

The Bi-Weekly Advising Bulletin – Weeks 5-6, Winter Term 2021

The fifth and sixth weeks of the term are a good time to check in on your first-year advisees to see how they are handling the midterm crunch. This is also a strategic point in the term to email advisees and ask them to prepare properly for their advising sessions. Advisers might email their advisees the [Academic Advising Worksheet](#) and the [Choosing a Major Worksheet](#) to sophomore advisees. **These resources save advisers and advisees time and make advising sessions during the crunch period of weeks 7-8 more productive!** (My office will also make an effort to make advisees aware of these and other resources prior to **Advising Days**).

Sophomores are particularly stressed as they begin to contemplate summer plans and internships, off-campus programs for junior year, and lingering requirements such as the [Sophomore Writing Portfolio](#), and, of course, the major. It is a good idea to find some time to meet with your sophomore advisees in a group setting to discuss their strategies for handling the portfolio. That way, you can bring them all up to speed on the requirements and make sure the whole cohort understands what the portfolio needs to accomplish.

Remaining Winter Term Deadlines:

- **Saturday-Monday, February 6-8, Midterm Break**
- **Friday, February 12**, Second Five-week Course Drop/Add Deadline (5:00 p.m.)
- **Monday, February 15, **Advising Days**** Begin (through Feb. 23).
- **Friday February 19**, Ten-week Course Late Drop and S/CR/NC Deadline (5:00 p.m.)
- **Monday, February 22**, Registration for Spring Term Begins (through March 28).
- **Friday, February 26**, Second Five-week Course Late Drop and S/CR/NC Deadline (5:00 p.m.)
- **Wednesday, March 10**, Last Day of Classes
- **Thursday-Friday, March 11-12**, Reading Days
- **Saturday-Monday, March 13-15**, Exams
- **Monday, March 22**, Grades Due

Everything Advisers Need to Know about TRIO

According to the Department of Education, “The Federal TRIO Programs (TRIO) are Federal outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds.” The Carleton College TRIO/SSS program, funded since 1981, assists participants in overcoming social, cultural, financial, personal, academic, and other challenges to fully participate in the life of the college and ultimately achieve the goal of graduation. A crucial aspect of the program is to increase awareness of socioeconomic class issues and challenges at Carleton with the purpose of impacting policies and framing Carleton values, activities, and decisions to help develop an environment where TRIO-eligible students can thrive.

Participants must be Carleton College students who are U.S. citizens, permanent residents, or refugees pursuing their first bachelor’s degree. They must also meet **at least one** of the following criteria:

- Be low-income as determined by federal guidelines for family unit size
- Be a first-generation college student (neither parent has a baccalaureate degree)
- Have a documented disability

TRIO's philosophy regarding academic advising

TRIO assigns every student an advisor. Students meet with this advisor one-on-one for their entire time in the program. The advisor is invested in student well-being and success and can assist with academic, personal, and career matters. Current TRIO staff advising emphasizes a “proactive, holistic [advising] model,” “relationship building,” and TRIO’s role as a “resource” for students. TRIO empowers students to understand that their educational journey is their responsibility and that TRIO advisers are guides through the process.

TRIO offers advice, referrals, and support to help students adjust to, and thrive in, Carleton’s rigorous academic environment. Students receive assistance to select classes and majors, develop a four-year path to graduation, improve time management and organization skills, and refine learning strategies.

How does TRIO work with academic departments?

TRIO staff are happy to speak with department chairs or attend department meetings to determine how we can best communicate and collaborate. By working together, the TRIO office and academic departments can both produce supportive, positive impacts on students. TRIO advisers might also reach out to specific faculty to inquire about a student or share relevant information (in accordance with FERPA guidelines).

If you would like to be more involved with TRIO:

- [Sign up](#) to receive the TRIO Newsletter
- Attend an [event](#) at TRIO (Class Act is a good one!)
- Volunteer to be a TRIO mentor
- [Contact us](#) with questions!

What happens when a student has a major advisor and a TRIO advisor?

TRIO believes that major advisors and TRIO staff both have a role to play in student success.

After students declare a major, their assigned major advisor is now their primary advisor. TRIO continues regular one-on-one meetings and provides holistic support. TRIO refers students to their major advisors for major-specific questions, official registration meetings, and Registrar-required signatures.

TRIO advisors often contact major advisors about challenges or specific situations relating to a student’s progress toward their degree. TRIO advisers are best thought of as *partners* in academic advising.

What should major advisors know about TRIO?

