

The Bi-Weekly Advising Bulletin – Special Summer 2020 Edition

Here are the academic deadlines during the summer and for the upcoming fall term:

- **Monday, July 27, [Advising Days](#)** Begin (through August 4)
- **Monday, August 3,** Registration for Fall Term Begins (through August 6)
- **Monday, August 17,** First-Year Student Registration Begins
- **Tuesday-Sunday, September 8-13, [New Student Week](#)**
- **Monday, September 14, [First Day of Classes](#)**
- **Friday, September 18,** First Five-week Course Add Deadline and Ten-week Independent Study and Overload Petition Deadline (**both at 5 p.m.**)
- **Sunday, September 20,** First Five-week Drop and Ten-week Course Drop/Add Deadline (**11:59 p.m.**)
- **Wednesday, September 23-Thursday, October 8, [Sophomorphosis](#)** (a.k.a. [Sophomore Week](#)) – (Note: these dates are tentative).
- **Friday, October 2,** First Five-week Course Late Drop and S/CR/NC Deadline (**5 p.m.**)
- **Monday, October 19, [Midterm Break](#)**
- **Friday, October 23,** Second Five-week Course Drop/Add Deadline (**5:00 p.m.**)
- **Monday, October 26, [Advising Days](#)** Begin (through Nov. 3).
- **Friday October 30,** Ten-week Course Late Drop and S/CR/NC Deadline (**5:00 p.m.**)
- **Monday, November 2,** Registration for Winter Term Begins
- **Friday, November 6,** Second Five-week Course Late Drop and S/CR/NC Deadline (**5:00 p.m.**)
- **Wednesday, November 18,** Last Day of Classes

COVID FAQs – At Your Service 24/7

The [Responding to COVID-19](#) page provides the most comprehensive source for how Carleton is dealing with the COVID-19 challenge. Advisers should be keenly aware of the academic policy and practice questions that are on the [Faculty](#) and the [Students](#) FAQ pages. Also important are the [Working Groups and Committees](#) that are focused on COVID-19. All major campus update messages are posted [here](#). Other announcements and updates appear in the [Weekly Pandemic Update](#).

If you have questions concerning academics and COVID-19 that are not answered by the existing FAQs, you may continue to use this [Google form](#) to direct those questions to the Dean of the College Office.

A Checklist for Upcoming Summer Advising Appointments

Based on my email to all advisers on Friday, July 17, here is a short checklist of the key points to have on hand as you speak with your advisees:

_____ Will the advisee be on-campus or off-campus in the fall term?

_____ What mix of instructional modes does the advisee prefer? (Please be sure to emphasize that they will need to be flexible given constraints on the number of seats in in-person classes. Schedules should have a diversity of instructional modes).

_____ Regarding online courses in the spring, what was the experience of the advisee with synchronous and asynchronous elements of these courses?

_____ What is the advisee's Plan A schedule?

_____ What do the backup schedules look like?

_____ What are the advisee's plans for extracurricular/co-curricular activities in the fall?

_____ What strategies is the advisee planning to use to deal with stress in the fall?

_____ Final review of how schedule(s) will work in light of the [Fall 2020 daily schedule](#) structure.

Each advising appointment ought to cover each of these areas. Some advisers are very efficient and can get to all of this in 30 minutes. Some will need a little more time and so setting aside 45 minutes per appointment might be wisest. Students have been asked by my office to prepare alternative schedules and to be ready to discuss several scenarios for the fall. If you find that your advisees are not prepared, you are within your rights, advisers, to ask them to return when they are prepared.

