

PSCI 299 A: Tyrants, Demagogues, and Democrats

Athens and India at Critical Junctures

Department of Political Science

St. Olaf College

Spring 2026

Time: MWF, 2:00 pm – 2:55 pm

Room: Holland Hall, Room 523

Office Hours: MWF, 9am – 10am; 3pm – 4pm

Instructor: Caleb Schmotter

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*When people think about traveling to the past, they worry about accidentally changing the present –
but few people in the present realize they can radically change the future.*

Overview

Introduction

This course focuses on the struggles of two political communities at critical junctures in their histories. We will examine this subject by engaging in extensive role-playing games; you will assume the roles of important political figures and factions in ancient Athens and colonial India, and will use writing and speaking to persuade other students to agree with your position. I will also ask you to do some reflective and analytical writing to explore the philosophical and political roots of democratic culture, and to better understand some of the critical issues facing democratic societies today.

Specifically, we will examine Athens in 403 B.C.E. and India in 1945 in order to compare their debates on how to establish democracy and unity, national identity and authority, and social and economic justice. What are the merits and weaknesses of democratic systems? What and who constitutes a nation? What are the sources of power of those who govern the society, and what constraints exist on that power? How should we balance the demands of the community (whether political, religious, class, or ethnic) with individual liberty? How can a democracy ensure the rights of minorities? What are the best means to achieve political ends?

You will get a chance to explore these questions and come to your own reasoned conclusions on the promise and dilemmas of establishing truly democratic societies. I will teach the course using a pedagogy known as “Reacting to the Past.” “Reacting to the Past” seeks to introduce students to major ideas and texts by using a “role playing” format to replicate the historical context in which these ideas acquired significance. This pedagogy is designed to help students understand, through their own enactment and involvement, that key philosophical, political, and social questions have multiple and complex human perspectives. By taking on the role of historical political actors, you will not only come to understand the incentives and constraints that shape individual agency, but will experience the many intrigues of domestic policymaking first-hand, including how personal goals, idiosyncrasies, and beliefs affect decision-making processes, government policies, and the shape and scope of political coalitions. In the end, the way history unfolds in our class may or may not align with the historical record, providing a counterfactual set of events with which to investigate questions of causality, inevitability, and missed opportunities.

Learning Outcomes

As a result of completing this course, students will be able to:

- Analyze and evaluate abstract and competing notions about the proper ways of distributing political authority
- Understand, analyze, and synthesize scholarly literature and argumentation
- Formulate your own logical and persuasive positions based on that analysis
- Construct rigorous, well-informed arguments and sound, probing questions in real-time
- Apply critical, analytical, and evaluative thinking to your own writing
- Analyze and evaluate complex information
- Analyze scholarly literature, in particular its theoretical orientation and sources of support
- Formulate an argument based on the analysis of that scholarly literature and/or data
- Analyze a social issue or civic concern
- Propose an intervention or solution based on broader theoretical knowledge
- Balance diverse perspectives in deciding whether to act
- Distinguish the multiple consequences and implications of their actions

Credit Hours and Instruction Format

This is a 3-credit class. Over 15 weeks, students should expect 2.5 hours of instruction in class with the instructor and approximately 5 hours of independent learning outside of class per week on average, for a combined minimum total of 7.5 hours per week or 112.5 hours per semester.

Course Requirements

Readings

There are two required texts for this course:

- Ober, J., Norman, N., and Carnes, M. (2022). *The Threshold of Democracy: Athens in 405 BCE*. The University of North Carolina Press. <https://uncpress.org/book/9781469670751/the-threshold-of-democracy>
- Embree, A. and Carnes, M. (2022). *Defining a Nation: India on the Eve of Independence, 1945*. The University of North Carolina Press. <https://uncpress.org/book/9781469670799/defining-a-nation>

To be able to effectively participate in class discussions, you must read the assigned material **before** our class meetings. This is particularly important once the games begin, as the readings serve as the source material from which you will draw to articulate and defend your positions. Due to the structure of the course, readings tend to be concentrated in the preparatory phases of each game, as detailed in the course schedule below.