TRIO cultivates long-standing relationships with new major advisees, and TRIO advising reflects this. If the TRIO office can help major advisers connect with a student, TRIO partners make themselves available to help.

To be sure, on occasion, two advisors may offer differing advice to a student. Ultimately, TRIO's view is that the final responsibility for making a decision ought to be the student's. Academic advisers who have questions about this are welcome to contact the TRIO office to discuss any case further.

The TRIO/SSS program provides the following for participants, even after they are assigned a major advisor:

1. A caring on-campus community
2. Supplemental advising and academic support
3. Personal advising and resource exploration and connections
4. Extracurricular learning and leadership activities.

The academic advising system at Carleton has operated for many years in concert with the TRIO office, coordinating advising assignments and following up on student needs in a variety of areas. We celebrate the success of the TRIO office in securing resources to continue to serve generations of Carleton students.

New Courses For Spring Term

The following are just the entries that have been sent my way. I will add to this list in the next issue of the *Bulletin*. If you have new courses to add to this list, send me (amontero) the title and the course description and any other pertinent information on the new course or courses. The next issue comes out during **Advising Days** and before Registration. **It is not too late to advertise your new course(s)!**

IDSC XXX Color!

If you had to explain to a blind person the nature of color, how would you describe it? Is it a property of objects, oscillations of an electric field, a feature of how the eye generates electrochemical signals to send to the brain, or a perhaps a property of the experiences themselves? This team-taught course takes a multidisciplinary approach to color, drawing from physics, psychology, and philosophy. We will explore topics such as the nature of light, visual anatomy, the process by which light is converted to a neural code, color mixing, linguistic differences in color processing, and how color leads us to confront the tension that sometimes exists between appearance and reality.

Prerequisite: Any introductory PHIL or PSYC course higher than 110 or any term of introductory PHYS course higher than 130 (PHYS 131 and 151 or 152 or a 10-week introductory course)

Online during 4,5c. Team-taught by **Profs. Marty Baylor, Julia F Strand, and Jason A Decker.**

CAMS 280 Advanced Screenwriting

Topic: Advanced Writing for Television. This is an intensive writing practicum for motivated students to complete a well-structured original television pilot. The course will explore dramatic structure, character motivation and action, and the complex interplay between plot and character. Students will refine their tools for television writing as they develop and revise their pilot's logline, tone, stakes, theme, and more. Over ten weeks students will move from concept to outline and then to a full draft of their original pilot. Weekly feedback provides students with an honest evaluation of their material in a dynamic and supportive environment. Taught by **Prof. Tawnya Bhattacharya**.

Prerequisites: CAMS 264, 278, or 279, or instructor permission.

CCST 180 Crossing Borders: Global Contexts of Migration and Immigration

This course will grapple with the issue of immigration and migration from both global and interdisciplinary perspectives. Through several different case studies (including such regions as the Americas, Africa, Europe, and more), taught by faculty from different departments, students will gain a deeper understanding of one of the burning issues of our time. Team-taught by **Profs. Pamela Feldman-Savelsberg, Anna Moltchanova, Yansi Perez, and David Tompkins**.

ECON 279 Technological Change and the Labor Market

This course studies dynamics in domestic labor markets in the context of technological advancements. Topics are centered around the impact of different types of technological change, implications on productivity, and job polarization. To gauge the economy's structural transformation due to adoption of new technologies, we explore rising levels of employment and income inequality, both from a theoretical and empirical perspective. These core subjects are accompanied by discussions on related phenomena, which shaped modern labor markets, such as immigration and institutional changes in form of unionization and minimum wages. Taught by **Prof. Eduard Storm, Visiting Assistant Professor of Economics**.

Prerequisites: Economics 110 and Economics 111

GERM 320 Life under Socialism: Culture and Society in East Germany (in German), Spring 2021, T/Th 2-3c (synchronous sessions: 10:30-11:45am)

What was life like under “actually existing socialism?” What films, books, music, and other media did people in the German Democratic Republic (or East Germany) consume and how did they cope with their country's dictatorship? How can the experiences of people—particularly women—living in the GDR provide useful context for contemporary socio-political issues in the United States and beyond? We will discuss topics such as gender equality, education, health care, and queer life in the GDR. Taught in German by **Prof. Juliane Schicker**. Online with synchronous and asynchronous work.

Prerequisite: GERM 204 or equivalent. Distribution Requirements: International Studies, Humanistic Inquiry. 6 credits.

