# **Applied AI:** Leveraging LLMs for Social Science Inquiry

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*You can come to office hours to ask me questions about the course content (especially if you're having trouble). But you can also come to office hours to say hello, ask me about my research, learn what political scientists do, tell me about your interests (academic or otherwise), or talk about AI.*

*You don't need an appointment if you come by on Wednesdays between 1PM-3PM. I'd love to meet you.*

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Acknowledgements

I thank Adam Wu for his help designing this course, Associate Dean Benjamin Bergen and the School of Social Sciences for generously providing funding to aid the development of this course, and Professor Lawrence Broz for his support.

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## Course Description

This course will equip you with practical skills to leverage AI in social science research and your professional life. You will gain hands-on experience with large language models like ChatGPT, learning how these models generate responses and how to use them to brainstorm ideas, review literature, analyze data, and improve your writing. You will develop the ability to evaluate AI output and determine when and how AI can enhance your work—skills valued in academic and professional contexts.

At the end of this course, you will be able to:

- Understand and describe how large language models work at a conceptual level.
- Understand how large language models can serve as a complement to your critical thinking (rather than a substitute).

- Apply LLM skills to social science research tasks as well to other academic and productivity challenges you encounter in your education and daily life (where ethically appropriate).

## Course Format

This is an interactive course that will mix lectures with hands-on, practical applications. There will be two main course formats:

- Lectures: Some lectures will focus on the practice of conducting social science research (noted below by 📚). Others will focus on practical AI skills (noted by 🤖) that will help you complete the research-focused assignments and that will have broader implications for AI use in other settings. Attendance is strongly encouraged as many of these lectures will include interactive elements where we experiment with different concepts using LLMs.
- Labs: On lab days (✍️), there will be no lecture. These are work days where you will be given a specific assignment to complete during the class.
    - Given the nature of the lab days, attendance is required and work products must be submitted at the end of the class. In the event that you cannot attend class for a documented reason (e.g., illness, family emergency, etc), you can review the attendance policy below for next steps.
    - All labs are noted in the class schedule below with the ✍️ emoji.
    - For some labs, we will intentionally not use AI. These are marked with the 🤷‍♂️🤖emojis.

## Required Materials

### ChatGPT Plus Subscription ($20 per month/$60 total for Winter Quarter)

In this course, we will use OpenAI's ChatGPT suite of large language models. Although the free version does provide access to the latest model, GPT-5.2, the paid subscription provides higher usage, advanced features, and consistent performance essential for iterative research work. This is a monthly subscription, which should cost ~$60 for the quarter. You are welcome to cancel when the course ends, and I will remind you to do so as we near the end of the course.

- While free tiers and free AI tools exist, the course assignments require extensive iterative work (drafting, revising, analyzing) that would quickly exceed free tier limits.
- ChatGPT continues to be the most widely used generative AI chatbot globally, with hundreds of millions of weekly active users and a dominant share of the chatbot market.
- Everything we learn in this class is applicable to other LLMs (e.g., Claude, Gemini, etc), but to ensure consistent performance and equal access for all students in the class, we all need to use the same tools.

If you cannot pay for this subscription, please speak with Professor Noble ASAP.

### A Laptop or Tablet (with Keyboard)

This class is hands-on. Although I will sometimes lecture, you should come to class prepared to interact with LLMs. The best way to do that is with a laptop. A tablet *with a keyboard* will also suffice. A phone or a tablet without a keyboard are not appropriate substitutes. Please be sure that your computer is charged as there will be limited access to outlets.

If you do not have a personal laptop or tablet and keyboard that you can bring to class, please speak with Professor Noble ASAP.

### Other Important Information

- All supplemental readings and resources in this course are linked below.
- There is no required textbook.
- All slides will be posted on Canvas before the class on which they are presented. Recorded lectures will be posted following class.
- If you are interested in these topics and would like to stay up to date on the latest news in AI, I recommend the following:
    - AI Daily Brief Podcast, a short (20-30m) daily podcast covering the latest news and trends in AI.
    - The Rundown, a concise, daily newsletter focused on AI news, trends, and tips.
    - Axios AI, a concise daily newsletter focused on AI news, with a particular focus on policy implications.

## Assignments

In this course, we will learn how to write an academic research paper with the help of AI. We will tackle the major components of a research project in steps, such as reviewing the existing literature, developing a research question, testing hypotheses with data, and writing and presenting your work.

