Methods of Political Research

POSC 230 – Fall 2021
Weitz 235 (Weitz Center for Creativity)
(MW 1:50-3:00pm & F 2:20-3:20pm – 5a Schedule)
Carleton College

Instructor: Professor Christina Farhart
Office Hours: In-person M 3:00pm-4:00pm (Weitz Commons);
Virtual TH noon-2:00pm; By appointment
Phone: 507-222-5850
Email: cfarhart@carleton.edu
Office: 415 Willis Hall

Prefect: Annette Shumway
Email: shumwaya@carleton.edu
Prefect Sessions: Sunday TBD; Tuesdays TBD
Prefect Session Location: TBD – Some in person and some virtually

I. Course Description

What do political scientists study? How do they approach research? In this course, we will explore two of the dominant approaches to studying political science: qualitative and quantitative methods. Qualitative research encompasses multiple methods ranging from (but not limited to) interpretive methods, ethnography, and participant observation, to archival analysis, interview methods, and focus groups. Quantitative research gathers data in a numerically which can be categorized, rank ordered, or assessed in units of measurement. Quantitative data is commonly used in the social sciences to understand a wide range of topics from political behavior, election outcomes, policy impacts, treaty membership, international cooperation, civil war, and political violence, to economic stability and growth, crime rates, or demographic breakdowns of states and countries.

POSC230 is a six-credit upper-level undergraduate course designed to introduce you to the techniques political scientists use to answer research questions with qualitative and quantitative approaches. The objective in this class is to provide an introduction to the tools to interpret political phenomena from a systematic, empirical, and analytical perspective. In this course, we will consider issues of the philosophy of science, research design and hypothesis formulation, study basic statistical techniques, and learn how to implement these methods and manage data with computer software. Students will also learn the fundamentals of statistics as well as their application in political science. In the abstract, students will learn the reasoning behind the various methods of inquiry considered in the course. In the assignments and the paper, students will apply these methods to develop and answer questions in political science.

II. Course Objectives

This course will introduce you to research in political science. After completing the course, students will be able to critically evaluate and formulate causal relationships. One objective is that students will

be able to understand published academic research. More fundamentally, the student will be more capable of critically consuming information, especially news media reports in politics, economics, the sciences and a wide variety of other areas. Most ambitiously, students will be able to perform their own research analyses suitable for course papers and undergraduate theses. Overall, the analysis conducted in this course promotes critical thinking, causal interpretation, and the synthesis of information required in all aspects of study and professional vocations.

By the end of the term, students should be able to:

- Understand how to set up an appropriate research design to answer your research question(s).
- Develop testable research questions and hypotheses.
- Apply the appropriate statistical techniques when using quantitative data to test your hypotheses.
- Accurately interpret the results of the statistical analyses to determine whether your hypotheses are confirmed or disconfirmed.
- More effectively consume and evaluate political science research and political news that uses quantitative and qualitative approaches.

III. Course Requirements

The course satisfies the mathematical thinking core. The prerequisite math requirements and mathematics used meet the standards for regular entry to college. Students must make basic arithmetic calculations (mean, variance) and determine relative positions (median, percentiles). Some problems require simple algebra, and formulae will be expressed in mathematical notation.

Students will be asked to formulate their own research problem, identify secondary data sources, conduct the appropriate statistical analyses, and write up their results in a paper. Computer based assignments utilize actual data used by researchers. As such, students will learn how to identify, define, and solve problems, and will learn to locate and critically evaluate information.

Many students find this course quite challenging. It will be different from other classes you have taken. Some of the readings will be difficult, and may require more than one read in order for you to understand them. For many of you, most of the course material will be almost completely new. What this means is that it is extremely important (probably more important than in other classes) that you complete the readings *prior to* the day they will be discussed. Course requirements also include regular attendance and participation in class discussion, in addition to completing all the assignments discussed below. Always bring the textbook to class with you, along with any notes you may have taken while reading the chapters.