New Courses for the Fall – From Whitman's New York to Twitter Bots

Just leave it to the amazing Carleton faculty. No pandemic will stop their pedagogical innovation. I received a torrent of new courses to advertise in the *Bulletin*. An embarrassment of riches! Here they are, advisers:

HIST 100: Immigration, Conversion, and Cultural Change in Early England and Ireland (in person, 1a)

In this seminar we explore dramatic cultural and religious changes that reshaped Britain and Ireland in the early Middle Ages. In particular, we will examine the complex and powerful role that outsiders and immigrants played in these transformations through a sustained conversation with voices from the past brought to life in written primary sources, objects, and images. We will work to develop our ability to read and analyze sources critically, to discern the different perspectives preserved in every source, and to formulate interpretations that do justice to the available evidence. A course goal will be to learn some of the ways to articulate uncertainties as well as arguments and claims with clarity and effectiveness. Our work will also provide opportunities to strengthen research skills and to understand better scholarly modes of argument and presentation. No previous knowledge of the Middle Ages is necessary or assumed.

HIST 135: Making and Breaking Institutions in the Middle Ages: Structure, Culture, Corruption, Reform (6a, mixed mode)

From churches and monasteries to universities, guilds, and governmental administrations, the medieval world was full of institutions. They emerged, by accident or design, to do particular kinds of work and to benefit particular persons or groups. These institutions faced hard questions like those we ask of our institutions today: How best to structure, distribute, and control power and authority? What is the place of the institution in the wider world? How is a collective identity and ethos achieved, maintained, or transformed? How does the institution as a material community relate to the institution's mission and culture, the institution as a concept/ideal? What characterizes good and bad leadership? Where does corruption and abuse of power come from and what motivates and advances reform? This course will explore these questions through discussion of case studies and primary sources from the medieval world as well as theoretical studies of these topics.

SPAN 210: Spanish Literature and Art through Graphic Novels

This course serves as a bridge between beginning (204-208) and advanced courses (220-300) in the Department of Spanish. Its main objective is to improve your written and oral skills by looking at some of the best examples of the graphic novel in Spain in recent years, including: *Vida y muerte de Lorca* (biography), *Las Meninas* (art history), *Yo, asesino* (detective novel), *Homenaje a Cataluña* (Spanish Civil War), *Náufragos* (urban tales of Madrid and Barcelona), *Ardalén* (autobiography), and others. Students will be expected to write several short compositions and to give oral presentations applying specific grammar skills in the context of texts and paintings examined in class. Taught by Humberto R. Huergo. *Prerequisite:* Spanish 204 or equivalent.

SPAN 245: On Cannibals, Witches, and Zombies

Latin American culture is populated with monsters. As manifestations of racial, gendered, and class difference, they can be found in artistic production all over the hemisphere. This course explores these narratives, primarily focusing on the cannibal, the witch, and the zombie as representations of difference, fear, and colonialism in Latin America. We will analyze literary and visual production from the sixteenth century to the present in order to strengthen students' analytical and written skills in Spanish. Emphasis will be given to methods to 'reading' our materials, to learning how to approach those sources from different cultural and critical perspectives, as well as to produce written reactions and analysis. Taught by Walther Maradiegue. *Prerequisite:* Spanish 204 or equivalent.

SPAN 345: Culture, Capitalism and the Commons

Have you ever wondered if not capitalism, then what? In this course we will critically approach the historical background, the causes and, most importantly, the consequences of the civil and ecological crisis unleashed globally in 2008. Both in its origin and its consequences, this crisis went beyond the financial field, extending into the realms of politics, economics, culture, media and ecology. In light of this context, we will take a transdisciplinary approach to the study of capitalist culture and analyze the main changes that have developed from the cycle of social mobilizations surrounding the "indignados" movement or Spanish 15M in 2011. With a primary focus on Spain, we will concentrate on analyzing cultural artifacts that mark a paradigm shift from a capitalist culture towards the development of a culture of the commons that seeks to improve the living conditions of

the social majority, defending both human rights and ecological justice. Taught by Palmar M. Álvarez-Blanco. *Prerequisite:* Spanish 205 or equivalent.

LTAM 300: Issues in Latin American Studies

This is an advanced multidisciplinary research seminar on contemporary Latin America. New forms of political populism, indigenous understanding of the relationship between human and non-human forms of being, transformative urbanistic solutions at work in its largest cities, the political economy of migration, and vibrant cultures of protest, will be among our topics of study. Ideal for students going to or returning from study abroad in Latin America. Required course for minors and majors in Latin American Studies. Taught by Prof. Silvia López.