Each major step of the research project is centered on an in-class lab assignment that advances your project in a concrete way. For a small number of labs, there is a brief pre-lab task. These are often completed with the help of AI and designed to ensure you arrive prepared to use class time productively. These pre-lab tasks are not graded separately; instead, they are part of the overall lab grade for that assignment. Taken together, the labs structure the course and guide you through the research process step by step.

The course also culminates in a short, low-stakes presentation where you will share your research with classmates in a small-group setting. This presentation emphasizes clear communication, narrative flow, and engagement with peers rather than performance, reinforcing the idea that explaining your work is a core part of doing research.

Even if you aren't interested in becoming a social science researcher, many of the steps of this process have direct application to skills you will need in any career. These skills are transferable well beyond political science, social science, or the academy.

## Choosing Your Research Area

This course is organized around modular assignments that build toward a complete research project. Early tasks focus on reviewing literature and formulating questions; later ones move into hypothesis testing, data analysis, and writing. To keep projects manageable, you will select one of three broad research areas at the start of the quarter and stay with it. This ensures that each step of your work connects to the next and culminates in a coherent final presentation.

Although most assignments are completed individually, you will also work as part of a research team that shares the same topic area. This mirrors the way real social science is done: scholars produce their own analyses but benefit from the cumulative work of others. For example, when you annotate an academic article, your notes will be shared so teammates can draw on them. Similarly, when you explore data or draft hypotheses, the group will collectively create a richer pool of ideas and evidence than any individual could alone.

Please consider which of the following topics is of most interest to you. Before week 2, you will choose one of these topics and it will serve as your research area for the entire quarter. You may not switch topics after you submit your deep research report during week 2.

### Understanding Congressional Polarization

Congress today is as polarized as it has been in more than a century. But why? Is it the way districts are drawn, the pressure of elections, or the choices legislators themselves make? In this area, you will investigate what factors best explain the deepening partisan divide on Capitol Hill.

### Media Consumption and Political Engagement

Does where people get their news shape how they participate in democracy? From newspapers and cable TV to TikTok and Instagram, Americans face an expanding menu of information sources. This area asks whether different forms of media consumption affect what citizens know, whether they turn out to vote, and how they engage in civic life.

### Red States vs. Blue States

California and Texas often stand in for two very different models of governance. But what really explains differences between states—and do those differences matter for people's daily lives? In this area, you will explore what predicts whether states lean "red" or "blue" in their policies, and whether these choices translate into real differences in outcomes like education, healthcare, or economic well-being.

The table below summarizes all major assignments in this class.

| Week | Before Lab | In Class | Grade Pct. |
|---|---|---|---|
| Week 2 | Topic selection, deep research report | Deep research overview worksheet (01/16) | 5% |
| Week 3 | Article selection | Article notes worksheet (01/23) | 5% |
| Week 4 | | Literature review worksheet (01/30) | 10% |
| Week 5 | | Research question and hypothesis worksheet (02/06) | 12% |
| Week 6 | | Data visualization and regression worksheet (02/13) | 15% |
| Week 7 | | Abstract worksheet (02/20) | 10% |
| Week 8 | | Revised abstract and AI writing tutor conversation history (02/25) | 10% |
| Week 9 | | Presentation outline worksheet (03/04) | 5% |
| | | Presentation draft with speaker notes (03/06) | 10% |
| Week 10 | | AI ethics worksheet (03/09) | 5% |
| | | Reflection worksheet (03/11) | 5% |
| Finals Week | Finalize and practice presentation | Small-group presentations with peer evaluations (03/16) | 8% |

## Deep Research Report (5%)

This assignment introduces you to your chosen research area. Using AI with a structured prompt, you will generate a broad overview of existing scholarship to map the key themes, debates, and questions in the literature. The goal is orientation rather than precision—by the end, you should have a sense of what scholars care about and where your project might fit.

## Article Notes (5%)

You will practice close reading by carefully analyzing one academic article related to your topic. You will identify the article's research question, theory, data, methods, and findings. These notes are shared with your research group, helping everyone build a collective understanding of the literature while strengthening your ability to read scholarly work efficiently.

## Literature Review (10%)

This assignment moves from individual articles to synthesis. With the help of AI, you will organize and summarize patterns across multiple studies, identifying areas of agreement, disagreement, and open questions. By the end of this assignment, you should have a clear picture of the scholarly conversation your project is entering.

