

The Bi-Weekly Advising Bulletin – Weeks 7-8, Fall Term 2020

Advising Days are here! Time to meet with your advisees through **November 3**.

Be mindful of the remaining academic deadlines in the term:

- **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

Please be mindful of deadline **times** as well as dates and make sure that your advisees do the same.

NOTE: The S/CR/NC deadline occurs at the very end of advising days. Only one course may be taken for S/CR/NC and no more than 30 total credits may be taken for S/CR/NC during any student's career at Carleton. See [this page](#) of the Rules and Regs for more details on the S/CR/NC policy. Processing S/CR/NC is an online affair. Students fill out their S/CR/NC card [here](#).

Some Quick Announcements Concerning the Winter-Term Curriculum

- **The Hebrew and Greek language sequences start in winter term!**

The 4-term Hebrew sequence is now taught over two years. 2020-21 is a year in which 101 and 102 are offered, so first years and sophomores who have been waiting to start can do so next term. Taking Hebrew as a sophomore to complete the language requirement is very doable, and we also welcome students interested in one or a few terms for heritage and cultural exploration. Modern Hebrew is a great asset in fields from international relations to medicine, business, environmental studies, and more. **Hebrew 101 is taught 4 days a week, MTWF, 5a, in Winter.** Please share this information with advisees and students who may be interested. Also email Stacy Beckwith (sbeckwit/ x5307). For questions about Greek, please consult with the Classics Department.

- **Quick reminder: WGST has changed its name to GWSS.**

As of this 2020-2021 academic year, the Women's & Gender Studies program has a new name. With the goal of remaining current and expanding the curriculum, it was decided a more illustrative name—Gender, Women's, and Sexuality Studies (GWSS)—better conveyed the program's current and potential offerings and purview. Two courses offered this winter include: our gateway course, **GWSS 110 Introduction to Gender, Women's and Sexuality Studies**, and our methods course, **GWSS 200 Gender, Sexuality & the Pursuit of Knowledge**.

- **An advising note from the Center for Community and Civic Engagement (CCCE)**

For students interested in exploring the connections between their academic interests, the social issues they care about, and their values and lived experiences, consider [this preliminary list](#) of Winter 2021 classes with an academic civic engagement (ACE) component. The CCCE staff will continue to update this living document as we learn of other classes with ACE components. If you have something you'd like to add, please contact Emily Oliver at coliver@carleton.edu.

- Fred Hagstrom's printmaking course will focus on relief printmaking (woodcut) for the entire term.

New Courses for Winter Term!

The following list is not exhaustive. These are just the entries sent to my office prior to posting the *Bulletin*. In alphabetical order:

AFST 230 Black Diaspora, Politics of Place - Central to diasporic identity formation and imagination is the simultaneous belonging to a multiplicity of places. For black diasporic subjects, struggles against oppression and for new political futures inspire transgression against normative political boundaries. This class explores the role of place and politics in the making of the black diaspora in Europe and the Americas. It emphasizes the intellectual and political connections and the sense of shared identity and destiny. Through an interdisciplinary approach, this course will offer a global history of race, identity, and politics through the lens of the black diaspora. Taught by Prof. Ahmed Ibrahim.

CHIN 239 Digital China: Media, Culture, and Society - This course invites students to critically examine digital media technologies in relation to social change, cultural innovation, and popular entertainment. Drawing on literature from media, literary, and cultural studies, the course engages in topics such as new media institutions, Internet businesses, global activism, gender and sexuality, and mobile applications. Special attention is paid to the implications that digital media bring forth within particular social and historical contexts, as well as the ways in which the Internet serves as the site for the negotiation of various political, economic, and cultural forces. In translation. Taught by Prof. Shaohua Guo.

CHIN 349 Tasting China: Regional Geography and Food Culture - This course creates a virtual journey that enriches students' knowledge and understanding of Chinese food culture in geographical context through a range of textual and non-textual materials including essays by renowned writers and food critics, illustrated book chapters and magazine articles and reports, and acclaimed documentary films and videos. The course will familiarize students with culturally authentic and stylistically appropriate vocabulary and structures commonly found in cultural narratives, increase their ability to converse with extended discourse in topics relating to food culture, and enhance their comprehension and writing skills of literary and written Chinese. Prerequisite: Chinese 206 or equivalent. Taught by Prof. Lin Deng.