JAPN 246: Monsters and Japan (Taught in English)

The monster always escapes and always returns. This course examines how the concept of monstrosity has manifested in Japan throughout the ages, taking different forms to reflect changing conditions. Surveying a broad range of media, including, literature, theater, manga, and anime, we will compare chimeric expressions of otherness in Japanese culture. No Japanese language is required.

POSC 201: Tools of National Power: Statecraft & Military Power

This course will be taught in the first five weeks of the term by Jon Olson (a former naval intelligence officer with 20+ years of experience in the US Special Operations Command and the Defense Intelligence Agency). This three-credit class is part of a year-long course "triad," each of which is taught by a practitioner with years of experience in public service and each focusing on a different tool of national power (military, economic, and diplomatic). The five-week triad courses can be taken in sequence, but students can also take them as standalone courses.

POSC 280: COVID-19 and Globalization

What are the challenges of the COVID-19 pandemic on global politics and public policy? How do state responses to COVID-19 as well as historical cases such as the Black Death in Europe, the SARS outbreak in East Asia and the Middle East, and the Ebola outbreak in Africa help us understand the scientific, political, and economic challenges of pandemics on countries and communities around the world? We will apply theories and concepts from IR, political economy, and the natural sciences to explore these questions and consider what we can learn from those responses to address other global challenges like climate change. Taught by Tun Myint.

POSC 204/304: Media and Electoral Politics

This course will focus on the 2020 election. There is an optional lab (second five weeks) associated with this class, which allows students to work in a hands-on way to produce and analyze election communications and media.

CS 318: Computational Media

How does computation enable new forms of creative expression? What kinds of media artifacts and experiences can only happen on computers? In this course, we'll explore these notions through a hands-on survey of various forms of computational media, such as: computer simulation, computer-generated visual art, poetry generation, story generation, chatbots, Twitter bots, explorable explanations, and more. For each topic in the survey, students will learn about the past, present, and future of a given form through short readings and direct engagement with major works. Assignments and a final project will center on the creation of novel media artifacts and also reimplementations of lost or defunct historical programs. Taught by James Ryan, Visiting Assistant Professor of Computer Science.

RELG 217: Faith and Doubt in the Modern Age

Is religion an illusion we create to explain what we don't understand? An elaborate means to justify the violence we commit? Modern thinkers have put religion under the microscope and held faith to account. This class considers a number of historically significant critiques of religion in modern western thought and how those critiques have shaped the modern theological and literary imagination. Is God dead? Or only hiding--in aesthetic experience, solidarity with the suffering, projects of liberation, or the depths of human love? Taught by Caleb S. Hendrickson.

RELG 242: Oh My G*d: Christianity and Sexual Revolutions

This course introduces students to Western Christianity by studying Christian movements, theologies, communities, eschatologies, and sensibilities through the lens of marriage, sexual revolutions, and counterrevolutions. Using a multidisciplinary approach, we will engage with scholarship from media theory, history, anthropology, sociology, and literary studies to consider the boundaries of "Christian traditions" and the transformation of religious and sexual cultures. While "sexuality" and "religion" are often imagined as oppositional social forces, this course will introduce students to a rich and complex range of practices, modes of embodiment, and territories of socio-cultural negotiation in which religion and sexuality are entangled, imagined, and co-constituted. Taught by Elizabeth F. Dolfi.

EDUC 330: Refugee and Immigrant Experiences in Faribault, MN

This course will examine the intersection of immigration and education at all levels in rural communities in the U.S. with a site-specific focus on Faribault, MN. The course was co-designed by Carleton and St. Olaf professors. Through readings, primary document analyses, discussions, written assignments, and virtual dialogues with community collaborators, students will understand the challenges and opportunities in Faribault for people with refugee and immigrant backgrounds and for educators and community members working with those communities to create supportive contexts (including educational, social, economic, political) that meet the needs and aspirations of those communities. Taught by Anita Chikkatur.