REQUIRED TEXTS:

Kellstedt, Paul. M. and Guy D. Whitten. 2018. *The Fundamentals of Political Science Research.* 3rd edition. NY: Cambridge University Press. (Abbreviated as *K&W* in the Course Schedule)

- The book is available for purchase at the bookstore. You may be able to find a cheaper version online, but make sure you purchase the THIRD edition. You should bring the textbook to every class.

RECOMMENDED TEXT, ARTICLES, BOOK CHAPTERS, NEWS ARTICLES, & BLOG POSTS:

Grolemund, Garrett and Hadley Wickham. 2018. *R for Data Science.* Open-Source. https://r4ds.had.co.nz/#

Brundsdon, Chris and Lex Comber. 2019. *An Introduction to Spatial Analysis and Mapping in R.* https://bookdown.org/lexcomber/brunsdoncomber2e/

Freeze, Kent and Melanie Freeze. Nd. *R and RStudio for Beginners or: How I Learned to Stop Worrying and Love R.* (Simple tutorial that introduces you to the statistical software we will be using for this course.)

Occasionally, I will assign supplemental readings, which will be available on Moodle. This means that material for exams will come the required text, as well as from class lecture and discussion. This heightens the importance of you being in class and getting notes from a classmate if you miss a class.

- I also encourage you to pay attention to a quality daily newspaper (recommended papers include *The New York Times, The Washington Post, The Los Angeles Times, The Hill*, and *The Wall Street Journal*).

COURSE WEBSITE:

You can access the course website through Moodle at: https://moodle.carleton.edu/my/

WEB RESOURCES:

Library Resources
POSC230 Course Guide: https://gouldguides.carleton.edu/posc230
Data & Statistics Database: https://gouldguides.carleton.edu/az.php?t=21735

R Resources (The following Web resources are going to be VERY handy for work with R)
Getting R: http://www.r-project.org/
Follow the download link. Choose a download site (Iowa State is fast) and the appropriate package for your OS (windows, Mac, Linux!?)
Getting R Studio: http://www.rstudio.com/
If you would like R Studio downloaded on your computer, follow the links to the free open-source desktop download. It's generally easiest to use the installer for your OS.
R Studio Cloud Primers: https://rstudio.cloud/learn/primers/1
R Help from the Institute for Digital Research and Education at UCLA:
https://stats.idre.ucla.edu/r/
QUICK-R: http://www.statmethods.net/index.html
The Quick-R site has some great copy and paste code (all you need to do is use your variables) to perform most of the things we'll do in class. They have a very simple diagnostic chapter too!
Stackoverflow: https://stackoverflow.com/ or https://stackoverflow.com/questions
R Examples Repository: http://www.uni-kiel.de/psychologie/rexrepos/index.html
Like Quick R but with a bit more detail and more examples of R code to do specific things
Lynda Videos: http://go.carleton.edu/lynda
Carleton Subscribes to some on-line course materials. For us the useful one is an introduction to R and R-Studio called "R Statistics Essential Training." The video includes steps for installation and use of R and R studio and covers basic stats (a great refresher for the stuff you did in 215).

AND, of course, instructional YouTube videos ☺
Institute for Qualitative and Multi-Method Research (IQMR):
https://www.maxwell.syr.edu/moynihan/cqrm/IQMR_Resources_and_Materials/

CALCULATOR AND FLASH DRIVE REQUIREMENT:
You are required to bring a basic calculator to *every* class session. The calculator *must not* be a "scientific calculator." The only feature the calculator should have beyond addition, subtraction, multiplication, and division is the ability to calculate a square root (√). A basic calculator will also be required for each of the exams. You *will not* be allowed to use the calculator on your phone for exams. **You are also asked to bring a computer to *every* class session. Flash drives may be a helpful addition, you will not be able to save your work on lab computers on campus. If you have any challenge acquiring any of these materials, please let me know as soon as possible.**