Assignments

In addition to the readings, students are expected to complete written work for each of the two games, and participate actively in the presentations, debates, and discussions. Students enjoy considerable latitude in how and when they fulfill these requirements: this independence and flexibility should not be mistaken for laxity. This course is demanding. Students who fall behind in the reading, writing assignments, and class presentations will find themselves lost in many different respects. As you will learn, attendance is important or you will lose valuable participation points and you will hurt the group or faction to which you are assigned. In addition to in-game writing and class participation, there will also be preliminary quizzes for each game and more summative writing assignments after the games.

Quizzes: Before the start of each game, we will have a short in-class quiz. These are not intended to be a high-stress exam where you are expected to demonstrate your mastery of the material, but rather as a check that your level of preparation is sufficient for you to be able to perform your role in the game. As such, together these quizzes constitute 5% of your total grade in the course.

Writing: Full participation in the games demands that the course be writing intensive. The “drama” of the course is typically enacted in the classroom debates. But most of the real work takes place through reading extensively and through writing based on that reading. There will be two “strands” of writing in the course:

Strand One: Position Papers (750-1,000 words / 3-4 pages)

You will write 2 position papers for each game, for a total of 4 position papers overall. These papers, which are written “in role,” will discuss various constitutional issues and must support the position you occupy (e.g. moderate democrat; secular member of the INC; etc.). These need to be thoughtful presentations of the specific issue at hand, **using the sources available to you in the material required for class and reflecting further research on the period specific to your position.** Be sure to cite all your sources fully. I will give further guidelines for these papers as needed and you may feel free to consult me during the writing process.

Position papers have the added element of becoming part of the game’s historical record. That is, the arguments made by one student may be used as supporting or disconfirming evidence for another student’s paper. To that end, **all position papers must be posted to our Moodle page by the dates listed in the course schedule.**

Note: the form of the written work for some students may vary depending on the role in a game. If one is a “historian,” for example, it is possible that a longer history of a set of events may stand for two of the papers. There is some flexibility, in other words, in what constitutes a “position” paper. Regardless of the form your writing takes, all students will do roughly the same amount of writing.

Strand Two: Reflective Essays (2,000-2,500 words / 8-10 pages)

You will also write two reflective essays, one for each game. In these writings, you step out of your assigned role and work through the issues you are learning about both in your own terms and in light of events, readings, thinking subsequent to the historical events under consideration. The purpose for such writing is different than the “games” writing: in the position writings, you are in the thick of things, so to speak. You are attempting to persuade others that your point of view is right and just, and that following it will benefit Athens/India. If your writing and your arguments are effective, you may prevent a crowd uprising. Or you may avert the unequal ethnic division of a nation.

In comparison, the reflective writings give you a chance to work through the complexity of the situation and work out your own thinking. Though in some sense, all writing could be said to be “persuasive”—that is, you want your reader to adopt or at least be sympathetic with your point of view—your main job in this writing is not to convince a reader to adopt a particular policy or doctrine, but rather to uncover the difficulties and contradictions of the situation and therefore promote a fuller understanding of it. These writings will draw on the knowledge and research you have done in earlier writings, but will require you to look more fully at both sides of the issue. In some

cases, you will be asked to look at later critical accounts of the subject or later understandings of the philosophers whose work you are using. In these writings, in other words, you will be asked to confront differing points of view as you forge a claim of your own.

Speaking and Participation: In general, speeches and presentations should state a strong claim in the introduction, and provide a clear organization of reasons for belief in the claim, and evidence to support those reasons. They will cite evidence from primary sources or examples of events or laws drawn from the time period as developed by research in the library and online. They will reflect the voice of the time period and the role assigned to each student.

Students are expected to attend all game sessions, actively work with their group or faction inside and out of class to achieve its victory objectives and participate in informal debates on a regular basis. Students are expected to participate actively during each game session as denoted in their role sheet; while this means participation will look somewhat different for each student, all students are expected to be attentive, give speeches, provide comments, and ask questions. Other potential forms of participation include meeting with faction members during and outside of class, as well as setting up 1-on-1 meetings with the instructor as necessary.

While attendance does not comprise a portion of your course grade, your participation grade will be severely impacted should you be absent once the games are underway. **If you know of any scheduling conflicts, it is your responsibility to inform me in advance of the date roles will be distributed** (see course schedule) so that we can make appropriate accommodations.

