian video (see Moodle)
- * Read *Post Truth* Chapter 3
- * Read "[Denying climate change as the seas around them rise](#)" (CNN) by Lavandera and Morris

May 10th: Motivated Reasoning, Confirmation Bias, et al. Pt. 2

To do:

- * Read the Project 2 information sheet.
- * Go here: <https://perceptiongap.us/>. Take the quiz then read the article.
- * Read "[The Nature and Origins of Misperceptions](#): Understanding False and Unsupported Beliefs About Politics" by Flynn et al.
- * Read "[Conspiracy Endorsement as Motivated Reasoning](#)" by Miller et al.

May 12th: Traits

To do:

- * Read the final paper information sheet.
- * Read "[Science audiences, misinformation, and fake news](#)"
- * Read [Hornsey et al.](#) article
- * Read "[Why do people believe COVID-19 Conspiracy Theories?](#)"

May 14th: Magical Thinking

To do:

- * Read excerpt from [Enchanted America](#)

Optional

- * Oliver and Wood "[Conspiracy Theories and the Paranoid Style\(s\) of Mass Opinion](#)"

May 17th: Role of Social Identity and Threat

To do:

- * Read "[The Dark Side of Social Movements](#)" by Sternisko et al.
- * Read "Why Rural Identity Matters: The Case of Anti-Intellectualism" by Lunz Trujillo
- * Read "[The Effect of Intergroup Threat and Social Identity Salience](#) on the Belief in Conspiracy Theories over Terrorism in Indonesia" by Mashuri and Zaduqisti

May 19th: Miscellaneous

To Do:

- * Your final paper topic proposals are **due today by 5pm**. Please upload them using the link at the top of the page.
- * Read "[Prior Exposure Increases Perceived Accuracy of Fake News](#)" by Pennycook et al.
- * Read "[False Memories for Fake News During Ireland's Abortion Referendum](#)" by Murphy et al.

Optional:

- * Read "[Toeing the Party Lie: Ostracism Promotes Endorsement of Partisan Election Falsehoods](#)" by Kelly Garrett et al.

[[Miscellaneous Unit 4 files:]]

-  [The Nature and Origins of MisperceptionsFile](#) _ Uploaded 23/03/21, 11:09

-  [Conspiracy Endorsement as Motivated Reasoning](#)File _ Uploaded 23/03/21, 11:12
-  [Hornsey et al.](#)File _ Uploaded 23/03/21, 11:20
-  [Cognitive and emotional correlates of belief in political misinformation](#)File _ Uploaded 23/03/21, 11:21
-  [Enchanted America](#)File _ Uploaded 23/03/21, 11:26
-  [Prior Exposure Increases Perceived Accuracy of Fake News](#)File _ Uploaded 23/03/21, 11:41
-  [False Memories for Fake News During Ireland's Abortion Referendum](#)File _ Uploaded 23/03/21, 11:42
-  [Toeing the Party Lie: Ostracism Promotes Endorsement of Partisan Election Falsehoods](#)File _ Uploaded 23/03/21, 11:43

Unit 5: What Can We Do About This?

Unit Guiding Questions

What direction is the current trend going in? What are ways to curb the spread and adoption of misinformation and conspiracy theories? How can we think critically about information sources?

May 21st: The Future of Misinformation Online

To do:

- * Read "[The Future of Truth and Misinformation Online](#)" summary (Pew)

Optional:

- * Read the full Pew Report (click Complete Pdf Report on site from link above)

May 24th: Tales from Ex-Believers

What factors do you notice change people's minds, according to them? Why do they say they believed in the first place?

To do:

- * Watch video (see Moodle)
- * Listen to "[Hot in My Backyard](#)" (This American Life)

May 26th: Fact Checks and Backfire Effects

To do:

- * Read "[When Corrections Fail](#)" by Nyhan and Riefler (click on the link then click "Download")
- * Read "[No, We're Not Living in a Post-Fact World](#)" by Porter and Wood (Politico)
- * Read "[Real Solutions for Fake News?](#)" by Clayton et al.