ECON 210 Artificial Intelligence and Economics - This is a 5-week course offered the second half of the term. Artificial Intelligence, as a practical endeavor, is the attempt to use computers to analyze data in a way that mimics or is superior to human comprehension. When successful, Artificial Intelligence allows the study of large datasets that would not be possible otherwise. These datasets open new possibilities to study social behavior by analyzing large amounts of transactions,

social media, satellite images, phone locations, etc. The aim of this course is to introduce students to some of the tools of Artificial Intelligence that are emerging as useful for economists. The focus of the course will be introducing students to the practical application of such tools in the context of a modern programming language such as Python or R. It will center on a series of demonstration exercises using real data. These would provide a starting point for students who might want to use Artificial Intelligence in their own projects. Taught by Prof. Yaniv Ben-Ami. 3 crs.

ECON 277 The History and Theory of Financial Crises - The course provides an historical perspective on financial bubbles and crashes and critically examines theories of financial crises. The course will look at the long history of financial crises to highlight recurring themes and to try to determine, among other things, what went wrong, what elements precede most crises, and which responses were effective. Taught by Prof. Eduard Storm.

ENGL 109 The Craft of Academic Writing – This revamped and retitled course is especially well-suited for first-years coming off their A&I and other first-term experiences, especially those wanting to think particularly about academic conventions in writing, light research and use of sources, rhetorical and argumentative tools and strategies. Taught by Prof. Peter Balaam.

ENGL 219 Global Shakespeare - Shakespeare's plays have been reimagined and repurposed all over the world, performed on seven continents, and translated into over 100 languages. The course explores how issues of globalization, nationalism, translation (both cultural and linguistic), and (de)colonization inform our understanding of these wonderfully varied adaptations and appropriations. We will examine the social, political, and aesthetic implications of a range of international stage, film, and literary versions as we consider how other cultures respond to the hegemonic original. No prior experience with Shakespeare is necessary. Taught by Prof. Pierre Hecker. 3 credit course (2nd 5-weeks).

GERM 212 "just when I thought everything had cooled down" - Contemporary Germany in Global Context - Over the past few years, Germany has been touted as the new leader of Europe, or even of the "free world," and at the same time has seen a surge of bitter political division within its borders. The Berlin Wall fell thirty years ago, yet tensions between East and West remain stark. Chancellor Angela Merkel implemented an open-arms policy toward refugees, yet the extremist AfD party has orchestrated a troubling rise to power based on xenophobic sentiments. And while Germany has emerged as a global environmental leader, it has simultaneously faced passionate protest from its own youth regarding failure to meet the challenges of climate change. In this class, we examine the complexities behind these seeming contradictions in contemporary Germany by analyzing diverse texts ranging from political speeches to poetry slams. Taught in German; advanced grammar review supports analytical tasks. Taught by Prof. Seth Peabody.

Prof. Peabody is new to Carleton in Fall 2020. His work focuses on environmental humanities, German literature around 1800, German film from the 1920s and 1930s, and critical language pedagogy. You can read more at <https://www.carleton.edu/directory/speabody/>.

Prerequisite: German 204 or equivalent

HIST 128 Slavery and Universities: Past and Present - This class examines the history of colleges and universities and their connections to the political economy of Atlantic slavery and

colonialism. Students will examine how the inception and evolution of American higher education was inextricably tied to the pocketbooks of enslavers as well as how colleges and universities directly benefited from the labor of enslaved people and the dispossession of Native Americans. Students will consider questions such as what is the role of the university in society. Central to the course will be studying this history's impact in our own time. We will examine how scholars, activists, and university communities are grappling with these histories and their legacies today. Taught by Prof. Mike Jirik.

HIST 131 Saints and Society in Late Antiquity - In Late Antiquity (200-800 CE), certain men and women around the Mediterranean and beyond came to occupy a special place in the minds and lives of their contemporaries: they were known as holy men and women or saints. What led people to perceive someone as holy? What were the consequences of holiness for the persons themselves and the surrounding societies? When they intervene in their worlds, what are their sources of authority and power? How did these holy figures relate to the established institutions--secular and religious--that surrounded them? Working with a rich array of evidence, we will explore themes such as asceticism, embodied and verbal pedagogy, wealth and poverty, work, marginality, cultural difference, and protest/resistance. We will journey from the lands of Gaul, Italy, and Spain to North Africa and Egypt and the Holy Land, to Armenia and the Fertile Crescent. Taught by Prof. William North. (NOTE: This is a revised course).

HIST 154 Social Movement Post-War Japan - This course tackles an evolving meaning of democracy and sovereignty in postwar Japan shaped by the transformative power of its social movements. We will place the anti-nuclear movement and anti-base struggles of the 1950s, the protest movements against revision of the U.S.-Japan Security Treaty of the 1960s, and environmentalist movements against the U.S. Cold War projects in Asia to see how they intersect with the worldwide "New Left" movements of the 1960s. Topics include student activism, labor unionism, Marxist movements, and gangsterism (*yakuza*). Students will engage with political art, photographs, manga, films, reportage, memoirs, autobiographies, interview records, novels, and detective stories. Taught by Prof. Seungjoo Yoon.