Note: Because the “speeches” you give will be in the context of the Assembly or Executive Council, they are unlike the extemporaneous speaking you may have done in other classes—where you get up, speak for 6-8 minutes on a prearranged topic, and sit down. Certainly you will be able to prepare some speeches, and you will be asked to speak (by the assembly leader) on a particular day as issues are scheduled for debate. But much of the speaking is extemporaneous. That is, you will sometimes find yourself leaping to your feet to defend a point or to stem the flow of a discussion that is not going in your favor. All of these activities are considered “speech” and your level of preparation will certainly show.

Grading

You will receive numerical grades on all work. Your final grade will be calculated based on these numbers according to the weights listed below. Final grades that fall just below the breakpoint (i.e. 89.5) will be rounded up following conventional rounding rules. The student or students that most successfully accomplish their objectives in each game will be awarded a “victory bonus” to their final grade, equal to a one-third letter bump (e.g. B+ to A-). Note that students who receive this bonus in one game are not eligible for the bonus in the other.

Athens Game (50% of grade)

- Quiz (5%)
- Position Paper 1 (7.5%)
- Position Paper 2 (7.5%)
- Reflection Paper (15%)
- Participation (15%)

India Game (50% of grade)

- Quiz (5%)
- Position Paper 1 (7.5%)
- Position Paper 2 (7.5%)
- Reflection Paper (15%)
- Participation (15%)

The correspondence between numerical and letter grades is as follows:

94-100 = A	90-93 = A-	87-89 = B+	84-86 = B	80-83 = B-
77-79 = C+	74-76 = C	70-73 = C-	65-69 = D	Below 65 = F

Generally speaking, position papers will be persuasive in nature. That is, they will need to make a clear claim, offer cogent reasons for believing that claim, and provide evidence from primary materials in class texts to support the truth of the argument. They will be written clearly and will reflect the voice of the time period and the role assigned to the student. Papers that fulfill all these conditions will receive an “A.” B papers will state a clear claim at some point in the paper and provide evidence from primary materials in class texts. They may show a few errors of style, but by and large are clear and represent the role and the time period. C papers have a weak claim (or a claim not stated clearly) with few reasons for belief, some reference to the time period, and some supporting evidence. They may have several stylistic errors. D papers have a weak claim and a little reference to the time period; organization is somewhat confused and little salient evidence is presented. F papers have no identifiable claim, a confusing organization, and cite no evidence.

The papers for the “reflective” strand of writing will have similar criteria. That is, the writer needs to cite sources and use evidence to support whatever claims are being made. In addition, the writer needs to recognize the difficulty of competing perspectives and reflect that complexity in the overall argument of the piece. The style and voice of the piece are the writer’s own. That is, the writer is not adopting an historical role, but is assessing and examining the issues based on his or her present day perceptions and consciousness of the issues under discussion.

Course Schedule

Part I – The Threshold of Democracy: Athens in 403 BCE

Week 1

Friday, Feb. 6th – Course Introduction

- **Review course syllabus;** note assignment deadlines

Week 2

Monday, Feb. 9th – Athens: Game Preparation

- Ober, J., Norman, N., and Carnes, M. (2022). *The Threshold of Democracy: Athens in 403 BCE*. **Part 1, pp. 1-20.**

Wednesday, Feb. 11th – Athens: Game Preparation

- Ober, J., Norman, N., and Carnes, M. (2022). *The Threshold of Democracy: Athens in 403 BCE*. **Part 2, pp. 21-54.**

Friday, Feb. 13th – Athens: Game Preparation

- Ober, J., Norman, N., and Carnes, M. (2022). *The Threshold of Democracy: Athens*

in 403 BCE. Parts 3 & 4, pp. 54-87.

Week 3

Monday, Feb. 16th – Athens: Game Preparation

- Ober, J., Norman, N., and Carnes, M. (2022). *The Threshold of Democracy: Athens in 403 BCE. The Republic (Part 1)*, pp. 95-117.

Wednesday, Feb. 18th – Athens: Game Preparation

- Ober, J., Norman, N., and Carnes, M. (2022). *The Threshold of Democracy: Athens in 403 BCE. The Republic (Part 2)*, pp. 118-146.

