

POSC 122: Politics in America: Liberty and Equality

Carleton College
Spring 2024

Lecture: Mondays and Wednesdays 9:50-11 and Fridays 9:40-10:40
Classroom: Weitz Center for Creativity 230
Professor: Prof. Adam J. Lê (he/him/his)
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Office: 310 Hasenstab Hall
Office hours: Mondays and Wednesdays 12:30-2pm or by appointment (can be on Zoom or in person)

Course Overview and Requirements

American Politics consists of multiple different elements that contradict and expand on each other. Some of these include the separation of powers, federalism, elections, representation, and so on. In other words, American politics is a complex web of institutions at different levels of government. This course introduces students to the institutions and processes of American government, concluding with a wide-ranging discussion of recent issues in American public policy. In doing so, it examines the main elements of American Politics, political institutions, the policymaking process, and the separation of powers that combine to create “the permanent campaign” and teamsmanship in contemporary politics.

Lectures will take place on Mondays and Wednesdays from 9:50-11am and Fridays from 9:40-10:40am. Lecture slides for each individual class will be posted online weekly.

Readings and Moodle

All course materials will be on the class’s Moodle page. This includes the course schedule, PDFs of readings, assignments, and announcements. Each class period will have its own module that contains all relevant material for the class.

Class Structure and Expectations

Assessment

Grading for this class will be based on these items:

1. **Participation (10%) and Attendance (5%)** This is an in-person class and I will take attendance at every session. If you cannot attend class, you are permitted to miss 3 classes over the course of the semester without penalty.

The participation portion of your grade reflects your active engagement in collective discussions. Most often, these discussions will occur during our scheduled class meetings. For those who are not comfortable speaking in public, I invite you to

challenge yourself to express your ideas verbally. For those who are comfortable speaking in class, you should challenge yourself to formulate your thoughts as cogently as you can, grounding yourself in the readings as much as possible.

I also know that speaking up in class can be difficult. I will also take into consideration your expression of ideas in office hours and through email correspondence.

2. **Discussion Leader (10%)** Students will sign up at the beginning of the semester to be a discussion leader for one class period. The student will come up with discussion questions and will be responsible for presenting the motivation, central argument, methods, and findings of one assigned reading for that day. There is no minimum presentation time; however, you want to make sure you thoroughly cover the reading in a presentation format with slides.
3. **Reading Responses (30%)**: Students are given three assignments that respond to the different weeks of readings that they are given. These assignments can be turned in whenever the student prefers (e.g. if the student wants to read ahead), but at minimum one assignment is due by the end of week 3, the second by the end of week 7, and the third by the end of week 10. They all summarize main points and concepts from the week as well as connect the themes or readings to other things we have learned in the course:
 - (a) **Methods Write-Up (10%)**: This assignment will give you a snippet of how political scientists (and social scientists in general) collect qualitative data. We will discuss different methods throughout the course, how they collect their data, and how they use it in their writing. Students will have the choice of conducting ethnographic fieldwork and observations, in-depth interviews, or any other qualitative methods that aren't covered (and certain quantitative/qualitative methods they choose, such as surveys). Students will then translate their data into a 2-3 page (minimum, single spaced) summary that highlights their findings and connects their data to larger themes, readings, and concepts from the course.
 - (b) **Memo (10%)**: Starting on week 2, students will be able to write a memo based on the readings for the week. The 3-4 page (double spaced) memo will discuss the readings, how they relate, how they connect to other readings from other weeks, and how they advance the concept of the week.
 - (c) **Creative Assignment (10%)**: Students will choose one of the weeks' concepts and choose their own medium (e.g. a poem, art, a podcast, etc) to explain the concept. Students will be graded on the following:
 - Demonstrates a clear understanding of the concept(s) involved
 - Makes clear why the concept is important for some aspect of American Politics
 - Illustrates at least two different perspectives
4. **Midterm Paper (20%)** Students will be given a choice of prompts to respond to and will write a 4-5 page midterm paper that addresses and analyzes the prompt *only* with

readings assigned from the course. The midterm will cover the first half of the class material, and it will be a take-home and open-book exam. Students who plagiarize will receive a 0 and will have their assignment reported.

5. **Final Paper (25%):** Students will receive another set of prompts towards the end of the term and will respond to two of the questions. The material will cover the entire term and will also be take-home and open-book.

Assignment	Total
Participation	10%
Attendance	5%
Discussion Leader	10%
Methods Write-Up	10%
Memo	10%
Creative Assignment	10%
Midterm Paper	20%
Final Paper	25%
	100%

Table 1: Summary of assignments and points.