HIST 175 Gender and Sexuality in Latin America - This course analyzes constructions of gender and sexuality in Latin America from the pre-colonial and colonial periods through nation building in the nineteenth century and globalization in the twentieth and twenty-first centuries. Drawing on sources including testimonies, legal documents, memoirs, and art, it considers how social, political, and economic structures created unequal power relations as well as how individuals moved within these frameworks, at times even challenging them. In particular, it explores how the racial and ethnic inequalities created through conquest, colonialism, and slavery both shaped and were shaped by gender and sexuality, as well as how these inequalities persisted. Taught by Prof. Jennifer Schaefer.

HIST 211 Revolt and Resistance in Early America - Far from being a single entity, America in the seventeenth and eighteenth centuries was a world of vibrant, polyglot, globally linked, and violent societies. In this course we will learn how the enslavement of Africans and Native Americans created a state of war that bridged Europe, America, and Africa. We will examine how indigenous resistance to European settlement reshaped landscapes and cultures. We will focus throughout on the daily lives of the women and men who created and shaped the vast world of early America. Taught by Prof. Serena Zabin. (NOTE: This is a revised course).

HIST 230 Black Americans and the US Civil War and Reconstruction - What does a most turbulent period in U.S. history look like from the perspectives of Black women and men? What role did Black thought and resistance play in shaping the outcome of the war? What was interracial democracy during Reconstruction and why was it ultimately overthrown? These are a few of the myriad questions we will seek to answer by studying the central role of Black Americans in the Civil War and Reconstruction eras. We will examine how Black people participated in and shaped the politics of this period and we will critically engage the meanings of freedom, emancipation, and democracy. Taught by Prof. Mike Jirik.

HIST 256 Disasters, Disease, and Rumors in East Asia - How are rumors generated and transmitted in a period of high anxiety like disaster? Do rumors and anxiety reciprocate? How do rumors enhance existing stereotypes and prejudices of people? Why do rumors arise in a society that suffers from inadequate information or the complete cutoff in communication? This course classifies the types and nature of rumors at the time of making modern East Asia. Thematically, it examines the interplay between wartime science, environmental conditions, and societal capacities in modern Japan, Korea, and China. Topics include rumor panics generated by epidemic, water pollution, atomic bomb, famine politics, industrial toxins, and lab leaks. Taught by Prof. Seungjoo Yoon. (NOTE: This is a revised course).

HIST 266 The History of Islam in South Asia - While Islam in popular thought is often associated solely with the Arab world, in reality eighty percent of the world's Muslim population is not of Arab ethnicity. The countries of South Asia--particularly India, Pakistan and Bangladesh--are collectively home to the largest number of Muslims. After examining the early background of the appearance and growth of Islamic societies and governments, we will explore the rich history of the expansion of Islam into the Indian subcontinent. We will take account of the role of trade and conquest in the early centuries of Islamic expansion and study the development of specifically Indian forms of Islam. The nature and impact of the Indo-Islamic empires will receive our attention, as will the interaction of Muslims with non-Muslim communities in medieval and early modern India. This will be followed by a look at the period of colonial rule, and an analysis of the specific historical contexts that gave rise to specific religious nationalist movements. We will then trace out how, once established, these movements developed according to their changing relationships to national liberation movements, secularism, state administrative systems, global economic shifts, and changing social demands. Taught by Prof. Brendan La Rocque.

HIST 272 Music and Movement in Atlantic World History - This course examines music and movement in Atlantic World history and introduces methods from the digital humanities. It analyzes how hybrid cultural practices began in the period of colonization and the transatlantic slave system. It considers how these practices influenced national identities during the nineteenth century and continued to cross between the Americas, Africa, and Europe in the twentieth and twenty-first centuries. The course addresses broad themes including immigration, race, class, nationalism, and transnational exchange. A digital humanities approach enables the course to ask and answer new questions about these topics. No previous experience with digital humanities is required. Taught by Prof. Jennifer Schaefer.

JAPN 247 Japanese Book Culture - What is a book? The answer—from a nineteenth century Japanese perspective—may surprise you. This course looks at how the Japanese woodblock-printed book is the site of colliding worlds of creative, political, social, and technological challenges. The

course materials will be both in translation and physical access to real historical examples. As a hands-on approach, the class will design and publish its own woodblock-printed book. No Japanese language is required. In translation. 4,5c hybrid. Taught by Prof. Kevin Mulholland.