IV. Class Structure and Expectations

EXPECTATIONS AND ATTENDANCE:
In order for you to be successful in this class, you should come to class having done the readings thoroughly and thoughtfully. I expect all students to show up on time and come prepared. You are encouraged to participate actively in class by asking questions about course content and the readings, thinking critically about the material, and participating in all activities. Since the concepts in this class build upon one another and many students find the course material challenging, it is vital that you attend every class. During many classes, we will run the second half of the class like a lab section. It is also critical to your success in this course to participate actively during these activities because during that time you will learn to use the statistical program, R, which you will need for many of your homework assignments and your final paper. The use of R Markdown is not required. If you do have to miss a class, you will be held responsible for all material in the readings and in lectures.

LAB SESSIONS AND SOFTWARE:
This course will use a software program called R. You will be taught, step-by-step, how to use the program in a series of lab sessions conducted during our normally scheduled class time. You will have some time during labs to work on assignments that require R. However, depending on how fast you work, you may need time to use R outside of class. You will be able to download and use R on your own computers, as you will need to use R outside of class time to complete some of your assignments. We will also be using Word and Excel throughout the term. Having access to a computer for work outside of the classroom will be imperative. Please speak to Prof. Farhart as soon as possible if you do not have regular access to a computer.

V. Course Assignments and Grading

HOMEWORK ASSIGNMENTS (20%) – You will have eight homework assignments throughout the course. These assignments are designed to help you make progress on your final research paper, practice your skills in R, and prepare for the exams. Homework assignments will typically be handed out a week ahead of time. The due dates of the homework assignments are designed to maximize your opportunity to find lab time or connect with our prefect. Please plan accordingly.

FIRST EXAM (20%) – **Monday, October 4th**

FINAL EXAM (20%) – **Monday, November 15th** (cumulative, but with a strong emphasis on material covered since the first exam).

FINAL WRITING ASSIGNMENT (30%) – **Due by 11:59pm on Tuesday, November 23rd.** For your writing assignment, you will carry out your own empirical research project on a topic of your choice, using quantitative data that you analyze using R. Portions of the project will be done in the homework assignments, culminating in a 15-20 page final paper. More details will be provided in a separate handout.

PARTICIPATION (10%) – You are expected to attend class, and to participate in all discussions and exercises. The final portion of your grade is based on your ability and willingness to contribute to our class. What does this require of you? Each class you'll be asked to do background reading that sets the stage for class lectures and discussions. I expect that you'll complete the readings before each class, and that you'll be prepared to engage in thoughtful discussion about the readings. Please prepare for, attend, and participate meaningfully in class. "Meaningful" participation comes in a number of forms: asking questions to clarify course topics, answering questions that are posed in class, drawing connections between course topics and current events, and participating respectfully in class discussions. In other words, good participation is simply being a good member of our class community. Everyone's experience in this course is enhanced by regular attendance and active participation; conversely, everyone's experience suffers if individuals do not participate. Remember that a sincere question often adds as much (if not more) to our understanding of the course material as an explanation of the week's readings. Don't be afraid to speak up!

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 Below 60

ADDITIONAL GRADING POLICIES:

1. I will not consider grade complaints if more than one week has passed after the assignment has been returned to you. Before I review your grade, you must first:

- Wait 24 hours. Schedule a time to meet with me. Submit a formal appeal in writing (email is sufficient–but be clear that it is the appeal in the subject heading) that clearly identifies content in the assignment and the reasons why you think your grade should be changed. These appeals should refer to specific things in the assignment, and not vague reasons like "I worked really hard." The second grade, higher or lower, will become your grade on the assignment.

2. Late assignments will not be accepted, unless official documentation is provided. Your grade will be lowered 10 percentage points for each day it is late. For example, if the assignment is due on Monday at 9:50 a.m. and you turn it in sometime between 9:50 a.m. and Tuesday 9:50 a.m., the highest grade you can achieve is 90.