PHIL 122 Identity and Leadership

Leaders who face tragedy and violence inspire others with their personal narratives of self-creation and meaning-making. This course invites students to investigate the relationship between the subjective meaning-making experience and various manifestations of the ‘problem of evil’. We will read a variety of texts that highlight narrative experiences of tragedy, self-transformation, and models of leadership as empowerment. The course approaches these topics from a variety of philosophical lenses including: Existentialism, Feminist Philosophy, Africana Philosophy, Queer Studies, Disability Studies, and Religious Studies. The texts of this course will include: *Book of Job*, Victor Frankl’s *Man’s Search For Meaning*, Lucy Delaney’s *From the Darkness Cometh the Light*, Susan Brison’s *Aftermath: Violence and the Remaking of the Self*, and Eli Clare’s *Exile and Pride*. Taught by **Prof. Edward O’Byrn, Cowling Post-Doctoral Fellow in Philosophy**.

PHIL 287 Conspiracy Theories and Dogmatism

Conspiracy theories hit us where we are intellectually most vulnerable. They suggest a gap between appearance and reality. They suggest that we have formed our beliefs on the basis of massively misleading evidence. The volume of evidence and arguments conspiracy theorists offer for their theories can be vast and intricate. We are often right to ignore it. But this won’t do as a general policy for the simple reason that history shows conspiracy theorists are sometimes right. This course will look at how philosophers, psychologists and political scientists think about conspiracy theories. We will consider topics such as cognitive dysfunction and bias, epistemic trust, peer disagreement, the puzzle of misleading evidence, dogmatism, and formal theories of probabilistic reasoning. Along the way we will encounter many strange and fascinating conspiracy theories—a few of which have turned out to be true. Taught by **Prof. Jason Decker, Associate Professor of Philosophy and Cognitive Science**

PHIL 320 Virtue Ethics

What is a good human life? Who is a good person? Virtue ethicists think about these questions in terms of two central ideas. *Virtues*, such as justice or courage, make us a certain type of person (they give us a certain character). *Wisdom* (phronesis) enables good judgments about how to act in particular situations. How should we think about the relationship between virtues and wisdom? How does being wise differ from being (merely) intelligent or clever? These will be central questions for us to reflect on as we read several core texts from the contemporary tradition of virtue ethics. We will also spend some time on related concerns, such as what view of human nature, if any, is presupposed by virtue ethics, and how we should understand the relationship between being virtuous and being happy. Taught by **Prof. Allison Murphy, Assistant Professor of Philosophy**.

RELG 232 Queer Religions

Passions, pleasures, ecstasies, and desires bear on religion and sexuality alike, but intersections and tensions between these two domains are complicated. This course wagers that bringing the hotly contested categories “queer” and “religion” together will illuminate the diverse range of bodies, activities, and identities that inhabit both. The course explores religion and sexuality in Modern Western thought, erotic elements in religious texts and art, and novels and narratives of religious belief and practice in queer lives. The course combines concrete cases with theoretical tools that queer and feminist scholars have used to analyze religious and sexual communities, bodies, and identities. Taught by **Prof. Elizabeth Dolfi, Visiting Instructor in Religion**.

RELG 246 Christianity and Capitalism

The Bible says that “the love of money is the root of all evil,” but the history of Christianity and mammon contains multitudes – voluntary poverty and acquisitive empires, radical utopian communities and the blessings of business, peace movement feasts and prosperity gospels, colonialism and humanitarian neo-liberalism, and commodity fetishism for Christ. This course will use a breadth of historical case studies alongside critical theories of modernity and capitalism to explore Christianity’s relationship with wealth, from pre-modern economic theologies, to faith in modern industrial capitalism and Christianity’s vexed entanglements with late capitalist ideologies and practices. Taught by **Prof. Elizabeth Dolfi, Visiting Instructor in Religion.**

RELG 274 Religion and Bioethics

This class examines the ethical principles that often guide decision-making in health care. It focuses on principles espoused by many religious and humanistic traditions, within the context of a modern, pluralistic society. Using plentiful case studies, we consider a number of issues in bioethics, including assisted suicide; maternal-fetal relations; artificial reproduction, including human cloning; the use of human subjects in research; health care justice and reform; triage and allocation of sparse medical resources; and public health issues surrounding the COVID-19 pandemic. Taught by **Prof. Caleb Hendrickson, Visiting Assistant Professor of Religion.**

RELG 283 Mysticism

In religious studies, “mystical experience” is generally understood to be an immediate encounter with ultimate reality, divinity, the sacred, and/or the absolute—however widely construed. Or: Is it just the firing of a bunch of neurons? Is it “pure”—or always mediated through a social(-ized) and (de-)sexed body? This comparative course will explore “mysticism” across traditions and times as we interrogate the term and the plethora of experiences that fall under its rubric. Other questions include: Is mystical experience gendered? What is the role of the body in mystical practice? Does mysticism free us? Are mystics critics of social injustice? Taught by **Prof. Kristin Bloomer, Associate Professor of Religion.**