AMST 256: Whitman's New York

An interdisciplinary investigation of the burgeoning, brash, alluring Other that the young Walter Whitman found in the city of New York in the 1850s. Considering "Leaves of Grass," as well as his journalistic, psychological "self-help," and political and reform writings, we will investigate Whitman's urban and social milieu and reconstruct how he found his muse, his voice, and his

distinctively modern subject in the geography, demographics, markets, politics, and erotics of New York: "O City / Behold me! Incarnate me as I have incarnated you! I have rejected nothing you have offered me!--whom you adopted, I have adopted; good or bad..." Taught by Peter Balaam.

ENGL 241: Latinx Voices in the Age of Trump

The last few years have placed Latinx communities under siege and in the spotlight. The demands of the census and new policies around immigration mean that who counts as Latinx and why it matters has public visibility and meaning. Simultaneously, the last few years have seen an incredible growth of new literary voices and genres in the world of Latinx letters. From fictional and creative nonfiction accounts of detention camps, border crossings, and asylum court proceedings to lyrical wanderings in bilingualism to demands for greater attention to Afrolatinidad and the particular experiences of Black Latinxs--Latinx voices are rising. We will engage with current literary discussions in print, on twitter, and in literary journals as we chart the shifting, developing terrain of Latinx literatures. Taught by Adriana Estill.

LING 240: Semantics and Pragmatics

A central part of the grammar of a language is the meaning associated with words and phrases. This course explores the multi-faceted system that speakers access both when producing sentences and when interpreting them. Topics include the complexity surrounding actually defining words, the meanings of various modal verbs, and theories of pragmatics and the rules of conversation, among other topics. Content will differ slightly, depending on whether students have had previous linguistics courses or not. The course no longer has a prerequisite (previously, it had a prereq of any 100-level linguistics course). Taught by Cherlon Ussery. The instructor will use team-based learning to tailor the content, to meet the needs of both students who are new to linguistics and students who have had some previous courses. (Online, primarily synchronous).

THEA 270: Art and (Un)Freedom

Underpinned by women of color feminisms, abolitionism, and socially engaged performance practices, this course unpacks how art is a vehicle for social change in spaces of unfreedom such as: jails, prisons, ICE facilities, detention centers, and group home facilities. Work for the class will include readings and creative reading responses, researching case studies, and reflective assignments. As a culminating project, students will create individual performance-based works informed by critical understandings of punishment, crime, enslavement, surveillance, and/or state violence. (HI, IDS). Taught by Postdoc in Theater, Dr. Lizbett Benge.

CLAS 116: Truth in Performance

What is theater for? Enormous and diverse audiences flocked to tragedy and comedy in Athens, drawn to the spectacle, music, and collective emotional experience. But drama also pushed the city to consider fundamental questions about power, conflicting values, competing obligations to family and community. Athenians believed that theater was beneficial to their democracy. Can these ancient plays help us, now, think about our own communal questions? This course will focus on plays of Aeschylus, Sophocles, Euripides and Aristophanes as they were first performed, and investigate how modern productions engage pressing current questions around race, immigration, and social justice. Taught by Clara Hardy.

Note by the instructor: "I've revised it this year, in the wake of the George Floyd protests and the discussions they engendered, to bring in more explicitly discussion of how productions of Greek tragedy today can highlight current issues of race and social justice. I'm offering it "mixed mode" and it (still!) fulfills the Arts Practice overlay requirement."

Some Innovative Course Structures for Fall Term

Tim Raylor and Clara Hardy are team-teaching a new set of courses (2 credits each, offered fall, winter and spring). The Fall term one will be offered online. It's likely to be a one-time-only offering, so it would be nice to be sure everyone knows about it!

IDSC 150: Plague, War and Crisis: Reading Hobbes Reading Thucydides, Books 1-2: Plague and Democracy

We will meet once a week to read and discuss Books 1 and 2 of Thucydides' *History of the Peloponnesian War* in Thomas Hobbes's famed translation of 1628 (subsequent books will be discussed in courses offered in the Winter and Spring terms). We will attend to the literary art and to the political and social contexts of the original Greek, as well as to Hobbes's recontextualization of it to the England of the 1620s. This bifocal approach may provoke insights into our current predicament.