- Students will not be penalized for absence during the term due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic/academic events, subpoenas, jury duty, military service, bereavement, and religious observances. In these cases, I will arrange to give you extra time if you communicate with me **before** the assignment is due and you provide **documentation** of the circumstance. Make-up exams will only be given in the cases of unavoidable and legitimate circumstances (see "Expectations and Attendance" above). Late homework assignments ***will not be accepted***, except in the case of unavoidable circumstances. If you know you will miss class on the day a homework assignment is due because of a legitimate circumstance, it is your responsibility to plan with me to turn the assignment in early.
- If there is an excusable absence or extenuating circumstance, I encourage you to speak with me as early as possible and be prepared to show documentation, if necessary.

VI. Notes

You are expected to read the entire syllabus at the beginning of the term. While you are encouraged to print out a hardcopy to read and reference through the term, you will also want to have an electronic version to access external websites and resources. Depending on class dynamics or campus emergency, the information on this syllabus may be modified by the instructor. Students will be notified promptly of any changes.

OTHER POLICIES AND INFORMATION:

ASSIGNMENTS: You will be asked to turn in electronic copies of most assignments the beginning of class on the day they are due (except for the final paper due by 11:59pm). You will be using a computer for many of your assignments and the final research project. Computers and computer software will crash periodically. Therefore, you should regularly save and back-up your work. You should develop the habit of using R scripts when conducting analyses, commenting out your analysis process. You will be required to turn in your R scripts and your R output for any assignments that require R work. Computer problems are not accepted excuses for late assignments. You are responsible for keeping a copy of all written assignments for the course. This ensures that we will not run into problems with lost assignments. You are also responsible for keeping copies of the graded assignments once they are handed back.

COMMUNICATION: I may periodically communicate with students via their Carleton assigned email address, regarding assignments, schedule changes, or other course related matters. Students are responsible for the content of *all* such communications. Please check your email.

INCOMPLETES: EX1 or EX3 will only be approved in this course under extreme, exceptional circumstances.

VII. 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 may be found at: https://apps.carleton.edu/campus/doc/integrity/.

VIII. Electronics in Class

You are responsible for taking notes in class, whether by computer or by pen and paper. Occasionally, we may use laptops (or mobile devices) in class to access the Internet for in-class activities. However, I expect you to be responsible in your use of electronic equipment if you use a laptop in class: please avoid visiting social networking sites, or browsing the internet on sites unrelated to the course. This can be distracting to your colleagues around you. I also recommend you read the discussion (including comments) in "The Distracted Classroom" from *The Chronicle of Higher Education* posted on Moodle to think about pros and cons of using computers in a classroom setting. Individuals who abuse this privilege will find their participation grade reduced and/or will be asked to move to the last row. Also, please turn off or silence phones during class.

IX. Course Schedule

Below, you'll find a list of all class meetings and the topics we'll discuss. You should bring any questions that you have with you to our class meetings. In the event that deviations from this schedule are necessary, they will be announced in class.

Readings should be completed BEFORE lecture. Please bring the day's readings to class.

WEEK 1 – WHAT IS SOCIAL SCIENCE?

09/15: INTRODUCTION AND THE SCIENTIFIC STUDY OF POLITICS

09/17: THE ART OF THEORY BUILDING
K&W, Chapters 1 & 2

Marsh, David and Gerry Stoker. 2018. "A Skin not a Sweater: Ontology and Epistemology in Political Science." *Theory and Methods in Political Science*. Palgrave. Chapter 11. (pgs. 177-198)

WEEK 2 – DOING SOCIAL SCIENCE RESEARCH

09/20: RESEARCH AND DATA SOURCES; LITERATURE REVIEWS
K&W, Chapters 1 & 2

Knopf, Jeffrey W. 2006. "Doing a literature review." *PS: Political Science & Politics*. 39(01): 127– 132.

