

## The Bi-Weekly Advising Bulletin – Weeks 7-8, Winter Term 2021

**Happy advising days!** Advising Days began as on **Monday, February 15**. **NOTE** that the deadline for Scrunch is at the end of this week, 5 p.m., Friday, February 19. Also, the Spring 2020 registration priority times have been posted to students' records and are currently listed on The Hub.

### Remaining Winter Term Deadlines:

- **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

## Decision Time for Sophomores

Advising days in the winter for sophomores marks a time of transition to a major. Your conversations with sophomore advisees at this time should begin with how this transition is working for them. Although these students will receive an advisor in their major sometime after the ten-week add/drop deadline in the spring, they will continue to work with their liberal arts advisors during this transitional time. (I will handle advising during this transitional time for students whose faculty advisors are going on leave in the spring trimester). The timing and process for the assignment of major advisees to their departmental advisers can vary by department. This [page](#) in the *Advising Handbook* provides further insight into how this works. Any chairs wishing to get more advice on how new major advisees ought to be assigned, may wish to contact me (amontero).

A priority during this transition time is planning the completion of the [Sophomore Writing Portfolio](#). The deadlines for turning in portfolios for the Class of 2023 are **Friday, February 19** (the winter deadline) and **Friday, May 14** (the spring deadline). Inquire again with your sophomore advisees concerning their progress. Most of this work **should not** be left for spring trimester, especially with the added commitment of starting a major and working with a department. Sophomores have to juggle summer plans, including employment and internships, as well as fellowship applications and other opportunities. The Writing Portfolio can be all too conveniently put on the back burner. It should be on the front burner and in full cook mode by now.

For those sophomore advisees who have yet to commit to a major, you will want to have them prepare a [Major Decision Sheet](#) for several options and have them run through their thinking with you on each one. Choosing a major can be stressful and anxiety-producing for many students, but it ought not be. Try to encourage your advisees by reaffirming that their choice of major does not necessarily foreclose the professional options they would like to keep open. Use [Pathways](#) as a tool to reinforce this principle with your advisees.

On the other end of the spectrum are students who are not only decided on a first major, but they have a second major in mind as well. The first thing to consider with these students is the burden of fulfilling the requirements of two majors, including two comps processes. This will have an impact on students' plans for going off-campus or taking leaves, graduating early, and even doing certain internships/externships. In all cases, students wishing to declare a second major must obtain the approval of the chairs of both major departments. See the Rules and Regs on [Double Majors](#).

Your advisees may also take this time to discuss possible minors. In most cases, students interested in particular minors ought to discuss them with the directors of these minors and/or the chairs of departments with a disciplinary minor. Chairs and program directors will have the most accurate information about their minors. **Academic advisers are not expected to provide specific guidance on minors.**

## **New Courses for the Spring!**

### **AFST 130: Global Islam and Blackness**

This course will introduce students to key trends and moments in Islamic thought and activism in Africa and the black diaspora. It explores the historical construction of the categories of “race” and “religion” through a focus on Islam and blackness. We will analyze how blackness and Islam, and their relationship, has been conceptualized and presented by non-Africans, as well as the history of Islam in Africa and in the black diaspora. We will explore the construction of blackness within Islamic history and cultures, highlighting the notion of the Moor in medieval times and the Nation of Islam in U.S. history. SI, WR2, IS. Taught by **Prof. Ahmed Ibrahim**.

### **ARBC 151 Spoken Egyptian Arabic**

Egyptian Arabic is the spoken dialect used in daily life in Egypt, the vernacular of Arab cinema and media, and the lyrical backbone of most modern Arab music. It is, thus, central to the cultural life of Egypt and the wider Arab world. Given this wide diffusion of Egyptian Arabic, learning to communicate in Egyptian Arabic opens doors across the Arabophone world. In this course, students with no prior Arabic language experience will build oral proficiency using instruction in the forms and vocabulary of spoken Egyptian, but also through a use of a variety of media, including films, songs, and other contemporary materials. Please note: This class is intended for students with a general interest in Arabic, who did not study Arabic before. It is not open to students who have had prior classroom experience with the Arabic language. Taught by **Prof. Sahar Ramadan**.

*Prerequisites:* Not open to students who have had prior classroom experience with the Arabic language.

**Sahar Ramadan** teaches Arabic language courses from elementary through intermediate, as well as courses in Arabic in cultural context and classes in Egyptian spoken Arabic.