SOAN 108 In & Out of Africa: How Transnational Black Lives Matter

In our contemporary world-on-the-move, people forge ties across countries and continents. This course introduces students to an Africanist transnational anthropology, emphasizing practices of care and connection among African migrants in both the U.S. and Europe. In families, migrant organizations, and workplaces, diasporic Africans circulate stories and strategies that respond to nationalist and often racist attitudes they encounter in their places of migration. Through readings by African/diaspora scholars and creative multi-method assignments, this course engages with the back-and-forth, profoundly transnational movement of connections, people, ideas, and institutions. **Curricular Exploration:** Social Inquiry **Overlay Requirements:** WR2, QRE, IS
This course counts toward majors and/or minors in the following departments and programs: **SOAN, AFST, CCST, FFST.** Taught by **Prof. Pamela Feldman-Savelsberg.**

Filing Midterm Progress Reports for Struggling Students

As we approach the midpoint of the winter term, this is a strategic moment to prepare academic [Progress Reports](#). These reports notify the Office of the Dean of Students of any student who the professor believes is experiencing serious academic difficulty, has missed a large number of class meetings, who submits work late on a regular basis, and who for some other reason, should be on the radar screen of the Dean of Students. **It is also a good idea to bring the academic adviser into the loop so that they understand why an academic progress report is being issued.** I strongly recommend using **phone calls** rather than email so that a confidential conversation with the adviser is possible.

LRC Advising Tips

On Tuesday, January 26, I gave a brief overview of the recent National Survey of Student Engagement (a.k.a. NSSE or “Nessie”) to the LTC. This latest survey underscored the importance of listening, respecting, and caring for students – a three-part framework that makes up what the NSSE researchers term “advising LRC.” After discussing some of the indicators of advising LRC in the survey, I listed some practical ways of maximizing advising LRC with Carleton students:

Practical Steps to Increase Advising LRC

- Frame all questions and reactions in as positive and encouraging a form as possible.
- Ask open but directed questions (e.g., “What are 2-3 goals that you have set for yourself this term?”)
- Express how much you want to see your advisee do well. Signal support with phrases such as “I want to find ways of helping you achieve your goals this term. I want to be sure that you are considering all available good options.”
- Talk about the co-curricular activities your advisee most cares about. Ask them to reflect on why they like those activities.
- Make a personal connection whenever it is appropriate: mention what you were thinking when you were in college; some of the challenges you faced. Try to always make the punch line what you learned and how it helped you.
- Empathize when the advisee talks about their feelings.
- If the advisee is going down an impractical or negative path, redirect them carefully. “That may not work the way you think. We should research that more; think about that more.”

Kolenkow-Reitz Fellowship Information Session for Students

The [Kolenkow-Reitz fellowship](#) provides research support for Carleton students working with non-Carleton science and math faculty at another institution during the summer. These research opportunities are intended to encourage Carleton students’ development as scientists and their exploration of mathematics and the sciences as a possible career, and are appropriate for students at any stage of their STEM exploration! At this information session, we’ll demystify what the fellowship is all about, how to find opportunities, how advisors and trusted faculty members can help students find opportunities, and what the application process looks like.

Date: **Tuesday, February 9, 2021**

Time: 12:25-1:25pm

Zoom information here

<https://carleton.zoom.us/j/97403697921?pwd=V2dHOUtBb24rNExyZ1MzSWZNS0xqUT09>

Meeting ID: 974 0369 7921

Passcode: 792963

The application deadline is **5:00 PM on Monday, March 29, 2021**.

Questions? Contact Amy Csizmar Dalal (adalal) or Stephanie Schroeder (sschroeder)

Off-Campus Studies (OCS)

Plans are underway for both a virtual and in-person 2021 OCS World's Fair. The virtual event will premiere on the OCS website in late January and will feature a creative presentation of OCS programs with videos, links, and detailed information. The in-person event will be held in Great Hall on **Thursday, January 28, from 12-1:30 pm**. We will have lots of materials available for students to take home and a delectable candy bag for every attendee. Attendance will be limited to 15 people at a time in Great Hall and social distancing protocols will be enforced. OCS staff will be available for questions. Please encourage your advisees to take advantage of both opportunities.

Carleton program information meetings for 2021-22 and virtual visits from non-Carleton program representatives will begin the second week of January. Check the OCS calendar for dates and times.