## Research Questions and Hypotheses (12%)

Here, you translate broad interests into focused, testable claims. You will develop clear research questions and hypotheses and explicitly connect them to theory and available data. This assignment marks the transition from engaging with existing research to designing your own study.

## Data Visualization and Regression (15%)

This is the empirical core of the course. You will analyze data relevant to your project, using AI as a tool to assist with visualization and regression analysis. The emphasis is on interpretation: explaining what the results show, how they relate to your hypotheses, and what they suggest about your research question.

## Abstract First Draft (10%)

You will draft an initial abstract summarizing your project's question, approach, findings, and contribution. Because abstracts are short and dense, this assignment emphasizes clarity and structure, forcing you to distill your project into its essential elements.

## Revised Abstract with AI Writing Tutor (10%)

You will revise your abstract with the help of a custom-built AI writing tutor. You will also submit your AI conversation history, emphasizing transparency and reflection on how feedback and revision improve academic writing.

### Presentation Outline (5%)

This assignment focuses on planning how to communicate your research orally. You will create an outline for your presentation, thinking carefully about narrative flow, persuasion, and how to explain your project to an informed but non-specialist audience.

### Presentation Draft (10%)

You will turn your outline into a full slide deck with speaker notes. This assignment emphasizes translating written research into a compelling visual and verbal presentation, with attention to clarity, organization, and explanation.

### AI Ethics Statement (5%)

This assignment asks you to develop a position on the ethical use of AI in academic and research settings. Drawing on structured group debate and concrete use cases, you will articulate where you think boundaries should be drawn around AI use, how transparency and disclosure should work, and who bears responsibility when AI is used as part of scholarly work.

### Course Reflection (5%)

You will reflect on your learning over the course of the quarter, with a focus on how your understanding and use of AI has developed. What did you learn about working with AI tools? How do you think about AI now compared to when the class began? Your reflections will be synthesized (anonymously) into a set of shared insights that we will discuss together during the final class.

### Final Presentation (8%)

During finals week, you will deliver a short presentation on your research in a small-group setting and evaluate your peers using a structured rubric. The emphasis is on preparation, participation, and thoughtful engagement rather than high-stakes performance.

## Policies

### Attendance

#### Lectures ( 🤖, 📚)

Lecture attendance is strongly encouraged. Students who attend lecture and complete in-class activities will earn extra credit points to be applied to that week's lab (one per activity, when they occur). Because this is extra credit, it cannot be made up later. You must be physically

present and submit the activity by the end of lecture to receive the point. Lecture will also be recorded and posted on Canvas for those who are not able to attend.

### Labs ( ✍️)

This course includes a number of in-class lab sessions where we will complete worksheets together in class that build toward your final project. As such, attendance for labs (✍️) is required. Although we will use AI for many of these labs, there are a select few where AI use will not be permitted (👨‍💻🤖).

To receive credit, you must be physically present and submit any lab worksheet at the end of class.

I understand that life happens, and you may occasionally miss class due to illness, family emergency, travel, or something else. However, given the structure of this class, you must make up any lab you miss. You are responsible for completing and submitting the associated lab worksheet before the next lab meeting.

If you miss a lab day, you must additionally…

- Submit a short process paragraph (150–250 words) on the last page of your worksheet. Describe your workflow: the steps you took, one key decision you made, what was challenging to do independently, and what you would change or refine with more time.
- Your Google Docs edit history. You can submit this as a (series of) screenshots or embedded within a document. This will be used as evidence that you did not copy and paste your answers from ChatGPT.

You can take advantage of this makeup opportunity no more than two times. In rare cases of documented extended illness or university-recognized emergencies, please contact Professor Noble for an exception to this policy.

## Academic Integrity

I take academic honesty and integrity seriously. Please see the UCSD policy on academic integrity for more information or talk to me if you are ever uncertain about whether some action would violate academic integrity.

We will frequently use AI in this class to augment our work. I consider anything co-created with AI as an extension of your own work. That means two things:

- *Any* use of AI is appropriate and consistent with academic integrity. Use of AI for *any purpose* is *not* cheating unless you see the 👨‍💻🤖indicator on a particular assignment.
- Second, you are responsible for the AI output you generate and submit. Often what you co-create with AI is superior to something AI creates by itself. And AI can make

mistakes. Your grade is based on what you submit, whether it is your own work, an AI's work, or a co-creation.