### **ARCN 222.54 Experimental Archaeology and Experiential History**

This course offers an experiential approach to crafts, technologies, and other material practices in premodern societies. Through hands-on activities and collaborations with local craftspeople, farmers, and other experts, this course will examine and test a variety of hypotheses about how people in the past lived their lives. How did prehistoric people produce stone tools, pottery, and metal? How did ancient Greeks and Romans feed and clothe themselves? How did medieval Europeans build their homes and bury their dead? Students will answer these questions and more by actively participating in a range of experimental archaeology and experiential history projects. Lab required. Hybrid. Taught by **Profs. Alex Knodell, Jake Morton, and Austin Mason.**

### **AMST 204 What's Race Got to Do With It? Constructing Communities that Discard Lives**

In this course students will engage race and other forms of identity (including class and disability) using both social scientific and humanistic approaches to examine how the process of building place in the U.S. has historically meant discarding lives, excluding communities, and maintaining caste. Subtopics include: Art's impact on gentrification, POC suburbanization, Disposable lives in America, Apartheid from architectural design, and Comparative memoir.

### **AMST 269 Woodstock Nation**

"If you remember the Sixties, you weren't there." We will test the truth of that popular adage by exploring the American youth counterculture of the 1960s, particularly the turbulent period of the late sixties. Using examples from literature, music, and film, we will examine the hope and idealism, the violence, confusion, wacky creativity, and social mores of this seminal decade in American culture. Topics explored will include the Beat Generation, the Vietnam War, Civil Rights, LSD, and the rise of environmentalism, feminism, and Black Power. Taught by **Prof. Mike Kowalewski.**

### **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.**

## **CHIN 252 The Chinese Language: A Linguistic and Cultural Survey**

This course offers a unique introduction to the Chinese language for anyone curious about what are characteristics that define the Chinese language and how they shaped, impacted, or relate to certain social, political, and cultural practices and traditions in China, present and past. This course will prepare students with the knowledge to make informed judgement on common misconceptions or prejudices, by non-Chinese and Chinese speakers, concerning the Chinese language or its writing system. Students are expected to learn about some general linguistic concepts and notions in regard to structural features of human language and its relationship with mind, society, and culture through this course. *No prior knowledge of Chinese or linguistics is required.* Taught by **Prof. Lin Deng**.

## **CHIN 364 Chinese Classic Tales and Modern Adaptation**

This course introduces to students influential Chinese classic tales and their modern adaptation across media platforms. Students improve their listening and speaking skills through viewing and discussing visual materials. Students develop their reading and writing proficiencies through analyzing authentic texts, formulating their own arguments, and writing critical essays. The overarching goal of this course is to increase students' fluency in all aspects of Chinese language learning and to deepen students' understanding of the role that cultural tradition plays in shaping China's present. Taught by **Prof. Shaohua Guo**.

*Prerequisites:* Chinese 206 or equivalent.

## **CLAS 130 The Greek and Latin Roots of English**

We speak it every day on campus, and it is the second most common language on the planet, but where did English come from? While its basic grammar is Germanic, much of its vocabulary—probably around 60%—comes from Greek and Latin. This course explores the varied and fascinating contributions that these two languages have made to English, focusing on the basic building blocks of words—bases, prefixes, and suffixes—while also considering the many routes the Classical languages have taken to enter modern English. This course is suitable for students of science, linguistics, and literature, as well as language lovers generally. Taught by **Prof. Chico Zimmerman**.

## **DANC 301 West African Dance**

In this class you will be introduced to traditional West African dance movement accompanied by live drumming. A variety of dynamics such as grounding, centeredness, and footwork will be addressed. Each class will cover the cultural background of the rhythm as well as the conversation between drummer and dancer. All levels are welcome to join in this vigorous experience of West African dance forms. Taught by **Prof. Whitney McClusky**.