PHYS 228 Atomic and Nuclear Physics that is typically a 6-credit course with a 0-credit lab, will be broken into **two courses** Atomic and Nuclear Physics Theory (PHYS 226, 4-credits, online only) and Atomic and Nuclear Lab (PHYS 227, 2 credits, hybrid). This arrangement allows students to proceed through the theory courses of the physics major that require the content in the classroom portion of PHYS 228, without requiring students to be on campus for the lab portion that is required for a few advanced lab courses. We intend to offer PHYS 226 in Fall 2021 for students who were unable to take the course this fall. Both PHYS 226 and PHYS 227 are required for the major as a substitute for PHYS 228.

IDSC 203: Training Students for Critical Conversations

As registration is coming up for fall term 2020, we invite you to let your advisees know about a course offered once a year from the interdisciplinary studies department, **IDSC 203: Talking about Diversity**.

IDSC 203 is a online course aimed at providing students with the opportunity to be trained in facilitating dialogue about diversity such as race, gender, sexuality, socioeconomics, intersectionality, etc. This is a 6 credit S/CR/NR class that is taught online and meets twice a week with two Carleton faculty trained in facilitation. Students will explore readings and other material engaging these topics and will get first-hand experience in facilitating dialogue with their classmates. By the end of the term, they will be eligible to become a co-facilitator for the IDSC 103 course offered in the Winter. Applications for IDSC 203 are due **August 4th**. Applications received by August 4 will receive priority consideration; applications will continue to be accepted while there is space in the class. Here is the [online application](#).

For more information, students can visit apps.carleton.edu/dialogue or contact one of the coordinators of Critical Conversations, Al Montero (amontero) or Amy Sillanpaa (asillanp).

ACE Courses in Fall 2020

For students interested in social change work, [consider this list of Fall 2020 academic civic engagement \(ACE\) classes](#), which the CCCE will continue to update with any changes or additions. Many community and civic engagement course components are project-based, and faculty have been able to find creative ways to adapt those projects so they may continue in the COVID-19 context. The team at CCCE is grateful to everyone who has worked to create these opportunities for students to grapple with academic content in the complexity of the real-world while also supporting health and safety this fall.

REMINDER: New STAT Course Designation Beginning Fall 2020-21

Beginning with the coming fall term, statistics courses will have their own STAT designation, rather than the MATH designation they currently have. (Probability will keep its MATH designation, but its number will change). Statistics courses will also have new course numbers. The content of all of these courses will remain the same; only the designation and the numbers will change. Below is a table listing the old and new designations and numbers. Please keep these changes in mind as you begin to have conversations with students about their plans for the fall and beyond.

Old	New	Course Title
MATH 215	STAT 120	Introduction to Statistics
MATH 285	STAT 220	Data Science
MATH 245	STAT 230	Applied Regression Analysis
MATH 265	MATH 240	Probability
MATH 275	STAT 250	Introduction to Statistical Inference
MATH 255	STAT 260	Introduction to Survey Sampling
MATH 280	STAT 285	Statistical Consulting
MATH 315	STAT 320	Time Series
MATH 345	STAT 330	Advanced Statistical Modeling
MATH 315	STAT 340	Bayesian Analysis

A Reminder about Advising Assignments this Summer

All academic advisers with advisees who they *would have advised during Advising Days in the spring 2020 term* are to advise these students during the summer Advising Days period. Any faculty who were on leave during 2019-20 *and were not assigned to advise during the spring term of 2020*, will not have advising duties during summer Advising Days. Given that we have never done **summer** Advising Days, it is always a good idea to check the Hub to review your advising assignments (if any). Your department may have changed your major advising portfolio.

If you currently have rising sophomore advisees and you will be on leave in the fall, it is expected that you will still advise these students during summer Advising Days. Soon afterwards, my office will reassign these students to new advisers for AY 21. You do not need to do anything more.