Optional:

- * Redlawsk et al. 2010 "[The Affective Tipping Point: Do Motivated Reasoners Ever "Get It"?](#)"

May 28th: Source and Content

To do:

- * "Project 2: Misinformation in the Wild" is due Sunday May 30th by 5pm. Upload the completed project using the link at the top of the page.
- * "[Correcting misinformation about climate change: the impact of partisanship in an experimental setting](#)" by Benegal and Scruggs
- * "[Correcting Misperceptions about the MMR Vaccine: Using Psychological Risk Factors to Inform Targeted Communication Strategies](#)" by Lunz Trujillo et al.
- * Read "A Social Identity Approach to Engaging Christians in the Issue of Climate Change" by Goldberg et al

Optional

- * "[See Something, Say Something: Correction of Global Health Misinformation on Social Media](#)" by Bode and Vraga
- * Read "[Fixing the communications failure](#)" by Kahan

May 31st: Policies and Polarization Reduction

To do:

- * Read Chapter 8 from Liliana Mason's [Uncivil Agreement](#)
- * Read [Post-Truth \(book\)](#) pages 117-119
- * Read [part 2 of YouTube's](#) approach to reducing misinformation
- * Read [Facebook's strategy for removing](#) "problematic content"

Optional:





- * Read [part 1 of YouTube's](#) approach to reducing misinformation
- * Read Google's "[How Google Fights Disinformation](#)"

June 1st: Scientific Literacy, Education, and Norms

To do:

- * Read [Post-Truth \(book\)](#) pages 119-121
- * Read "[Finland is winning the war on fake news. What it's learned may be crucial to Western democracy.](#)" CNN.
- * Read *A Field Guide to Lies* excerpt by Levitin
- * Read *A Demon-Haunted World* excerpt by Sagan

[[Miscellaneous Unit 5 files:]]

-  [The Affective Tipping Point: Do Motivated Reasoners Ever "Get It"?File](#) _Uploaded 23/03/21, 13:16
-  [Uncivil AgreementFile](#) _Uploaded 23/03/21, 13:26
-  [A Social Identity Approach to Engaging Christians in the Issue of Climate ChangeFile](#) _Uploaded 23/03/21, 13:36
-  [Post-Truth \(book\)File](#) _Uploaded 23/03/21, 13:37

Final Paper and Term Wrap-Up

Final paper is due Sunday 6/6 at 5pm. Please upload the completed paper to the link above. Thank you for your effort and participation this term, and please fill out a course evaluation here.

Carleton Land Acknowledgement

We acknowledge that Carleton is located in the city of Northfield, founded in 1856. The land in Northfield had once been where the Indigenous Dakota and Ojibwe people had lived since time immemorial; less than a decade before Northfield's founding, Minnesota had expelled the Dakota and Ojibwe people from these lands.

Please remember to respect and honor the Dakota and Ojibwe people, to respect and care for the land, and to celebrate the resilience and cultures of the Dakota, Ojibwe, and other Indigenous peoples all over the world.

Academic Honesty

In writing course papers, students must document all passages, paraphrases and/or ideas that are borrowed from any source, and direct quotations must be placed within quotation marks. Similarly, papers must represent research conducted for the course in which they are assigned and no other; it is not appropriate to submit a paper that has already been or will be submitted to another course. Finally, papers must be the product of students' own work. Papers written by anyone other than the student, including those purchased from commercial research services, are unacceptable.

All work is expected to be your own. Cheating, plagiarism (using someone else's words or ideas without properly citing them), and all forms of academic misconduct will not be tolerated and will be strictly handled according to university policy. If you are uncertain, cite your sources! A discussion of plagiarism can be found at:

<https://www.carleton.edu/writing/plagiarism/>.