## **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.

### **ENGL 116 The Art of Drama**

An exploration of drama approached as literature and in performance. New digital resources enable us to take world-class productions from the National Theatre and elsewhere as our texts. Drawing examples both globally and across time, we will consider plays and recent productions in their historical and cultural contexts. Students will develop critical vocabularies, debate interpretations, and hone their interpretive and rhetorical skills in writing reviews and essays. Additional time required for viewing performances. Taught by **Prof. Peter Balaam**.

in lieu of short bio, a short plug / *A great course for working on academic writing!*

### **ENGL 266 Research Writing**

This writing-rich course will address basic techniques for designing an extended research project and using that research to write in a variety of genres. Students will begin the term by designing an overall research topic in an area of their interests (not necessarily limited to literary studies or the humanities). Over the course of the term, students will research this topic independently while the class examines how different audiences and purposes determine the ways that writers use evidence, organize information, and convey their ideas. Writing assignments, spaced throughout the term, will draw on students' research and may include research proposals, literature reviews, blog posts, op-ed pieces, and posters. Taught by **Prof. George Cusack**.

### **FREN 307 *La joie de vivre*: The French Art of Living Well**

Why is “la joie de vivre” inseparable from the idea French culture? Recognizing that there are as many definitions of what constitutes “la joie de vivre” as there are French speakers in the world, this course will explore and interrogate various approaches to defining—and living—the good life. Philosophers, writers, podcasts, videos, and songs will inform our analyses, from Montaigne to the present. Online. Taught by **Prof. Cathy Yandell**.

*Prerequisites:* One course beyond French 2046 *credits; Literary/Artistic Analysis, International Studies*.

### **GEOL 135 Introduction to Climate Science**

This course aims to provide a survey of topics relevant to understanding Earth's climate past, present, and future. Topics of interest will include the Earth's climate system, rates and magnitude of change, methods for reconstructing and understanding Earth's climate history, and researching local climate archives including cave deposits, tree rings, lake sediments, and soils. Outdoor laboratories included. Taught by **Prof. Dan Maxbauer**. *6 credits; Science with Lab, Quantitative Reasoning Encounter*.

## **GERM 223 Thinking Green: Sustainability, Literature, and Culture in Germany**

Germany is a recognized worldwide leader in environmental movements thanks to the nuclear power phase-out, the renewable energy transition, and the rise of the Green Party. Similarly, there is a long aesthetic tradition depicting nature and the nonhuman world in German-language literature and poetry. In this course, conducted in English, we will trace the development of contemporary Germany's environmental practices through its literary and cultural legacy by reading and analyzing texts from established writers and thinkers. We will connect these literary and historic roots to contemporary environmental issues, look at successful protest movements, and explore Germany as a model for environmental initiatives and engaged citizenship around the globe. *This course is taught in English, though there will be a 2-credit FLAC trailer in German.* Taught by **Prof. Kiley Kost**.

6 credits; Literary/Artistic Analysis, International Studies.

### **GERM 223 FLAC Discussion Trailer**

Reading and weekly discussion of the course's primary literary texts in the original German. Students in this FLAC section will use German sources for the group research project and presentation. Requires concurrent registration in GERM 223.

2 credits; S/CR/NC only. *Prerequisite:* German 204 or the equivalent.

## **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.

## **HIST 176 Immigrants and Identity in Latin American History, 1845-present**

During the late nineteenth and twentieth centuries, immigration to Latin America rapidly increased and immigrant communities responded to and reshaped national identities, cultural production, political movements, and social structures. This course analyzes multiple immigrant experiences, including Eastern European Jewish immigration to Argentina, Japanese immigration to Brazil, and Middle Eastern immigration to Mexico. This course focuses on the experiences produced by the voluntary immigration that increased after the end of the transatlantic slave system and forced migration. It considers how Afro-Latin American identities and the legacies of slavery intersected with narratives around citizenship, nationality, ethnicity, and race. Mixed Mode. Taught by **Prof. Jennifer Schaefer**.

### **HIST 213 Politics and Protest in the New Nation**

In the first years of the United States, men and women of all races had to learn what it meant to live in the nation created by the U.S. Constitution. This class will focus on the American attempts to form a more perfect union, paying close attention to the place of slavery, Native dispossession, sexuality, and politics during the years 1787-1840. Throughout the course we will examine the ways in which the politics and protests of the early Republic continue to shape the current United States. Hybrid. Taught by **Prof. Serena Zabin**.

### **HIST 215 Carleton in the Archives**

What stories do pictures and voices tell? What roles did Carletonians play in the making of the twentieth century China during WWII, the Chinese Civil War, and the Communist revolution? What are the reflex effects of select Carls' experiences in China under transformation? How do Carls project their voices and images to their audiences? Students conduct hands-on activities in the Gould Library Archives with its Carleton-in-China Collection consisting of photographs, film footage, field reports, interviews, and public lectures. Students will be introduced to a wide range of visual and aural methods to help complete a research paper based on their archival work by the end of the term. Online. Taught by **Prof. Seungjoo Yoon**.