Letter	Percent	Letter	Percent
A	93-100	C	73-76.9
A-	90-92.9	C-	70-72.9
B+	87-89.9	D+	66-69.9
B	83-86.9	D	60-65.9
B-	80-82.9	F	0-59.9
C+	77-79.9		

Table 2: Grade scale.

Communication

I will send out all course announcements and communications over Moodle announcements.

The best way to reach me with questions is email. Please include the course title (POSC 122) in the subject of your email, along with some indication about the email's contents (e.g., "POSC 122: Question about Lecture").

I will respond to all emails within 48 hours. If you do not hear back within that time, feel free to send another email — although it is rare, sometimes emails do get lost. Please only message me through email.

I will be holding regular, weekly office hours. You are encouraged to come to office hours to talk to me about the material, your project, or anything else. Often times, it is easier for me to help you in office hours than it is over email.

Office Hours

Most students only attend office hours immediately before papers or exams are due or after grades are returned. Due to the fixed supply and increased demand, at such times instructor availability may be limited. I am available to answer questions about exams or papers up until the due dates, when availability permits, but I strongly urge you to use office hours throughout the rest of the semester to discuss the course and your progress. Because this is a survey of a large subfield, we cover a broad range of material in a short time. As a result, there may be topics that you wish were covered in more detail. It is important that this course enriches your educational experience and fosters your curiosity and interest in the field. I hope that you will visit during office hours, or at other times by appointment, whenever you think discussion on an individual basis would be helpful. Take responsibility for your learning and ask for individual attention when you need it.

Additionally, I keep a dog in my office. If you do not want to be near a dog (e.g. for personal reasons, allergies, etc. - any reason is valid), let me know and I will prepare accordingly for our office hour meeting.

Additional Grading Policies, Extensions and Late Work

Students can request an extension for any assignment by filling out an [extension request form](#). All extensions are granted unless the student is told otherwise. (I do not update the deadlines on Moodle in real time.) Students must name a new due date and are then held to that due date. Each assignment may receive only one extension and the extension may not be for more than 5 days without instructor approval. This is to ensure students don't fall behind.

Paper chunks turned in late (whether according to the original due date or an extended due date) will lose one step in grade for each calendar day they are turned in after the due date (whether original or extended). This means that if an assignment is due on Monday and receives an A, the student will receive an A- if they turn it in on Tuesday, a B+ on Wednesday,

and so forth. In the case of extenuating and unexpected circumstances – extended personal or family illness, death in the family, etc. – students should communicate with me as soon as they are able so that we can discuss further extensions. Please note that I do not require details or evidence of these circumstances and you are not required to describe them to me. I know what this is like - over the Winter break I had a bunch of awful things happen and it felt like I was making things up. Regardless of whether you are or not, I'll take you at face value if you need extra time without an explanation.

Students are encouraged to plan ahead of time to assure their assignments are done on time, because late assignments can and have easily piled up.

Grade Disputes

Any student wishing to dispute a grade should submit a one-page memo, typed or handwritten, explaining, clearly and concisely, why points were taken off, why the student believes the points should not have been deducted, and how many additional points the student believes they should receive. All regrades can result in one of three outcomes: a grade decrease, the grade staying the same, or a grade increase.

Grade Changes

No grades will be changed after final grades are submitted to the registrar.

Anxiety, Panic, and Withdrawing/Disappearing

Every semester a handful of students get behind on their work for some reason, panic, conclude they will fail and/or cannot get a good grade, and either withdraw or disappear entirely without withdrawing. It is almost always true that a student's grade cannot be salvaged if they come talk to me. If at any point in the semester you end up feeling like this, please email me or come talk to me in office hours and we can assess how you are doing and try to come up with a plan to make the rest of your semester successful and manageable. You do not have to tell me why you fell behind and you don't need to defend yourself. I am here to help you, not to judge you. I want all of you to succeed, but I can't help you if you withdraw and/or disappear without talking to me.

(That is not to say you should not withdraw. But if you think you need to withdraw, please talk to me first to see if that's really true. I won't try to convince you either way, but I can help you make a more accurate assessment of how you're doing in the class. You definitely, definitely should not disappear without withdrawing if it can possibly be helped. That is never a good idea.)

Accommodations (Disability and Otherwise)

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/neurodivergence, chronic health, traumatic brain injury and concussions, vision, hearing, mobility, or speech impairments), please contact OAR@carleton.edu to arrange a confidential discussion regarding equitable access and reasonable accommodations.