Please note: Different professors have different opinions and AI policies (and some professors, myself included, have different AI policies in different classes). Although we will take an incredibly permissive approach to AI in this class, please check the syllabus or speak with your professors about appropriate AI use in their classes. Do not take any of the skills you learn here and apply them to other courses where doing so would violate that course's academic integrity policy.

## Data Use and Data Sharing Policy

I take your privacy seriously. However, given the nature of this class, you will be required to interact with companies that collect and store your data and conversation histories. Because hands-on interaction with large language models is a core learning objective of this course, participation involves using proprietary AI tools that collect and store user data.

I may also share your *anonymized* work with an LLM as part of the class. As such, enrolling in this class constitutes consent to share an anonymized version of anything you produce or submit in this class with OpenAI.

That being said, NEVER share sensitive or private information in anything you create or submit for this class. Relatedly, never upload other private or personal information about someone else or proprietary content created by someone else without their consent.

## Requests for Re-grades

If you believe an error has been made, you have one week following the return of the assignment to request a regrade. To do so, please email the TA with a brief explanation of why you are requesting a re-grade as well as evidence from our course materials justifying the request. We reserve the right to refuse to re-grade, and if we do re-grade, please note it may result in a lower grade.

## Communication

For all questions or comments, you may get in touch with me or the TA during our office hours listed on this syllabus, or via email. If your email requires a response, you can expect one within 24–48 hours, Monday through Friday. If you email us over the weekend, you can expect a response the following week.

## Accommodations

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with

Disabilities. Students are required to discuss accommodation arrangements with instructors, TAs, and OSD liaisons in the department.

Other resources, including the inclusive classroom statement, advising, and resources to support equity, diversity, and inclusion, and more can be found in the Additional Resources section below the reading list.

## Class Schedule

You should complete the assigned readings and watch the assigned videos in advance of the class for which they are listed.

### Week 1

#### 01/05/2026: 📚 Introduction

#### 01/07/2026: 🤖 Understanding How LLMs Work

- Before class:
  - Watch: ▶ Large Language Models from scratch

#### 01/09/2026: 🤖 How to Cheat Your Way Through College (But Only If You Want To)

- Before class:
  - Read: Ethan Mollick. July 7, 2025. Against "Brain Damage." *One Useful Thing*.
  - Read: Kunal Handa, Drew Bent, and others. Apr 8, 2025. Anthropic Education Report: How university students use Claude. *Anthropic*.

- Interesting but not essential (optional reading/viewing):
  - Watch: Benedict Evans. June 18, 2025. AI Eats the World. *SuperAI Singapore 2025*.

### Week 2

#### 01/12/2026: 📚 The Anatomy of a Social Science Article

#### 01/14/2026: 🤖 Perfecting Your Prompts

- Before class:
  - Watch: ▶ ChatGPT Prompts Tutorial: How to Write Better Prompts in ChatGPT?
  - Watch: ▶ How to Write ChatGPT Prompts for Beginners | AI Prompt Engineer…
  - Read: Ethan Mollick. November 24, 2024. Getting started with AI: Good enough prompting. *One Useful Thing.*

01/16/2026: ✍️ Identifying Academic Sources (lab — attendance required)

- Before class:
  - Add your name to the Topic Selection Sheet and choose which research topic you'd like to focus on this quarter. *Note: once you make this selection, it cannot be changed.*
  - Generate a ChatGPT Deep Research report on your topic and submit it on Canvas. *Be sure to edit and use the prompt provided in the linked worksheet.*

- During class (lab, due by the end of class):
  - Deep Research Overview Worksheet.

## Week 3

01/19/2026: NO CLASS, MLK HOLIDAY

01/21/2026: 📚 How to Read Like a Professor

- During class:
  - We will be discussing this article (no need to read it, but we will open the link during lecture and look at parts of the article together)

01/23/2026: ✍️ Reading Academic Articles 🤷‍♂️🤖 (lab — attendance required)

- Before class:
  - Add your academic article to the Article Selection Sheet. Check first to make sure no one else has already claimed your article by searching for the title. If they have, choose another. Everyone should have a unique article.

- During class (lab, due by the end of class):
  - Article Notes Worksheet

## Week 4

01/26/2026: 📚 What Is a Literature Review?