Munger, Michael. 2010. "10 Tips on How to Write Less Badly." *The Chronicle of Higher Education*. Retrieved from: https://www.chronicle.com/article/10-tips-on-how-to-write-less-badly/

**Visit:* Sean Leahy, Reference & Instruction Librarian for Social Sciences*

*** Homework #0 (RStudio Cloud Reflection) Due – 09/20 ***

09/22: EVALUATING CAUSAL RELATIONSHIPS
K&W, Chapter 3

09/24: LAB 1: Introduction to R, Homework #2 Workshop
https://rstudio.cloud/learn/primers/1.2 (Programming Basics)

*** Homework #1 (Theory Building) Due – 09/24 ***

WEEK 3 – RESEARCH DESIGN, PART I

09/27: RESEARCH DESIGN AND MEASUREMENT
K&W, Chapters 4 & 5

*** Homework #2 (Causal Relationships) Due – 09/27 ***

09/29: RESEARCH DESIGN AND MEASUREMENT, REVIEW FOR EXAM
K&W, Chapter 6

10/01: LAB 2: Measurement, Descriptive Stats, Transforming Variables

*** Homework #3 (RQ and Data) Due – 10/01 ***

WEEK 4 – MAKING COMPARISONS

10/04: MIDTERM EXAM

10/06: DESCRIPTIVE STATS, STAT. INFERENCE, DISTRIBUTIONS, CONFIDENCE INTERVALS & UNIVARIATE STATISTICS
K&W, Chapters 6 & 7

10/08: LAB 3: Making Comparisons

*** Homework #4 (Data and Variables) Due – 10/08 ***

WEEK 5 – STATISTICAL INFERENCE

10/11: BIVARIATE HYPOTHESIS TESTING (NOMINAL AND ORDINAL DVS)
K&W, Chapter 8
K&W 2nd ed, Chapter 12, pgs. 273-278

10/13: BIVARIATE HYPOTHESIS TESTING (CONTINUOUS DVS)
K&W, Chapter 8
K&W 2nd ed, Chapter 12, pgs. 273-278

10/15: LAB 4: Making Inferences about Sample Means, Measures of Association, Correlations

WEEK 6 – REGRESSION (CONTINUOUS DEPENDENT VARIABLES)

10/18 NO CLASS – MIDTERM BREAK

10/20: BIVARIATE REGRESSION
K&W, Chapter 9

10/22: LAB 5: Correlation, Linear Regression, and Graphics
https://rstudio.cloud/learn/primers/1.1 (Data Viz Basics)

*** Homework #5 (Data Description) Due – 10/22 ***

WEEK 7 – REGRESSION AND LIMITED DEPENDENT VARIABLES

10/25: MULTIVARIATE REGRESSION
K&W, Chapters 10 & 11
K&W 2nd ed, Chapter 12, pgs. 281-293 (read again to prep for final paper)

10/27: MULTIVARIATE REGRESSION DIAGNOSTICS
K&W, Chapters 10 & 11

10/29: LAB 6: Linear Regression, Regression Violations, and Graphics

*** Homework #6 (Bivariate Hypothesis Tests) Due – 10/29 ***

WEEK 8 – LOGISTIC REGRESSION & QUALITATIVE POLITICAL SCIENCE

11/01: LOGISTIC REGRESSION
K&W, Chapter 12

LAB 7: Logistic Regression

11/03: CASE STUDY METHODOLOGY
King, Gary, Robert Keohane, and Sidney Verba. 1994. "The Science in Social Science." *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton University Press. Chapter 1. (pgs. 3-33).

Kaarbo, Juliet and Ryan K. Beasley. 1999. "A Practical Guide to the Comparative Case Study Method in Political Psychology." *Political Psychology*. 20(2): 369-391.

George, Alexander and Andrew Bennett. 2005. "Case Studies and Theory Development." In *Case Studies and Theory Development in the Social Sciences*. MIT Press. Chapter 1. (pgs. 3-36).