I also understand that many diagnoses are difficult to obtain, especially for historically marginalized groups across the axes of race, class, gender, class, and sexuality. For many students, a diagnosis is a scary process. If you ever want to talk about mental health or neurodivergence, what accommodations are reasonable to ask for (within this class and beyond), and how to navigate college, please let me know - I am happy to talk with you.

A few blanket accommodations within this class:

- All slides should be readable by screen reader, meaning that all images should have an alternative text that can be read. If this doesn't work or you think a slide is missing the alternative texts, it is probably an oversight on my part, and I will appreciate it if you can please let me know.
- I offer automatic extensions on deadlines. See [Late Work and Extensions](#).

Additionally, if there is anything I can do or provide to you to make the class more accessible, please ask.

Technology in the Classroom and Taking Notes

You are responsible for taking notes in class by computer or by pen and paper. I also use Mentimeter to have more participation during lectures, which requires a phone or computer. Additionally, I understand that some students may not be able to afford a computer and instead use their phone. There are options, and we can talk about different resources for you to obtain a computer if needed. Computers in class are a helpful tool for both students and teachers, but they can also be distracting. As such, I expect you to be responsible in your use of electronic equipment in class by limiting social media use and unrelated internet browsing, which can be extremely distracting to fellow students and to me. Please refrain from using your phones for these purposes if possible during class. Individuals who abuse the use of their electronic devices will have their participation grade reduced and/or will be asked to move to the last row of the classroom. Please turn your phone's sound off during class.

How To Read For This Class

Types of readings: All reading is mandatory unless indicated otherwise in bold **Optional** and/or in **green**. The idea behind the readings is not that you be able to remember and comprehend every component of the article (although if you do, great!), especially when they use statistical tools or terminology we have not yet covered. The idea is that you can identify and think through how the concepts and materials we are discussing are used in

practical work. Please read the assigned articles, think about and jot down some thoughts, and come to class prepared to discuss them in small and large group discussions.

Class Schedule

Week 1: The Course, Expectations, and How To Succeed

Monday, March 25

Introductions

Syllabus

Discussion Leader Sign Ups

Wednesday, March 27

Writing and Research Workshop

Think of a book, article, game, movie, or show that you think exemplifies good writing. Be prepared to share with the class why you think it is an example of good writing.

Methods Discussion

Optional: Rubin, A.T. 2021. *Rocking Qualitative Social Science: An Irreverent Guide to Rigorous Research, Chapter 2, p. 13-34.* [22]¹

Friday, March 29

Kalmoe, N.P. and Kinder, D.R. 2017. *Neither Liberal nor Conservative: Ideological Innocence in the American Public.* Chicago: University of Chicago Press. Introduction, Chapter 3, p. 1-7, 47-60. [21]

Week 2: The Founding and Federalism

Monday, April 1

[The Declaration of Independence](#)

[Constitutional Amendments](#)

[Federalist Paper no. 10](#)

[Federalist Paper no. 51](#)

Wednesday, April 3

Trounstine, J. 2009. "All Politics is Local: The Reemergence of the Study of City Politics". *Perspectives on Politics* 7(3), pp. 611-618. [8]

¹You will quickly realize that all these page numbers are guesstimates +/-2 pages.

Karch, A. 2016. "Democratic Laboratories", in *Lanahan Readings in the American Polity, 6th Edition*. eds. Ann G. Serow and Everett C. Ladd. [7]

Optional: Percival, G. *Smart on Crime: The Struggle to Build a Better American Penal System*, Chapter 1, pp. 3-29 [26]

Friday, April 5

Miller, L.L. 2008. *The Perils of Federalism: Race, Poverty, and the Politics of Crime Control*. Chapter 1, p. 3-27 [25]

Week 3: Representation

Monday, April 8

Mansbridge, J. 1999. "Should Blacks Represent Blacks and Women Represent Women? A Contingent 'Yes'." *The Journal of Politics* 61(3), pp. 628-657. [30]

Optional: Pitkin, H.F. 1967. *The Concept of Representation*. Berkeley, CA: University of California Press, Chapter 1, p. 1-13 [13]

Wednesday, April 10

Cramer, K.J. 2016. *The Politics of Resentment Rural Consciousness in Wisconsin and the Rise of Scott Walker*. Chapter 1, pp. 1-26 [26]

Friday, April 12

Cramer, K.J. 2016. *The Politics of Resentment Rural Consciousness in Wisconsin and the Rise of Scott Walker*. Chapter 3, pp. 45-89. [45]

Reading Response 1 Due

Week 4: Separation of Powers, pt. 1

Monday, April 15

[Constitution, Article I](#)