### **HIST 219 Black Revolutions in the Atlantic World**

The development of the modern world through the lens of Black revolutions is the analytical focus of this class. This course challenges eurocentric narratives of the development of the modern world and instead centers critiques of western civilization from what Cedric Robinson calls the Black Radical tradition and its liberatory project. Black resistance to the development of the Americas and the system of racial capitalism was continuous and evolved over time. Using a series of Black revolutions in the Atlantic World during the age of slavery as case studies, we will study historical manifestations of Black radicalism and use them to theorize new forms of knowledge, history, philosophy, and culture. Online. Taught by **Prof. Mike Jirik**.

### **HIST 231 Mapping the World before Mercator**

This course will explore early maps primarily in medieval and early modern Europe. After an introduction to the rhetoric of maps and world cartography, we will examine the functions and forms of medieval European and Islamic maps and then look closely at the continuities and transformations in map-making during the period of European exploration. The focus of the course will be on understanding each map within its own cultural context and how maps can be used to answer historical questions. We will work closely with the maps in Gould Library Special Collections to expand campus awareness of the collection. Mixed Mode. Taught by **Prof. Victoria Morse**.

### **HIST 288 Reason, Authority, and Love in Medieval France**

In a series of letters written after the abrupt and violent ending of their sexual relationship, Peter Abelard, a controversial and creative teacher and philosopher, and Heloise, a respected abbess and thinker, explored central questions about the nature of gender roles, love, authority, and the place of reason in human affairs. In other works, Abelard articulated new approaches to ethical judgment

(the primacy of intention), the status of universals, and the potential of logical argument to foster interreligious dialogue. Through their use of dialectic, his works modelled new approaches to metaphysics, ontology, anthropology, and the nature and use of authorities. Through close reading and discussion of these works and those of select contemporaries, this course will explore the key philosophical, social, and institutional dynamics of a moment of profound change in medieval thought and culture. IS, HU, Pertinent to History, Med Ren Studies, French and Francophone Studies. First five weeks; 3 credits. Mixed Mode.

### **HIST 289 Gender and Ethics in Late Medieval France**

Acknowledged by contemporaries as one of the leading intellects of her time, Christine de Pizan (ca. 1364-ca. 1431) was an author of unusual literary range, resilience, and perceptiveness. In addition to composing romances, poetry, quasi-autobiographical works, royal biography, and political theory, she became one of the most articulate critics of the patriarchy and misogyny of her world and a critical voice in defense of female capability. Using Christine's writings along with other contemporary documents as a foundation, we will explore perceptions of gender, the analysis and resistance to misogyny, the ethics of love and personal relations, and the exercise of patriarchal power (and resistance to it) in domestic and public spheres in late medieval France. Pertinent to HIST, Med Ren Studies, French and Francophone Studies, Gender, Women's Sexuality Studies. Second five weeks, 3 credits. Mixed Mode.

### **HIST 301 Indigenous Histories at Carleton**

Carleton's new campus land acknowledgement affirms that this is Dakota land, but how did Carleton come to be here? What are the histories of Indigenous faculty, students, and staff at Carleton? In this course, students will investigate Indigenous histories on our campus by conducting original research about how Carleton acquired its landbase, its historic relationships to Dakota and Anishinaabeg people, histories of on-campus activism, the shifting demographics of Native students on campus, and the histories of Indigenous faculty and staff, among others. Students will situate these histories within the broader context of federal Indian policies and Indigenous resistance. Online. Taught by **Prof. Meredith McCoy**.

### **HIST 304 Black Study and the University**

This course examines the historical relationship between Black intellectuals and the university. We will examine the juxtaposition between institutionalized white supremacy in universities and the work of Black students and faculty as well as the radical implications of Black knowledge production. Beginning with the writings of Anna Julia Cooper and W.E.B. Du Bois, the course traces how Black intellectuals have conceptualized the political utility of higher education and its liberatory potential over the course of the twentieth century. Emphases include the significance of Historically Black Colleges and Universities, the advent of Black Studies departments, and the role of Black Studies today and in the future. Online. Taught by **Prof. Mike Jirik**.