An Early Look at Planning for Advising Events for Fall 2020

My office is planning for the full slate of advising events for Fall 2020, though the means of delivering the content will vary. On September 3-4, new faculty and staff advisers will be trained in two half-day workshops that will mix online asynchronous and synchronous segments with a couple of in-person exercises. On the Wednesday (Sept. 9) of New Student Week, the Annual Advising Workshop will be offered online through asynchronous and perhaps synchronous components. Advising of new students will occur on the usual schedule, though in-person group meetings will be limited by group size. Some classroom and other spaces will be reservable to meet with first-year advisees. Individual advising meetings will be online as a default, though advisers, with the permission of their advisees, may elect to meet in person and outside rather than in their offices.

We continue to work on planning for the Academic Fair and Sophomorphosis. Production on videos for the latter have already begun this summer. We expect to hold the usual range of presentations in September, mixing in asynchronous videos and live Q&A online and in-person for 30-minute periods. The Sophomorphosis schedule will be released at the beginning of the term.

Off-Campus Studies

Cancelled OCS programs 2020-2021 academic year:

- Cross-Cultural Psychology in Prague (fall)
- Spanish Studies in Madrid (fall)
- Global Engagement (all three) (fall)
- Contemporary Media Arts: New York and Europe (winter)

Not going winter 2021, possible move to spring 2021

- English Theater and Literature in London
- Visions of California: Searching for the Golden State

Even though most non-Carleton OCS programs this fall have been cancelled, DIS Study Abroad in Scandinavia has developed a special Carleton Option program for students this fall. You can find information about the program [here](#). Interested students should contact ocs@carleton.edu.

OCS advisers will be available over the summer to meet with students. Students should email ocs@carleton.edu to schedule an appointment.

Office of Student Fellowships

We are pleased to have a record number of rising seniors and recent graduates in the applicant pools for the major fall cycle awards (Fulbright, Watson, Marshall, Mitchell and Rhodes, among others). Please encourage promising senior advisees to visit the [Office of Student Fellowships website](#) if they are not already aware of the opportunities available to them OR use the [refer-a-student form](#) and Marynel will take it from there. You may also receive recommendation requests in the coming weeks and we thank you in advance for your support of our applicants!!

Student Health and What Advisers Should Know

A new website has been developed to serve as a one-stop shop for mental health related information designed specifically for faculty, staff, and families (not students). Instead of surfing through the SHAC website, calling the Dean of Students Office, or searching for Health Promotion's training opportunities - you can find it all on this site: <https://www.carleton.edu/student-mental-health/>. Specific subpages include an emergency situation flowchart, educational resources, support resources based on type of concern, and frequently asked questions. If there is information missing that you'd like to see added to the site, contact Janet Lewis Muth (jlewis@carleton.edu).

Professional Development and the Career Center

As we all prepare for the return of students in the fall, the Career Center has been focused on helping our graduating seniors to navigate the job market and build out their networks of supporters. Our programmatic offerings featuring alumni have included a virtual [skill-building workshop series](#), a networking program for graduating seniors, and an interview series in the Carleton Alumni Group on Linked In (join the [group](#)).

We are regularly meeting with students this summer to talk about the career landscape and how they can highlight their critical thinking, curiosity, and honor their commitment to making the world a better place. Like others, we are doing hard organizational work to check our privileges and create better opportunities for our Black, indigenous, and students of color. We invite faculty to reach out to collaborate on career-focused programming this fall, whether focused on the job market or professional development opportunities for specific populations.

In August, we will be launching a new upgraded version of the Tunnel, which will be powered by [Handshake](#). Handshake features more than 500,000 employers, and we are confident that Handshake will not only offer more opportunities for our students but also provide a cleaner, easier to navigate interface. Please reach out if you'd like to learn more.

Useful Quick Links

Forms and decision trees (<https://apps.carleton.edu/campus/doc/advising/forms/>)

Whom to contact (<https://apps.carleton.edu/campus/doc/advising/directory/>)

[The Graduation Requirements on the Registrar's Page](#)

[Academic Rules and Regs of the College](#)

[Off-Campus Studies Programs](#)

[The Career Center page with resource links for advisers](#)