Lee, F.E. 2016. *Insecure Majorities: Congress and the Perpetual Campaign*. Chicago: University of Chicago Press. Chapter 6, pp. 142-158. [17]

Wednesday, April 17

Grossman M. and Hopkins, D.A. 2016. *Asymmetric Politics: Ideological Republicans and Group Interest Democrats.*, Chapter 2, pp. 21-70 [50]

Friday, April 19

No Class

Week 5: Separation of Powers, pt. 2

Monday, April 22

Canes-Wrone, B. 2001. "The President's Legislative Influence from Public Appeals." *American Journal of Political Science* 45, 313-29. [17]

Constitution, Article II

Neustadt, R.E. 1991. *Presidential Power and the Modern Presidents: The Politics of Leadership from Roosevelt to Reagan*. New York: The Free Press. Chapter 3, p. 29-49. [20]

Optional: Zeitz, Joshua. 2020. "Why the Presidency Can't Just Go Back to 'Normal' After Trump." *Politico*, April 15. <https://www.politico.com/news/magazine/2020/02/15/why-presidency-cant-go-back-normal-trump-115362>

Optional: Azari, Julia R. 2013. "Institutional Change and the Presidential Mandate." *Social Science History* 37(4), pp. 483-51. [32]

Wednesday, April 24

Constitution, Article III

Rosenberg, G.N. 1990. *The Hollow Hope: Can Courts Bring About Social Change?* Chicago: The University of Chicago Press. Chapter 1, p. 9-38. [30]

Friday, April 26

The Federalist, Number 78.

Johnson, T.R., Wahlbeck, P.J., and Springs, J. F. II. 2006. "The Influence of Oral Arguments on the U.S. Supreme Court." *American Political Science Review* 100, pp. 99-114. [15]

Week 6: Parties, Voting, Elections

Monday, April 29

No Class - Mid-term Break

Midterm Paper Due

Wednesday, May 1

Sides, J., Tesler, M., and Vavreck, L. 2018. *Identity Crisis: The 2016 Presidential Election and the Battle for the Meaning of America*. Chapter 8, pp. 154-200. (Skim it, but focus on pp. 165-179). [15-46]

Frymer, P. 1999. *Uneasy Alliances: Race and Party Competition in America*. Introduction, p. 3-26 [27]

Optional: Bonilla-Silva, E. 2019. “Racists,” “Class Anxieties,” Hegemonic Racism, and Democracy in Trump’s America. *Social Currents* 6(1), pp. 14-31 [17]

Friday, May 3

Weaver, V.M. and Lerman, A.E. 2010. “Political Consequences of the Carceral State.” *The American Political Science Review* 104(1), pp. 817-833. [16]

Optional: Hajnal, Z., Lajevardi, N., and Nielson, L. 2017. “Voter Identification Laws and the Suppression of Minority Votes.” *The Journal of Politics* 79(2), pp. 363-379. [17]

Optional: Brady, H.E., Verba, S., and Schlozman, K.L. 1995. “Beyond SES: A Resource Model of Political Participation.” *American Political Science Review* 89(2), pp. 271-294. [24]

Week 7: Public Opinion

Monday, May 6

Mason, L. 2018. *Uncivil Agreement: How Politics Became Our Identity*. Chicago: University of Chicago Press. Chapter 1 and 2, p. 1-24 [25]

Wednesday, May 8

Campbell, A.L. 2012. “Policy Makes Mass Politics.” *Annual Reviews of Political Science* 15, pp. 333-351. [19]

Friday, May 10

Cramer, K.J. and Toff, B. 2017. “The Fact of Experience: Rethinking Political Knowledge and Civic Competence.” *Perspectives on Politics*, pp. 754-770. [16]

Optional: Cohen, C. and Luttig, M. 2019. “Reconceptualizing Political Knowledge: Race, Ethnicity, and Carceral Violence.” *Perspectives on Politics* 18(3), pp. 805-818. [19]

Optional: Delli Carpini, M.X., and Keeter, S. 1996. *What Americans Know About Politics and Why It Matters*. New Haven: Yale University Press, Introduction, p. 1-22. [22]

Reading Response 2 Due

Week 8: Interest Groups

Monday, May 13

Gilens, M. 2012. *Affluence and Influence*. Princeton: Princeton University Press. Chapter 5, pp. 124-161. [38]

Optional: Hojnacki, Marie, and David C. Kimball. 1998. "Organized Interests and the Decision of Whom to Lobby in Congress." *American Political Science Review* 92(4): 775-790. [15]

Wednesday, May 15

Minta, M.D. 2021. *No Longer Outsiders: Black and Latino Interest Group Advocacy on Capitol Hill*. Chicago: University of Chicago Press. Chapter 5, p. 99-129. [31]