Additional Carleton Policies and Student Support

INFORMATION TECHNOLOGY SERVICES – HELPDESK

The ITS helpdesk is a centralized support center for all students, staff and faculty on campus. For students, we support their personally-owned devices including a drop-off repair service for software and some minor hardware issues. The helpdesk also supports and maintains 13 [public computer labs](#) and their associated printers across campus. To contact the ITS helpdesk, go to <https://apps.carleton.edu/campus/its/services/helpdesk/> or you can call, email, or contact the helpdesk directly by phone at 507-222-5999 (x5999 from on campus). Phone is best for time-sensitive requests. You can also email helpdesk@carleton.edu (Any email sent to this address automatically opens a support ticket) or contact the Web Help Desk: <https://helpdesk.carleton.edu/> to open your own ticket.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Carleton College is committed to providing equitable access to learning opportunities for all students. The Disability Services office (Burton Hall 03) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, autism spectrum disorders, chronic health, traumatic brain injury and concussions, sensory, or physical), please contact Chris Dallager, Director of Disability Services, by calling 507-222-5250 or sending an email to cdallager@carleton.edu to arrange a confidential discussion regarding equitable access and reasonable accommodations.

TECHNOLOGICAL RESOURCES FOR STUDENTS

The Assistive Technologies program brings together academic and technological resources to complement student classroom and computing needs, particularly in support of students with physical or learning disabilities. Accessibility features include text-to-speech (Kurzweil), speech-to-text (Dragon) software, and audio recording Smartpens. If you would like to know more, contact aztechs@carleton.edu or visit go.carleton.edu/aztech.

LEARNING STRATEGIES AND TIME MANAGEMENT

Steve Schauz, Academic Skills Coach, is eager to help you develop learning strategies that work in the Carleton context. His goals are to heighten your awareness of your personal strengths and to offer different ways you can approach your academic work so you're more efficient and effective. For details and resources: [Learning Strategies & Time Management](#). If you prefer to learn these skills and strategies on your own, visit "[Helpful DIY Resources](#)."

LIBRARY RESOURCES

Your librarian for this course and for Political Science is [Sean Leahy](#). You may also email reference@carleton.edu. Librarians are excellent sources of assistance with your research in this class. You can drop by the library's [Research/IT desk](#) to ask any question you have, at any point in your process, or chat with a librarian online 24/7. Librarians help students find and evaluate articles, books, websites, statistics, data, government documents, and more. For more information on hours and librarians, visit the Gould Library website at go.carleton.edu/library.

WRITING SUPPORT

The Writing Center, located in 420 4th Libe, has peer writing consultants who can work with you during any stage of the writing process (brainstorming to final proofreading). Hours and more information can be found on the [writing center website](#). You can reserve specific times for conferences in 420 4th Libe by using their [online appointment system](#). Walk-ins are welcome, though writers with appointments have priority.

If you are a second language writer and believe you might benefit from working individually with a writing consultant on a regular basis this term, email Renata Fitzpatrick, [Multilingual Writing Coordinator](#), call her at x5998, or stop by her office in 420D 4th Libe. She can arrange once- or twice-a week meetings between you and a specific writing consultant throughout the term.

STUDENT HEALTH

Carleton College urges you to make yourself--your own health and well-being-- your priority throughout this ten-week term and your career here. It is important to recognize stressors you may be facing, which can be personal, emotional, physical, financial, mental, or academic. Sleep, exercise, and connecting with others can be strategies to help you flourish at Carleton. If you are having difficulties maintaining your well-being, feel free to contact me and/or pursue other resources, such as [Student Health and Counseling](#) or the [Office of Health Promotion](#).

Carleton College seeks to provide an environment that is free of bias, discrimination, and harassment. If you have been the victim of sexual harassment/misconduct/assault we encourage you to report this. If you report this to a faculty member, she or he must notify our college's Title IX coordinator about the basic facts of the incident (you may choose whether you or anyone involved is identified by name). For more information about your options at Carleton, please go to: https://apps.carleton.edu/dos/sexual_misconduct/.