JAPN 356 The Japanese Response to COVID-19: Japanese Language Sources - How have the Japanese responded to COVID-19? By looking at newspaper articles, news videos, blogs, poems, manga, and other visual and verbal media sources, we will understand how the Japanese peoples are understanding and coping with the dramatic shifts in society caused by the pandemic. Students are encouraged to use their own localized experiences as a starting point for discussing and researching the Japanese responses. *Prerequisite:* Japanese 206 or equivalent. 5a online. Taught by Prof. Kevin Mulholland.

Prof. Kevin Mulholland earned his BA from Indiana U, his MA from the University of Chicago, and his PhD from the University of Michigan. He has taught at Wake Forest University and the University of Wisconsin-Milwaukee. His professional areas of interest include Japanese literature and book history.

LCST 245 The Critical Toolbox: Who's Afraid of Theory? - This class introduces students to various theoretical frameworks and approaches that scholars have proposed for analyzing a text (whether this text is a film, an image, a written work, or a performance). What do words like 'structuralism,' 'ecocriticism,' 'cultural studies,' and 'postcolonial studies' refer to? How do texts transmit (multiple) meanings? How can texts function as instruments of power and oppression--and at the same time, how can reading and interpretation serve as forms of self-assertion or resistance? How do theoretical approaches connect with the very personal ways that each of us reads and enjoys a text? Most importantly, how do these theoretical frameworks help us understand the world around us? This class will be organized around interdisciplinary theoretical readings and exercises in cultural analysis. Taught by Seth Peabody.

Prerequisite: At least one 200- or 300-level course in Literary/Artistic Analysis (in any language) or instructor permission

MUSC 211 Western Music and Its Social Ecosystems, 1600-1830 - Concert hall programming (and music history textbooks) typically emphasize "Western" musical composers and their works; this curriculum expands students' understanding of "Western" music by also investigating the role of performers and consumer-listeners. The social, political, economic and cultural ecosystems in which "Western" music evolved provides a framework for understanding the relationships between composers, works, performers, and listeners both at the time of a work's premiere and today. This course concentrates on music ecosystems from around 1600-1830 and is organized around broad themes in music history: technology, genre, theater, improvisation, economics, religion, and media culture. This format encourages students to interrogate the contemporary canon and its underlying implications. Through a variety of assignments including quizzes, blog posts, score analyses, creative responses, and a final project, students will develop critical thinking, research, and communication skills to help them be successful in their various musical endeavors. Taught by Prof. Brooke McCorkle.

PHIL 228 Freedom and Alienation in Black American Philosophy - The struggle of freedom against forms of alienation is both a historical and contemporary characteristic of Black/African-

American philosophy. In this course we will explore how a variety of Black/African-American philosophers theorize these concepts. The aim of the course is to both offer resources for familiarizing students with African-American philosophers and develop an appreciation for critical philosophical voices in the Black intellectual tradition. The course will range from slave narratives, reconstruction, and civil rights to contemporary prison abolitionism, intersectionality, and afro-pessimism. The texts of the course will include: Angela Davis' *Lectures on Liberation*, Frederick Douglass' *Narrative of the Life of Frederick Douglass*, Ida B. Wells' *Southern Horrors*, George Yancy's *African-American Philosophers 17 Conversations*, and *Afro-Pessimism: An Introduction*. As well as select articles from historical and contemporary Black/African-American philosophers. Taught by Prof. Eddie E. O'Byrn.

POSC 202 Tools of National Power: Statecraft and Diplomatic Power - In this section of three related five-week courses, we will study the role of diplomacy as a component of U.S. statecraft. An active and informed diplomacy can help achieve international cooperation in the face of shared global threats, while helping to forestall conflict and forwarding U.S. national interests. Yet in recent decades, diplomacy has often been overshadowed by military intervention and economic sanctions as a tool of power. We will discuss the history of diplomacy, including the specific traditions of U.S. diplomatic practice. Using case studies taken from current issues, we will assess how diplomacy functions in practice and reflect on the future role of diplomats in a world of dramatic change. Course modalities will include focused readings, active class discussion, and short papers.

The instructor for the class, **Thomas Hanson**, is a 25-year veteran of Foreign Service, having served in East Germany, France, Norway, the Soviet Union, Sweden, and Mongolia. He also served on Foreign Relations Committees in both the U.S. House and Senate and was director for NATO and European Affairs at the Atlantic Council of the United States. He is currently a Diplomat in Residence at the Royal D. Alworth Jr. Institute for International Studies at the University of Minnesota Duluth.