Friday, May 17

Strolovitch, D.Z. 2006. "Do Interest Groups Represent the Disadvantaged? Advocacy at the Intersections of Race, Class, and Gender" *The Journal of Politics* 68(4), pp. 894-910. [16]

Week 9: Social Movements

Monday, May 20

Taylor, K.Y. *From #BlackLivesMatter to Black Liberation*, chapter 6, p. 153-190. [36]

Optional: Lipsky, M. 1968. "Protest as a Political Resource." *American Political Science Review* 62(4), pp. 1144-1158. [15]

Wednesday, May 22

Young, I.M. 2001. "Activist Challenges to Deliberative Democracy." *Political Theory* 29(5), pp. 670-690. [21]

Optional: Meyer, D.S. 2019. "One year after the Parkland shooting, is the #NeverAgain movement on track to succeed?" *The Washington Post*, April 14. <https://www.washingtonpost.com/news/monkey-cage/wp/2019/02/14/one-year-after-the-parkland-shooting-is-the-neveragain-movement-on-track-to-succeed/>.

Optional: Illing, S. 2020. "How Black Lives Matter fits into the long history of American radicalism." *Vox*, July 2. <https://www.vox.com/policy-and-politics/21306771/black-lives-matter-george-floyd-protest-michael-kazin>.

Friday, May 24

Michelle Alexander, *The New Jim Crow*, Chapter 1.

Optional: Tormos-Aponte, F. 2017. "Intersectional Solidarity." *Politics, Groups, and Identities* 5(4), pp. 707-720. [14]

Week 10: Beyond Traditional Politics

Monday, May 27

Kinder, K. (2016) *DIY Detroit: Making Do in a City without Services*. Minneapolis: University of Minnesota Press. Introduction, Chapter 3, p. 1-23, 69-96. [50]

Wednesday, May 29

Soss, J. and Weaver, V. 2017. "Police Are Our Government: Politics, Political Science, and the Policing of Race-Class Subjugated Communities." *Annual Reviews of Political Science* 20, pp. 565-591. [25]

Friday, May 31 (no class)

Final Paper Due

Reading Response 3 Due

Other Policies

Mental Health and Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. Carleton College services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Health and Counseling: <https://www.carleton.edu/student-health/>.

I understand personally the ways that depression and anxiety can create problems for students completing coursework. If you feel like you are struggling in class because of mental health reasons, please get in touch with me. You do not need to provide any details or explain yourself, but I am typically able to work with students if these issues become problems.

Assistive Technology 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.

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: <https://www.carleton.edu/writing-center/>

Grading and Transcripts

For information about translation from letter grade to points on transcript, please refer to: https://apps.carleton.edu/handbook/academics/?policy_id=21464&a=student.

Scholastic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. For additional information, please see: <https://www.carleton.edu/writing/plagiarism/>.

Increasingly, students are turning to AI and algorithmic software that write their papers for them. This is considered academic dishonesty and will be reported to the university. From personal experience, these papers are really easy to detect, and I hope that if you are struggling you reach out to me instead of trying to plagiarize papers to meet deadlines. I am flexible, and we can find a solution that incorporates your original work.

Appropriate Student Use of Class Notes and Course Materials

You may not distribute course notes, course videos, or other course materials *outside of the course* without the explicit written approval of the professor.

Sexual Harassment

“Sexual harassment” means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any College activity or program. Such behavior is not acceptable in the College setting. For additional information, please consult Sexual Misconduct Prevention and Response:

<https://www.carleton.edu/sexual-misconduct/>.

Equity, Diversity, Equal Opportunity, and Affirmative Action

Equal opportunity for all is an essential part of Carleton’s recognition that diversity expands the Carleton community’s intellectual horizons and enriches the teaching, working, living and learning environment. Carleton College is committed to the principle that its educational facilities, activities and employment opportunities shall be offered without regard to race, color, creed, ethnicity, religion, gender, national origin, marital status, veteran status, actual or perceived sexual orientation, gender identity and expression, status with regard to public assistance, disability or age. Carleton College prohibits discrimination against or harassment

of any student, applicant, visitor or employee because of race, color, creed, ethnicity, religion, gender, national origin, marital status, veteran status, actual or perceived sexual orientation, gender identity and expression, status with regard to public assistance, disability or age. For more information, visit

https://apps.carleton.edu/handbook/governance/?policy_id=955843.

Academic Freedom and Responsibility

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.²

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/>.

²Language adapted from the American Association of University Professors “Joint Statement on Rights and Freedoms of Students”.