Winter term is also a great time for general OCS advising. Your advisees can sign up for an individual (virtual) appointment with OCS at their convenience. This can be done by calling x4332 or going to <https://apps.carleton.edu/curricular/ocs/programs/> to request an advising time online.

[The list of programs and deadlines](https://apps.carleton.edu/curricular/ocs/programs/)

[\(https://apps.carleton.edu/curricular/ocs/programs/carleton/\)](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 fall non-Carleton programs Application for Approval is Thursday, April 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.

Thank you for your support of OCS at Carleton!

Office of Student Fellowships

Students may begin to request your guidance or ask you to serve as mentors for the **Mellon-Mays Undergraduate Fellowship (applications for current sophomores due February 26)**. Information about this fellowship program, which is designed to attract high-achieving students from underrepresented backgrounds to graduate study in the humanities or humanistic social sciences, is available at <https://www.carleton.edu/mellon-mays/>. Please direct any questions to CathyYandell (cyandell), Sindy Fleming (sfleming), or Marynel (mryanvanzee).

As a reminder, the major application cycle for [Carleton-funded fellowships](#) (often referred to as 'junior fellowships') has shifted and the deadline is set for **March 30, 2021**. Please encourage your advisees to watch the general information video posted [here](#).

We will continue our practice of sending direct requests for recommendations, due one week after the student deadline (April 6, 2021), and will include the finalized version of the application along with the request. Any questions may be directed to Marynel at mryanvanzee@carleton.edu.

Thank you for all you do to support the work of the Office of Student Fellowships!

Student Health and What Advisors Should Know

Carleton is once again participating in the Healthy Minds Study this year, a national survey of college students' experiences with mental health. The data we receive from this study will give us insights into Carleton student experiences - both remote and in person - and will help us better understand what issues to prioritize and how to tailor programming to meet the needs of different student groups. **Please encourage your advisees to participate - the survey goes live this week and will be open until Feb. 22.**

Professional Development and the Career Center

General updates

Some have said that we are in the midst of collective trauma (applicable at a local, national, and global level.) Individuals are experiencing stress, anxiety, and strong emotions, while still managing to carry out daily (and sometimes extraordinary) tasks. We have seen some of our students respond to the situation, showing up in career conversations deeply motivated and organized, while others are at a loss for words. We recently had some students engage in disruptive activities during an alumni panel, which took us by surprise as it hasn't happened in years. We appreciate the support and engagement of our faculty and staff peers to help guide students (and one another) to learn how to disagree and be critical of ideas in an appropriate manner, practicing and getting better at employing these sometimes elusive skills. Trust that we will remain supportive of all of our student's journeys of learning and career development in preparation for life after Carleton.

Advising information

Advisors can remind sophomore students about using Focus 2 Career (F2C). FTC is a tool designed to help sophomores with the career discernment process. The tool walks students through a process of self-assessment and then helps them to connect those results to possible majors, occupations, and their career path in general. Career Coaches can help students to process those results and integrate them into actual internships and other opportunities for the summer and beyond.

Updates

Please encourage students to apply for the student career assistant (SCA) [position](#). Through this position, students will gain meaningful experiences and skills in program management, peer support, career development, communications, public speaking, networking, and more! This position is part of the Peer Leader program, which ensures hands-on mentorship and professional development opportunities. Applications are due April 1. Questions can be directed to Antonia Grant (agrant@carleton.edu).

Events

MPC VIRTUAL CAREER FAIR

The biggest career event in February is the Minnesota Private Colleges' Virtual Job & Internship Fair on Thursday, February 25th from 9 a.m. to 12 p.m. via Handshake. Student registration, which will allow students to schedule meetings with employers, begins on February 1st via Handshake.

Employers from Business, Communications, Education, Government, Healthcare & Science, Non-Profit & Social Services, and Technology & Engineering fields will be there. The Career Center also offers a virtual career fair prep session for students on Wednesday, February 17th at 5 p.m. [2021 Minnesota Private Colleges' Job & Internship Fair | Career Center](#)

PRE-CAREER FAIR RESUME REVIEW WITH RECRUITERS

On Tuesday, February 23rd and Wednesday, February 24th (the two days before the MPC Virtual Career Fair), the Career Center again has arranged for more than 20 recruiters to provide expert reviews of Carleton students' resumes. Students can sign up via Handshake for a 20 minute

appointment to meet virtually with one of those recruiters to review their resume and gain insights directly from those who review applications and make hiring decisions. [1:1 Recruiter Resume Review Sessions](#) | [Career Center](#)

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](#)