Friday, Feb. 20th – Athens: Game Preparation

- Ober, J., Norman, N., and Carnes, M. (2022). *The Threshold of Democracy: Athens in 403 BCE. The Republic (Part 3)*, pp. 147-170.
- Roles will be distributed by the end of class

Week 4

Monday, Feb. 23rd – Athens: Game Preparation

- Ober, J., Norman, N., and Carnes, M. (2022). *The Threshold of Democracy: Athens in 403 BCE. Funeral Oration*, pp. 89-94; *Protagoras, Life of Lycurgus, Life of Cimon, The Economist, and From Hellenica*, pp. 200-236.

Wednesday, Feb. 25th – Athens: Game Preparation

- In-Class Athens Quiz **TODAY**
- Faction & Individual Player Meetings

Friday, Feb. 27th – Athens: Game Session 1 (Reconciliation Agreement)

- Position Paper 1: due on Moodle by the start of class for select representatives (full schedule will be released on Moodle)

Week 5

Monday, Mar. 2nd – Athens: Game Session 2 (Electorate)

- Position Paper 1: due on Moodle by the start of class for select representatives (full schedule will be released on Moodle)
- Read all posted papers from Session 1

Wednesday, Mar. 4th – Athens: Game Session 3 (Social Welfare)

- Position Paper 1: **all remaining positions papers due on Moodle by the start of class**
- Read all posted papers from Session 2

Friday, Mar. 6th – Athens: Panhellenic Festival

- This is a special class session; additional details will be provided later
- Read all posted papers from Session 3

Week 6

Monday, Mar. 9th – Athens: Game Session 4 (Extra Topics)

- Position Paper 2: **at least one from each faction** due on Moodle by the start of class
- Read all posted papers from Session 3, if you haven't already

Wednesday, Mar. 11th – Athens: Trial Day

- Position Paper 2: **at least one from each faction** due on Moodle by the start of class
- Read all posted papers from Session 4

Friday, Mar. 13th – Athens: Game Session 5 (Governance)

- Position Paper 2: **at least one from each faction** due on Moodle by the start of class
- Read all posted papers from Trial Day
- Reflective Essay #1: Prompt Distributed
 - **DUE by Friday, Mar. 27th at 11:59pm**

Week 7

Monday, Mar. 16th – Athens: Game Session 6 (Restoration of Empire)

- Position Paper 2: **all remaining positions papers due on Moodle by the start of class**
- Read all posted papers from Session 5

Wednesday, Mar. 18th – Athens: Post-Mortem I

- I will provide more information about this session as it draws closer, but there will be no additional preparation required

Friday, Mar. 20th – Athens: Post-Mortem II

- Before class, please review the details on historical outcomes sent via email

Part II – Defining a Nation: India on the Eve of Independence, 1945

Week 8

Monday, Mar. 23rd – India: Game Preparation

- Embree, A. and Carnes, M. (2022). *Defining a Nation: India on the Eve of Independence, 1945. The Train to Simla, June 1945 & Introductory Sections*, pp. 1-31.

Wednesday, Mar. 25th – India: Game Preparation

- Embree, A. and Carnes, M. (2022). *Defining a Nation: India on the Eve of Independence, 1945. Appendices A & B*, pp. 50-69.

Friday, Mar. 27th – India: Game Preparation

- *Bhagavad Gita* (available online [here](#) or [here](#)), Books 1-4 & Book 11.
- **Reflective Essay #1 due by 11:59pm**

Week 9

Monday, Mar. 30th: Spring Break

- NO CLASS

Wednesday, Apr. 1st: Spring Break

- NO CLASS

Friday, Apr. 3rd: Spring Break

- NO CLASS

Week 10

Monday, Apr. 6th – Spring Break

- NO CLASS

Wednesday, Apr. 8th – India: Game Preparation

- Embree, A. and Carnes, M. (2022). *Defining a Nation: India on the Eve of Independence, 1945*. **Game Details, pp. 32-49 & Appendix C, pp. 70-89.**
- Roles will be distributed by the end of class

Friday, Apr. 10th – India: Game Preparation

- Faction & Individual Player Meetings
- Read materials included in your role sheet

Week 11

Monday, Apr. 13th – India: Session 0

- In-Class India Quiz **TODAY**
- British Governors General – Initial Statement

Wednesday, Apr. 15th – India: Session 1

- Position Paper 1: due on Moodle by the start of class for select representatives (full schedule will be released on Moodle)

Friday, Apr. 17th – India: Session 2

- Position Paper 1: due on Moodle by the start of class for select representatives (full schedule will be released on Moodle)
- Read all posted papers from Session 1