11/05: DIRECT OBSERVATION AND RESEARCH ETHICS
Brians, Jarol B., Richard C. Rich, Lars Willnat, and Craig Leonard Manheim. *Empirical Political Analysis*, 8th ed. Chapters 19-21

*** Homework #7 (Multivariate Regression) Due – 11/05 ***

WEEK 9 – QUALITATIVE POLITICAL SCIENCE

11/08: DIRECT OBSERVATION, INTERVIEWS & INTERCODER RELIABILITY
Readings TBD

11/10: ARCHIVAL RESEARCH
Readings TBD

11/12: LAB 8: FINAL PAPER WORKSHOP; REVIEW FOR EXAM

*** Homework #8 (Poster) Due – 11/12 ***

WEEK 10 – COURSE WRAP-UP

11/15: FINAL EXAM
11/17: PRESENTATIONS
11/19: PRESENTATIONS
11/20-21: READING DAYS

WEEK 11 – FINAL PAPER

11/23: DUE: FINAL PAPER BY 11:59PM (UPLOADED TO MOODLE)

X. Additional Carleton Policies and Student Support

Course Materials Assistance

I recognize the potential financial burden of additional course fees, supply requirements, and travel costs. If you are in need of assistance to cover course expenses, please speak with me by the end of the second week of classes.

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 here automatically opens a support ticket) or contact the Web Help Desk: https://helpdesk.carleton.edu/.

Prefect Program

This course has a prefect, Annette Shumway, whose email address is shumwaya@carleton.edu. The Prefect Program offers optional collaborative learning sessions for participating classes. Prefect sessions review course concepts and often focus on critical thinking and problem-solving exercises centered on the course material. Our course prefect will use email, Moodle, or Slack to inform everyone in the class about upcoming sessions and availability for 1:1 tutoring.

Quantitative Skills & Reasoning

The Quantitative Resource Center (QRC) offers remote and in-person help for students working with numbers in their non-Math/Stats classes. Chat, drop in, or make an appointment with a trained peer tutor for help with: graphs, charts, and writing with numbers; Excel, R, and statistical analysis; and math up through Pre-Calculus.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Carleton College is committed to providing equitable access to learning opportunities for all students. The Office of Accessibility Resources (Henry House, 107 Union Street) 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, vision, hearing, mobility, or speech impairments), please contact OAR@carleton.edu or call Sam Thayer ('10), Director of the Office of Accessibility Resources (x4464), to arrange a confidential discussion regarding equitable access and reasonable accommodations.

ASSISTIVE TECHNOLOGIES: 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. Library staff can help you find and evaluate articles, books, websites, statistics, data, government documents, and more. You can make an appointment with a librarian, get help via chat 24/7 from any page on the library's website, email, or call. The Library building has lots of great study spaces, and we'd love for you to visit! For more information and our hours, visit the Gould Library website at carleton.edu/library.

WRITING SUPPORT

The Writing Center a space with 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 by using their online appointment system.

TERM-LONG PROGRAM FOR MULTILINGUAL WRITERS

If English is not your first language and you believe you might benefit from working regularly with a writing consultant this term, email Melanie Cashin, Multilingual Writing Coordinator, at mcashin@carleton.edu. She can arrange once- or twice-a-week meetings between you and a specific writing consultant throughout the term.

STUDENT WELL-BEING

Your health and well-being should always be your first priority. At Carleton, we have a wide-array of health and wellness resources to support students. 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. For more information, check out Student Health and Counseling (SHAC) or the Office of Health Promotion.

TITLE IX

Carleton is committed to fostering an environment free of sexual misconduct. Please be aware all Carleton faculty and staff members, with the exception of Chaplains and SHAC staff, are "responsible employees." Responsible employees are required to share any information they have regarding incidents of sexual misconduct with the Title IX Coordinator. Carleton's goal is to ensure campus community members are aware of all the options available and have access to the resources they need. If you have questions, please contact Laura Riehle-Merrill, Carleton's Title IX Coordinator, or visit the Sexual Misconduct Prevention and Response website: https://www.carleton.edu/sexual-misconduct/.