- Before class:
  - Read: Tyler Cowan. December 23, 2025. Which published results can you trust? *Marginal Revolution*.

01/28/2026: 🤖 Contextualizing Model Context

- Before class:
  - Watch: ▶ Context Engineering, Clearly Explained

- Read: Effective context engineering for AI agents. *Anthropic*, September 29, 2025. [This blog post is written for AI developers, but many of the concepts and tips are applicable to non-technical users engaging with chatbots.]

01/30/2026: ✍️ Reviewing the Literature with AI (lab — attendance required)

- During class (lab, due by the end of class):
  - Literature Review Worksheet.
  - To complete this assignment, you will interact with the custom-built Literature Reviewer GPT. Refer to the Best Practices document for helpful tips and tricks on using this chatbot and completing the worksheet.

## Week 5

02/02/2026: 📚 Connecting Theory to Evidence

- Before class (optional):
  - Read: Sean Trott. December 22, 2025. Who's Afraid of the Null Hypothesis. *The Counterfactual*.

02/04/2026: 🤖 How to Have a Conversation (with a Robot)

02/06/2026: ✍️ Developing Research Questions and Hypotheses (lab — attendance required)

- During class (lab, due by the end of class):
  - Research Question and Hypothesis Worksheet.

## Week 6

02/09/2026: 📚 Visualizing Empirical Relationships

- Before class:
  - Read: Andrew Gelman. August 25, 2020. Is Your Chart a Detective Story? Or a Police Report? *Wired*.

02/11/2026: 📚 Quantifying Empirical Relationships

- Before class:
  - Read: Christian Payne. May 11, 2022. A Non-Mathsy Introduction to Regression. chrispaynehome.github.io.

02/13/2026: ✍️ Interpreting Your Visualization and Regression (lab — attendance required)

- During class (lab, due by the end of class):

- Data Visualization and Regression Worksheet.
- To complete this assignment, review the Best Practices document for tips and tricks.

## Week 7

02/16/2026: NO CLASS, PRESIDENT'S DAY HOLIDAY

02/18/2026: 📚 The Architecture of an Abstract

02/20/2026: ✍️ Writing Your First Draft Abstract 🤦🤖 (lab — attendance required)

- During class (lab, due by the end of class):
  - Abstract First Draft Worksheet.

## Week 8

02/23/2026: 🤖 Writing in the Age of AI

02/25/2026: ✍️ Revising Your Abstract with AI Tutoring (lab — attendance required)

- During class (lab, due by the end of class):
  - In this class, you will revise your abstract with the help of a custom-built AI writing tutor. First, review the Best Practices document. Then, interact with the chatbot to revise your abstract. Finally, submit your final abstract and conversation transcript on Canvas.

02/27/2026: 🤖 Going Full Galaxy Brain with AI

- Before class:
  - Read: Ethan Mollick. December 9, 2024. 15 Times to use AI, and 5 Not to. *One Useful Thing*.

## Week 9

03/02/2026: 📚 How to Give an Academic Presentation

- Before class:
  - Read: Benjamin Noble. June 12, 2021. A Long Guide to Giving a Short Academic Talk. benjaminnoble.org.

03/04/2026: ✍️ Creating your Presentation Outline (lab — attendance required)

- During class (lab, due by the end of class):
  - Presentation Outline Worksheet.

03/06/2026: ✍️ Creating your Presentation Slides (lab — attendance required)

- During class (lab, due by the end of class):
  - First, review the instructions for writing the first draft of your presentation and refer to the example presentation. Then, create a first draft of your presentation and submit it on Canvas. *Note: you can continue editing and revising your presentation between now and the final date. This is just your first draft.*

## Week 10

03/09/2026: ✍️ AI Ethics Debate 👨‍🤖 (lab — attendance required)

- During class (lab, due by the end of class):
  - Your group's AI ethics worksheet. *Note: each person should submit a version of this on Canvas to ensure they receive credit.*

03/11/2026: ✍️ Final Reflection 👨‍🤖 (lab — attendance required)

- During class (lab, due by the end of class):
  - First, read the reflection instructions. At the end of class, submit the Reflection Worksheet (also linked in the instruction document).

03/13/2026: 🤖 The Ethics and Impact of AI

## Finals Week

03/16/2026, 11:30-2:30: In-Class Small Group Presentations

- Please note the unusual time.
- See above for details about the presentation.