POSC 235 The Endless War on Terror - In the aftermath of 9/11, the U.S. launched the Global War on Terror to purportedly find, stop, and defeat every terrorist group with a global reach. Without question, the Global War on Terror has radically shaped everything from U.S. foreign policies and domestic institutions to civil liberties and pop culture. In this course, we will examine the events of 9/11 and then critically assess the immediate and long-term ramifications of the endless Global War on Terror on different states and communities around the world. While we will certainly spend time interrogating U.S. policies from the Bush, Obama, and Trump administrations, we will also examine reactions to those policies across both the global north and the global south. Taught by Prof. Summer Forester.

POSC 262 Displaced Lives: Freedom and Meaning - To feel secure and accepted by society are essential human needs. However, even a cursory look at the 20th century shows how often and unexpectedly the lives of individuals were profoundly disrupted and crushed by the forces of nature and history. Security and social acceptance are fragile gifts of history. If so, what freedom and meaning, if at all, are to be found in living a displaced life, against and through the destructive tidal waves of history? The course tries to answer this question through an engagement with the memoirs and writings of Stefan Zweig, Edward Said, Norman Manea, Mikhail Bulgakov, Karl Ove Knausgaard, and James Baldwin. Taught by Prof. Mihaela Czobor-Lupp.

POSC 306 The Psychology of Identity Politics and Group Behavior - In recent years we have heard a lot about “identity politics.” This course aims to answer the question, why do people form group-based identities and how do they impact mass political attitudes and behavior? Using examples from American politics, we will examine the psychological underpinnings of identity and group-based affiliations as well as their political consequences. In doing so, we will explore how bias, prejudice, and social hierarchy are formed, maintained, and changed. Such evaluations will be based on discussions of various dominant and minority group identities including partisanship, race/ethnicity, class, gender, sexuality, religion, and place. Taught by Prof. Krissy Lunz Trujillo.

RELG 250 It's the End of the World: Religion, Moral Panics and Apocalypses - Pandemics, global climate destabilization, the collapse of good order, the rise and fall of empires, and life at the edge of civilization -- for many religious communities, in many historical moments, it has seemed clear that the world is ending. In this course, we will examine some of the ways that religious communities in the United States have imagined and narrativized impending apocalypse(es) and the problem of living when the world is falling apart. Emphasizing the cultural politics of apocalypticism, this course will explore race, gender, affect, ritual practice, epistemology, and community formation in contexts including nineteenth century millennialist movements, alien abductions, contemporary conspiracy theories, sex panics, indigenous resistance to colonialism, cold war apocalyptic literature, and Afro-futurist responses to climate collapse. Taught by Prof. Elizabeth Dolfi.

RELG 284 Art and Religion - For much of recorded history, what we now call “art” and what we now call “religion” were inseparable. In the modern period, art and religion have gone their separate ways. What, if anything, continues to connect them? Is art inherently religious? Can religion be considered a form of art? In this class, we look at modern works of art (from Renaissance painting to contemporary performance art) alongside the sights and sounds of religion (including the symbols, rituals, and architecture of multiple religious traditions), seeking points of confluence and displacement between these apparently disparate areas of culture. Taught by Prof. Caleb Hendrickson.

RUSS 261 Lolita - Rejected by every major publisher, first released in France in 1955 by a press known for pornographic trash, Vladimir Nabokov's scandalous novel about a middle-aged immigrant college professor obsessed with a twelve-year-old girl continues to feed controversy as well as to challenge and delight readers with its labyrinthian narrative, endless wordplay, innumerable intertextual allusions, and troublesome eroticism. In addition to reading the novel, we will focus on critical approaches that address the cultural clash underlying the ostensible plot, changing reception, and reception of the novel outside the US. Thus warned, you are invited to join the jury in deliberating the designs and delights of this twentieth-century literary classic. In English, no prerequisites. Taught by Diane Nemec Ignashev. 3 credits. Counts for CCST minor.

RUSS 301 Current Events in the Russophone Media - In weekly meetings we will discuss in Russian current events taking place in Russia and around the world as reported by the Russophone online media. Emphasis will be on reading, listening, and conversation. Vocabulary building by topics; grammar as needed. Prerequisites: Completion of or concurrent registration in RUSS 205 or permission of the instructor. Taught by Diane Nemec Ignashev. 3 credits.

SOAN 208 Gentrification - Gentrification, a process of neighborhood-level class displacement, whereby devalued urban areas are redeveloped into trendy hubs, is one of the predominant modes of urban change in the twenty-first century. In this class, we will first develop a general understanding of how gentrification works. Then we will direct ethnographic attention to explore how gentrification takes place in specific contexts around the globe. We will examine how social boundaries, power relationships, and identities are reorganized through gentrification; how class and racial disparity are produced and enforced; how the social meaning of place impacts neighborhood change; and how communities have resisted gentrification. Taught by Prof. Colin McLaughlin-Alcock.