### **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.**

### **LTAM 250 Indigeneity and Power in the Andes: Land, Labor, Knowledge**

In this course, we will read, discuss, and engage with recent scholarship on colonialism, indigenous and communitarian feminism, and some of the issues and movements of indigenous peoples in the Andean region. We will examine the colonial and twentieth-century origins of the movements for indigenous rights in the Andes and seek an understanding of the varied meanings of indigeneity across time. We will emphasize the comparative study of Indigenous-State relations across the Andean countries, and highlight the role of indigenous women and other gender identities for the development of native agendas for autonomy and sovereign rights. Our primary materials will mainly focus on literature and visual arts authored by indigenous artists. Other readings will draw from scholarship in history, anthropology, and Indigenous Studies. This course will be taught in English. Taught by **Prof. Walther Maradiegue.**

### **MUSC 124 Hip-Hop in the 1980s**

This course will consider the musical elements of early hip-hop. Using guided listening and student responses, we will focus on a single album each week through the term, traversing the entire decade of the 1980s. 10 weeks, 2 credits (one meeting per week). Taught by **Prof. Andy Flory and Kevin Beacham.**

**Kevin Beacham** is a hip-hop scholar from Minneapolis, who has worked in the music industry for several decades. He works for the Rhymesayers Collective and has taught and consulted about the history of hip-hop in a wide variety of environments, including several years at the Institute of Production and Recording (IPR) in Minneapolis.

### **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.**

### **SOAN 335 The Politics of Public Art**

In this class we will explore the politics of public art. While we will look at the political messaging of public art, we will also seek to understand how public art, through its integration into a social geography, has a political impact beyond its meaning. We will see how art claims public space and structures social action, how art shapes social groups, and how art channels economic flows or government power. By tracing the ways that art is situated in public space, we will examine how art enters into urban contest and global inequality. For the purposes of this class, we will focus primarily (but not exclusively) on public art in urban settings. Class activity will include exploration of public art and students will be introduced to key concepts of urban spatial analysis to help interrogate this art. Online. 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.

### **THEA 227 Theater for Social Change**

This class is an examination of significant artists who use theatre as a tool for envisioning and enacting social change. We will study the justice-making strategies of a variety of artists, including Augusto Boal, Cherríe Moraga, Anna Deavere Smith, among many other contemporary artists whose work continues to shape American society. We will also examine influential methods of using theatre for social change, including documentary theatre, Theatre of the Oppressed, theatre for young audiences, and theatre in prisons. The class will include a number of guest artist visits from people making work in the field. The final project will be an original theatrical creation that uses the strategies studied in class to address a contemporary social issue. Taught by **Prof. Andrew Carlson**.

**Andrew Carlson** is the newest faculty member of the Dept. of Theater and Dance. A professional actor, dramaturg, and director, Andrew has worked with many professional theater companies across the country, including the Oregon Shakespeare Festival and Guthrie Theatre. Before joining the faculty at Carleton, Andrew taught at the University of Texas at Austin for nine years where he co-led the BA program in Theatre and Dance and was Managing Director of the Oscar G. Brockett Center for Theatre History and Criticism.

### **More on the English Department's Two Academic Writing Courses**

**ENGL 266** is a new course that joins **ENGL 109** to form a pair of very useful writing courses in the English Department. Students who could use more guidance to improve their writing (and which liberal arts advisee could not benefit from such a thing?!), should be informed of these courses. Here is [a brief guide to the English Department's academic writing courses](#).

The guide might be useful to both you as advisors and to your students, but the short version is this:

**ENGL 109** (newly renamed "The Craft of Academic Writing") covers core skills of making claims, using evidence, and structuring arguments. It's designed for students who want to brush up on basic academic writing skills.

**ENGL 266** (Research Writing) focuses on research strategies, obviously, but also on developing long-term research projects, curating sources, and reporting results in a variety of genres to different audiences. It's designed for students who want to dive deep into a topic of their choosing or who want to get a more detailed sense of how scholarly research works—perhaps in anticipation of senior comps or the "writing with sources" requirement for the sophomore portfolio.

#### Two key notes:

-109 and 266 are *not* a sequence. Technically, 266 is a more "advanced" course, but students do not need to take 109 before they take 266, even if they're not very confident in their writing abilities.