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# Grading Scale

Your final grade in this class will be determined according to the following scale. Please do not email me at the end of the quarter asking if I can round your 93.4 to a 93.5. I will not.

| Letter Grade | Range | |
|---|---|---|
| A+ | 100% | 96.5% |
| A | < 96.5% | 93.5% |

| | | |
|---|---|---|
| A- | < 93.5% | 89.5% |
| B+ | < 89.5% | 86.5% |
| B | < 86.5% | 83.5% |
| B- | < 83.5% | 79.5% |
| C+ | < 79.5% | 76.5% |
| C | < 76.5% | 73.5% |
| C- | < 73.5% | 69.5% |
| D | < 69.5% | 59.5% |
| F | < 59.5% | 0% |

## Additional Resources

Satisfactory Academic Progress (SAP) refers to the academic standards students must maintain to remain eligible for federal, state, and institutional financial aid. If you are receiving financial aid, please ensure you review the SAP requirements and the appeals process.

These additional resources come from the UCSD Political Science Department:

### Inclusive Classroom Statement

The TAs and I are fully committed to creating a learning environment that supports diversity of thought, perspectives, experiences, and identities. We urge each of you to contribute your unique perspectives to discussions of course questions, themes, and materials so that we can learn from them, and from each other. If you should ever feel excluded, or unable to fully participate in our class for any reason, please let me know, or please consult the Department's "Report and Issue" page for additional campus resources to support you, and diversity, equity, and inclusion in our classroom, and beyond.

Additional resources to support equity, diversity, and inclusion in our classroom, and beyond, may be found here:

https://diversity.ucsd.edu/
https://students.ucsd.edu/student-life/diversity/index.html
https://regents.universityofcalifornia.edu/governance/policies/4400.ht

## Resources to Support Student Learning

Library Help, eReserves and research tools: https://library.ucsd.edu/ask-us/triton-ed.html
Writing Hub: https://commons.ucsd.edu/students/writing/index.html
Supplemental Instruction:
https://aah.ucsd.edu/supplemental-instruction-study-group/index.html
Tutoring: https://aah.ucsd.edu/content-tutoring/index.html
Mental Health Services: https://caps.ucsd.edu
Community Centers: Learn about the different ways UC San Diego explores, supports, and celebrates the many cultures that make up our diverse community.
https://students.ucsd.edu/student-life/diversity/index.html

## Academic Advising

Students who have academic advising questions related to the Political Science major, should contact the department's Undergraduate Advisor, Emilie Hines, via the Virtual Advising Center. Academic advising questions often include (but are not limited to): add/drop deadlines, course enrollment policies, planning major and minor requirements, quarter-by-quarter plans, department petitions and paperwork, and referrals to campus and student support services.

## Additional resources to support equity, diversity, and inclusion in our classroom, and beyond:

Office of Equity, Diversity, and Inclusion
858.822.3542 | diversity@ucsd.edu | https://diversity.ucsd.edu/
https://students.ucsd.edu/student-life/diversity/index.html
https://regents.universityofcalifornia.edu/governance/policies/4400.html

Office for the Prevention of Harassment and Discrimination
https://ophd.ucsd.edu/
ophd@ucsd.edu or (858) 534-8298

UCSD Office of the Ombuds
https://ombuds.ucsd.edu/
To reach a Confidential Ombudsperson, please call 858-534-0777.

## UCSD's Principles of Community

To foster the best possible working and learning environment, UC San Diego strives to maintain a climate of fairness, cooperation, and professionalism. These principles of community are vital to the success of the University and the well being of its constituents. UC San Diego faculty, staff, and students are expected to practice these basic principles as individuals and in groups. The Principles of Community (https://ucsd.edu/about/principles.html) and the Student Code of

Conduct(https://students.ucsd.edu/_files/student-conduct/ucsandiego-student-conduct-code_interim-revisions1-16-18.pdf) support equity, diversity, and inclusion in our classroom.

## Food Support for Students:

If you are skipping and stretching meals, or having difficulties affording or accessing food, you may be eligible for CalFresh, California's Supplemental Nutrition Assistance Program, that can provide up to $292 a month in free money on a debit card to buy food. Students can apply at benefitscal.com/r/ucsandiegocalfresh.

The Hub Basic Needs Center empowers all students by connecting them to resources for food, stable housing and financial literacy. Visit their site at basicneeds.ucsd.edu.