Prerequisite: The department strongly recommends that Sociology/Anthropology 110 or 111 be taken prior to enrolling in courses numbered 200 or above.

SPAN 370 Indigeneity and Gender in Latin America - This course will examine representations of Indigenous peoples in Latin America during the nineteenth and twentieth centuries, with special attention to constructions of race and gender. We will explore topics such as the racial and gendered associations used to construct indigeneity, the exclusion of alternative indigenous gender subjectivities, and the double subordination indigenous women have historically experienced. Some questions we will explore are: How has indigeneity been understood in nineteenth- and twentieth-century Latin America? How have nineteenth-century Latin American nations imagined and disciplined female indigeneity? What new forms of indigenous gender identities became visible during the twentieth century? The course includes materials related to central America (Mexico, Guatemala), the Andes, and the Amazon. Taught by Prof. Walther Maradiegue. *Prerequisite: Spanish 205 or above.*

THEA 260 Space, Time, Body, Minds - Explore geographies of space and place, technoscience studies, and feminist disability studies to create your own performance art. The course is open to all students, regardless of experience level, with an interest in: movement, performance, art, community building, feminist theory, and collective creation. Assignments will include a mix of viewings, creative response sheets, journal prompts, embodied exercises, and a research-based photo essay.

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.

Both of these new theater courses will be taught by **Prof. Lizbett Benge**, the Robert A. Oden, Jr. Postdoctoral Fellow for Innovation in the Humanities in Theater and Dance. Dr. Benge's teaching revolves around critically examining intersectional relations of power. Her research centers on women of color feminisms, socially-engaged arts practices, abolition, foster care, community-based theatre, state violence, and performance as research.

IDSC 103: Community and Diversity

IDSC 103: Community and Diversity is a central part of the Critical Conversations (CC) Program. The mission of CC is “to encourage honest discussions and self-reflection about issues related to diversity and community at Carleton” (see [CC webpage](#)). Advisers are encouraged to recommend students that they think will be great peer leaders in the CC program to take IDSC 103 as training and to engage in CC programming during the rest of the academic year.

Every winter term, sections of IDSC 103 are offered, each led by two students who completed IDSC 203. Groups of 8-12 students participate in peer-led conversations about diversity and community at Carleton. Readings and experiential exercises invite students to reflect on their own social identities and their attitudes toward race, gender, class, and sexuality. By taking risks and engaging in honest conversations and self-reflection, students work together to understand differences, develop empathy, and explore how to build communities that are welcoming and open to diversity. Students are required to keep a weekly journal that is assessed by a faculty or staff member. 2 credits, S/CR/NC only. More information can be found on this website: <https://apps.carleton.edu/dialogue/process/>

Major/Minor Overlap Worksheet

It is widely known that degree audits do not track minors, so an option for departments and advisers of students pursuing a minor is to monitor student progress and make sure that students do not have too many overlapping courses. It helps to have students self-report their progress to their advisers. The Registrar's Office has developed a useful tool for that purpose, a [Major/Minor Overlap Worksheet](#) that advisees may fill out before their advising meetings. In addition to this worksheet, the Registrar's Office maintains a page with a number of forms regarding declaration of majors and minors. See [here](#).

Understanding and Preventing Plagiarism Redux

In the last issue of the *Bulletin*, I posted an entry about new resources on plagiarism that the Academic Integrity Subcommittee of the Academic Standing Committee (ASC) wishes to bring to the attention of the campus community. You will find the comprehensive resource, “Understanding Plagiarism,” on the [Writing Across the Curriculum website](#). Alas, as we near the end of the term, desperation and other causes of poor decision-making may cause intentional acts of academic misconduct during these next couple of weeks. College policy stipulates that faculty report any suspicions of academic dishonesty to the ASC subcommittee. An [online form](#) is available on the ASC website for reporting potential violations.

Attending to Student Mental Health

One of the issues we must all be attentive to this term is the effects of the additional stress caused by the pandemic and the election on student mental health. I recommend that all advisers and faculty are aware of the website [Supporting Student Mental Health](#). Specific subpages include an emergency situation flowchart, educational resources, support resources based on type of concern, and frequently asked questions. There is also an excellent page dedicated to [COVID-19 and Mental Health](#). If there is information missing that you'd like to see added to the site, contact Janet Lewis Muth (jlewismuth@carleton.edu).

These are stopgap resources. We know that the entire Carleton community will have to invest more time and effort to prepare psychologically and emotionally for the wear and tear of this unusual academic year. The Learning and Teaching Center, the Director of Advising, and the Office of Health Promotion are exploring winter-break workshop ideas to support our preparations for winter and spring terms. This includes a workshop module on supporting mental health during the academic year. Stay tuned!