Week 12

Monday, Apr. 20th – India: Session 3

- Position Paper 1: due on Moodle by the start of class for select representatives (full schedule will be released on Moodle)
- Read all posted papers from Session 2

Wednesday, Apr. 22nd – India: Session 4

- Position Paper 1: due on Moodle by the start of class for the **British Governors General (BGG)**

- Read all posted papers from Session 3

Friday, Apr. 24th – India: Session 5

- Position Paper 2: due on Moodle by the start of class as scheduled by BGG
- Read all posted papers from Session 4

Week 13

Monday, Apr. 27th – India: Session 6

- Position Paper 2: due on Moodle by the start of class as scheduled by BGG
- Read all posted papers from Session 5

Wednesday, Apr. 29th – India: Session 7

- Position Paper 2: due on Moodle by the start of class as scheduled by BGG
- Read all posted papers from Session 6

Friday, May 1st – India: Session 8

- Read all posted papers from Session 7
- Reflective Essay #2: Prompt Distributed
- ***DUE by Monday, May 18th at 11:59pm***

Week 14

Monday, May 4th: Writing Week

- NO CLASS

Wednesday, May 6th: Writing Week

- NO CLASS

Friday, May 8th: Writing Week

- NO CLASS

Week 15

Monday, May 11th – India: Post-Mortem

- I will provide more information about this session as it draws closer, but there will be no additional preparation required

Wednesday, May 13th – Course Reflections

- I will provide more information about this session as it draws closer, but there will be no additional preparation required

Week 16

Monday, May 18th – Final Exam Week

- NO CLASS
- ***Reflective Essay #2 due by 11:59pm***

Course Policies

Office Hours (Holland Hall, Room 422)

I will hold office hours on Mondays, Wednesday, and Fridays from 9:00 am – 10:00 am and again from 3:00 pm – 4:00 pm in my office, Holland Hall 422. If you are unable to attend office hours, please email me to make an appointment to meet, in-person or virtually, at another time.

The best ways to contact me are via email at schmotl@stolaf.edu or by seeing me during my office hours. I will try my best to answer your emails as soon as possible, but please allow me 24 hours during the week and 48 hours on weekends to respond before resending or reaching out again. Please contact me if you are encountering any problems with the class – I am here to help you learn and am happy to meet and discuss your concerns.

Moodle

This course utilizes Moodle as our learning management system, which can be accessed through <https://mdl.stolaf.edu/my/>. In addition to the readings, you will find other useful information on Moodle, such as a copy of the syllabus, information about assignments, and your grades. To access Moodle, you must have a school e-mail account and be registered for this course. You may have trouble accessing the articles posted on Moodle if you are not using a university-networked computer. In that instance, you should download articles on a university-networked computer and print or save them to read at home.

Anonymous Feedback

Despite my best efforts to the contrary, I will make mistakes in this course, born of both accident and ignorance. In addition, we know all too well that even the best of plans can go quite awry. If there is ever something you'd like me to know about the course, a specific session, or just life in general, please use this link (<https://airtable.com/shrf2Gi0jrGCyfhRA>) to leave me a comment. All submissions are completely anonymous. You may, of course, always reach out to me directly as well, but this serves as another line of communication in cases where you may feel uncomfortable doing so.

Generative Artificial Intelligence

By submitting work for evaluation in this course, you represent it as your own intellectual product. **You may not submit any content (e.g., ideas, text, code, images) that was generated, in whole or in part, by Generative Artificial Intelligence (GAI) tools** (including, but not limited to, ChatGPT and other large language models). Doing so in this course constitutes cheating under St. Olaf College's policy on [Academic Integrity](#).

While GAI tools are becoming important resources in many fields and industries, you should note that the material generated by these tools may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity. The purpose of the writing required for this class is to help you reflect on and improve your own skills as a political actor. In this context, the process of writing and reflecting is far more important than asking a computer to churn out text in order to hit a word count.

Additional Policies and Support

Land Acknowledgment

We stand on the homelands of the Wahpekute Band of the Dakota Nation. We honor with gratitude the people who have stewarded the land throughout the generations and their ongoing contributions to this region. We acknowledge the ongoing injustices that we have committed against the Dakota Nation, and we wish to interrupt this legacy, beginning with acts of healing and honest storytelling about this place. For more information, see <https://wp.stolaf.edu/education/land-acknowledgement/>

Statement of Inclusivity

In keeping with St. Olaf College's mission statement, this class strives to be an inclusive learning community, respecting those of differing backgrounds and beliefs. As a community, we aim to be respectful to all citizens in this class, regardless of race, ethnicity, religion, gender or sexual orientation.