Off-Campus Studies

Non-Carleton program sponsors' virtual visits and 2021-22 Carleton programs virtual information meetings continue **through November 5**. If students missed a visit or a meeting and would like more information, they are encouraged to contact the program sponsor or faculty director. Program sponsors' emails are included in the [calendar of events](#).

Individual advising also continues, with appointments Monday-Friday between 1 and 4:30 p.m. Students can contact ocs@carleton.edu to schedule a 30-minute advising session. Advising will also be available during winter break.

While final decisions about running Carleton spring 2021 programs have not yet been made, these programs still have some open slots. Interested students should contact the faculty director and ocs@carleton.edu.

OCS is working with DIS Study Abroad in Scandinavia to create another DIS-Carleton Option for students to study in Copenhagen during winter term 2021. Application deadline is **October 30, 2020**. Students should contact OCS for more information.

Upcoming deadline to note:

January 25, 2021 is the application deadline for the three Summer 2021 Carleton Seminars.

[The list of programs, faculty directors, and application deadlines](https://apps.carleton.edu/curricular/ocs/programs/carleton/)
<https://apps.carleton.edu/curricular/ocs/programs/carleton/>

Recommenders - Please Note

1. The entire application, including recommendations, must be completed and submitted by the deadline.
2. The three summer programs function as a Carleton term of the academic year. Participants are required to take a leave of absence during the following winter term. Students unable to take their leave in the term the College has designated (due to courses offered in winter term or participation in varsity athletics, etc.), may petition the Academic Standing Committee to request a change of term to the fall term or spring term following the program.
3. The deadline for submitting the petition is **Monday, March 15, 2021**.

Recommendations

Students email requests to recommenders. There are two ways to access the recommendation form:

1. Follow the instructions in the student's email, copy and paste the applicant's last name and recommendation ID number into the OCS Portal Recommendation
2. Login to the [OCS Portal](#) using your Carleton sign-on. Then click on the house icon in the upper left, and select Recommender. Recommenders will see a list of pending recommendations and have the option of seeing completed recommendations.

The system allows one hour to complete the form before it times out. There is *not* an option to save the recommendation (yet) before it times out. Although, an hour can seem a long time to complete the relatively simple form, if your door is open and interruptions occur, time flies by fast. It might be best to read through the recommendation form and write your responses in Word (or such) and then copy/paste when ready.

If you have any problems completing the recommendation, please let OCS know (email [hvanderv](#)), providing as much detail as you can.

Office of Student Fellowships

As Fall Term winds down, it's time to think about national and international fellowships with application cycles during Winter Term. The Office of Student Fellowships is engaged in targeted outreach for many of the opportunities listed below, and we would be grateful if you mentioned them to advisees who might be interested. Thank you for your support of our work!

The [Boren Scholarship](#) (first-years, sophomores, juniors; intent-to-apply form due **December 1**) supports the study of critical languages abroad; the [Carnegie Junior Fellowships](#) are for high-achieving seniors with an interest in global affairs and international peace (draft of entire application due **December 7**); the [Davis Projects for Peace](#) (all class levels; intent-to-apply form due **December 1**) support a summer "project for peace;" the [Goldwater Scholarship](#) is for very high-achieving sophomores and juniors planning research careers in STEM fields (pre-application due **December 1**); and the [Truman Scholarship](#) is for juniors with a demonstrated commitment to public service (intent-to-apply form due **November 6**).

Student Health and What Advisers Should Know

If you have students struggling with anxiety or extreme stress and could benefit from learning skills to manage it, please let them know about the **Anxiety Management Workshops** running virtually at SHAC. Two group times are available, Mondays from 3-4pm and Tuesdays from 12-1. This is a fun and engaging small group that focuses on managing anxiety in its various forms. The workshop explores ways that anxiety shows up for each of us (physiologically and psychologically), highlights different anxiety diagnoses, and tries out various treatment approaches. Each session there will be some conceptual work to better understand anxiety, but most of the time together focuses on practicing anxiety reduction skills. Students can join this workshop at any point in the term. Interested students can send an email to Nate Page ([npage](#)) and he will get them registered.

Professional Development and the Career Center

Advising Information: Important information to know about career discernment.

We're adding in a section about the career discernment process that we hope will be useful to advisors. It may include topics or questions to explore with your students or general information about the workforce that we are learning about. Amidst continuing uncertainty, the more transparent we can be about the unknowns while expressing concern and caring for our student's wellbeing, the better we will be.

With the winter break approaching, many students are exploring meaningful ways to spend their time. We'd offer these suggestions:

- Focus on rest and [calming stress](#). The virtual environment continues to be taxing and we should encourage rest, when feasible.
- Take on a [seasonal job](#) (most opportunities are in retail). Students can boost their confidence, and build communication and organizational skills through short-term stints.
- Take time to do some career exploration. Read up on industry trends using [the Vault \(link on Career Center home page\)](#), update their application materials, or take an online assessment (like the Strong Interest Inventory) to better understand their career affinities. Students can meet with a career coach to make a plan for their break before fall term wraps up or during winter break.

Events and Activities:

- **International Relations Graduate Programs Information Session**, featuring Columbia, Georgetown, Johns Hopkins, and Tufts; Tuesday, October 27; Register [here](#).
- **Ed Studies: Alumni Teacher Panel**, featuring 13 alumni teachers (licensed and student teachers). Tuesday, October 27, 5:30 p.m. Contact Tonja Clay (x4102) for additional details.
- **Public Interest Lobbying Opportunities** in Washington, D.C., presented by the Friends Committee on National Legislation. Wednesday, October 28, 5:00 p.m. Register [here](#).
- **What I Wish I Knew as a First-Year (virtual)** will feature a panel of student career assistants who will share their experiences and insights on winter break planning and more. Wednesday, Oct 28, 8:00 p.m. Program details will be shared with all first-year students via email.
- **Government and Nonprofit Career Fair (virtual)**, including "year of service" opportunities, hosted by the Minnesota Colleges and Universities Career Services Association. Friday, October 30, 11:00 a.m. - 2:00 p.m. Register [here](#).
- **SciTech Internship Program Information Session**, presented by the Minnesota Technology Association. SciTech is an internship program that connects college students studying science, technology, engineering, and math (STEM) disciplines to paid internships in small to mid-sized Minnesota companies. Wednesday, November 4, 5:00 p.m. Register [here](#).
- **University of Minnesota - College of Pharmacy Session**, learn about the MS, PharmD, and Ph.D. graduate programs. Thursday, November 5, 12:30 p.m. Register [here](#).
- **Pre-Health Alumni Panel on Gap Year Experiences**, presented by Pam Middleton and the Career Center student career assistants. During this [event](#), students will learn about gap year opportunities and experiences, as well as hear from [5 Carleton alumni](#) who pursued medical school 1+ years after graduating. Thursday, November 5th, 6:00 p.m CT. Students can learn more about this event and [RSVP](#) on Handshake for the zoom link.

30 Minutes:

- **Government/Public Service** | Monday, October 26, 4:00-5:00 p.m. – [Claire McGillem '13](#) (Political Science/IR) Conflict and Violence Prevention Advisor, [US Agency for International Development \(USAID\)](#)
- **InfoSystems/Technology** | Wednesday, October 28, 4:00-5:00 p.m. – [Wisdom Akpan '18](#) (Chemistry) Senior Associate Engineer, [Infosys](#)
- **Graduate School/Fulbright Recipient** | Thursday, October 29, 12:30-1:30 p.m. [Damali Britton '18](#) (Political Science/IR) Ph.D. student in Political Science, Brown University
- **Government/Public Service** | Monday, November 2, 4:00-5:00 p.m. – [Miles Mercer '98](#) (Geology) Manager, Business Development, [City of Minneapolis](#)
- **Non-Profit** | Tuesday, November 3, 12:30-1:30 p.m. – [Krystal Stackhouse '09](#) (Psychology) Interim Site Director, [Genesys Works](#)
- **Communications/Media** | Wednesday, November 4, 4:00-5:00 p.m. – [Jonathan Lacocque '04](#) (Psychology) Owner/Creative Director, [Coat of Arms](#)
- **Business/Finance** | Thursday, November 5, 12:30-1:30 p.m. – [Erika Tyagi '16](#) (Economics) Applied Data Scientist, [Civis Analytics](#)

This is the final *Bi-Weekly Advising Bulletin* of the Fall Term. Good luck with the end of the term!

The *Bulletin* returns during the first week of winter term 2021. If you have announcements for that issue, send them to me anytime between now and Dec. 31.

Some Homework During the Winter Break For Some Advisers

If you are going on leave in the winter term, then your sophomore advisees will be reassigned by my office shortly following the end of the current term. These students will continue with their new advisers until the moment they declare their majors in the spring term. Since you will no longer have access to their files, consider setting aside some time at the end of this term (and particularly reading days) to compose brief notes on these sophomores using the OnBase system. These notes will be helpful to the new advisers. Go to the **Hub**, and under **Advisor Information**, select **Create New Liberal Arts Adviser Note**, and then for each advisee, begin an advising note. If you need any assistance with this, please contact me (amonero). Keep in mind that students **do not** see these notes. These messages are exclusively for cross-adviser communication.

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](#)