Gender Pronouns

This course affirms people of all gender expressions and gender identities. If you go by a different name than what is on the class roster, please let me know. Using correct gender pronouns is important to me, so you are encouraged to share your pronouns with me and correct me if a mistake is made. If you have any questions or concerns, please do not hesitate to contact me.

Academic Freedom

In this class, we aspire to the same standards of academic freedom, critical inquiry, and free expression adopted by the faculty of St. Olaf College. These standards include affording everyone the "broadest possible latitude to speak, create, listen, question, and learn" in all aspects of teaching and learning, while recognizing "that encountering opposition to our firmly held commitments can be difficult and uncomfortable." St. Olaf is a community of learners. We seek to enter into difficult discussions in the spirit of kindness and respect, even as we interrogate conflicting perspectives and engage with those perspectives through rigorous reflection and critique.

Academic Integrity Code

Plagiarism, the unacknowledged appropriation of another person's words or ideas, is a serious academic offense. It is imperative that you hand in work that is your own, and that cites or gives credit to others whenever you draw from their work. For more information, please see:

- St. Olaf's statements on academic integrity and plagiarism at <https://wp.stolaf.edu/facultyhandbook/academic-integrity-faculty-handbook-category-2/>;
- St. Olaf's honor system at <https://wp.stolaf.edu/honorcouncil/>; and
- The Honor Council's [Bylaws](#) section on syllabus statements.

Writing Desk

Peer tutors at the Writing Desk offer help with any paper, in any class, at any stage of the writing process. Some tutors are also trained to offer additional support in speaking and research. You can sign up for an appointment online or stop by TOH 153 Sundays 12pm-9pm, Mondays-Thursdays, 9am-9pm, and Fridays 9am-4:30pm. Learn more at <https://wp.stolaf.edu/academic-support/writing-help/>

Observance of Religious Holidays

As part of my commitment to make St Olaf an inclusive community, I am happy to provide students with reasonable religious accommodations. If you will be missing class for a religious observance or require another religious accommodation, please meet with me to discuss these as soon as possible after the beginning of the semester.

Technology Support in the Libraries and DiSCO

Need help with an assignment that involves technology (e.g. a podcast, website design, or video project)? Libraries and Information Technology Services (LITS) provides resources and access to technology in order to support your learning. Specialized computers, media equipment, and software are available in Halvorson Music and Rolvaag Memorial Libraries (RML). If you would benefit from personalized support you can consult with technologists and student interns at the [Digital Scholarship Center at St. Olaf](#) (DiSCO), which is located on the 4th floor of RML. Use the links below to make an appointment with a technologist, reserve DiSCO space, or check out equipment:

- [Meet with a technologist](#)
- [Reserve DiSCO spaces](#)
- [Check out Equipment](#)

Research Support

Need help brainstorming a research topic, finding credible sources, or properly citing a source? Librarians are available to help at any point during your research process:

- [Ask a Research Question](#)
- [Meet with a Research Librarian](#)

Mental Health

I greatly value your experience in this class, and it is my duty to facilitate a safe, caring, and productive learning environment. I recognize that you may experience a range of emotional, physical, and/or psychological issues, both in and out of the classroom, that may distract you from your learning. If you are experiencing such issues, please do not hesitate to come see me – I am here to listen. We can also discuss what further resources might be available to you.

Accommodations

I am committed to supporting the learning of all students in my class. If you have already registered with Disability and Access (DAC) and have your letter of accommodations, please meet with me as soon as possible to discuss, plan, and implement your accommodations in the course. If you have or think you have a disability (learning, sensory, physical, chronic health, mental health or attentional), please contact Disability and Access staff at 507-786-3288 or by visiting wp.stolaf.edu/academic-support/dac.

Multilingual Student Support

I am committed to making course content accessible to all students. If English is not your first language and this causes you concern about the course, please speak with me. Students who would like extra support with writing or speaking in English can also contact the language

support specialist (berryag@stolaf.edu) in the [Academic Success Center](#).