-266 is technically sophomore priority, but given that spring term will be its first outing, the department does anticipate that there will be room for interested juniors and seniors.

Please let your advisees know about these courses. If you have questions about these courses, please contact Prof. George Cusack, the Director of Writing Across the Curriculum.

## **ACE Courses in the Spring**

For students interested in using their academic skills to work on social issues and partner priorities, consider [this preliminary list](#) of Spring 2021 Academic Civic Engagement (ACE) classes. There are many exciting offerings focused on a range of issues and disciplines. As examples, these two courses have received Project Pericles grants to support their ACE components:

- **Palmar Álvarez-Blanco's Radio and News in Spanish (SPAN 209):**

By working with community partners to create a radio program, students will participate in an exchange of information on systemic and structural problems affecting the Latinx community in Northfield. In the program, students will comment on current local and global news and conduct interviews with members of the Northfield community with Hispanic heritage.

- **Andrea Mazzariello's Composition Community Partnership (MUSC 224):**

While gaining a grounding in civic engagement scholarship and contemporary music conceived as collective action, students will co-create music with youth at [The Key](#). The class will produce a repository of scores, instructions or prompts that can be used in future partnerships.

The CCCE staff will continue to update the spreadsheet of ACE courses as we learn of other classes with ACE components or as plans change. If you have something you'd like to add, please contact Emily Oliver at [coliver@carleton.edu](mailto:coliver@carleton.edu).

## **Resources to Understand and Prevent Plagiarism**

On Tuesday, February 9, the LTC held a useful panel discussion concerning [academic misconduct](#) at Carleton. The discussion underscored easy-to-access resources on handling plagiarism in particular. For those who missed the LTC panel but wish to learn more, the guide, "Understanding Plagiarism," can be found on the [Writing Across the Curriculum website](#). This resource is especially germane to Liberal Arts advisors. The ASC subcommittee that adjudicates cases of academic misconduct has generally found that a significant share of infractions are committed by less experienced students who may not have had many opportunities to work with outside sources (and learn how to properly attribute those sources) prior to coming to Carleton.

As a reminder, College policy stipulates that faculty report any suspicions of academic dishonesty to the ASC subcommittee. For more, please contact Assoc. Dean, Andrew Fisher (afisher).

## **REMINDER (1): The PE Requirement**

Advisers, if you have seniors heading into their final term at Carleton, **make dead sure that they have completed or can complete their fourth required PE course**. I write "course," but keep in mind that the requirement is four TERMS of PE, so two PE courses in the same term count as 1 TERM of PE. Also remember, a PE "activity" is not the same as a "PE Course." A PE course is

transcribed and will appear in Progress Towards Degree and the Transcript view in the Hub. Also, under current policy, PE courses are transcribed just as any course would be. So, a PE that is dropped is shown with a DRP on a student transcript.

As a rule of thumb, it is a good idea to make sure that sophomores have completed **at least one PE** by the end of the second year. Failure to complete the PE graduation requirement is the leading cause of non-grad status. There is no excuse for this! **Make sure that ALL of your advisees have a plan for the PE graduation requirement.**

## **REMINDER (2): Advisers Are Required Reporters on Title IX Issues**

Due to the complex and often personal nature of many conversations between advisers and their advisees, all advisers ought to be familiar with their legal obligations to report any instances of sexual misconduct that advisees may mention. In most cases, advisers' responsibilities to report involve filing a [Community Concern form](#). All advisers must be familiar with the recommendations of our Title IX office concerning [Required Reporting](#).

## **REMINDER (3): What Happens If Students (Or Family Members) Get Very Sick?**

This is always a concern in any term, but now it is top-of-mind like never before. Perhaps there has never been a better time to understand leave policies. Advisers should become familiar with the Dean of Students Office's [helpful page](#) for students regarding leaves and withdrawals. It is especially useful to review the [Leave Process Flowchart](#) and the [FAQs page](#). The latter page is also a resource for advisers as it deals with a host of issues, including advising, registration details, financial services, residential life, and issues specific to international students.

Of course, leave policies would apply if a student simply was too sick to do the work in their classes and needed extended time to recover. Students may contract the coronavirus and experience mild symptoms that will still allow them to continue their work online during isolation. Students, the Dean of Students Office, and the faculty are expected to work together in particular cases to assess how much sickness will impact a student's work.

## **Time to Set Up Advising Notes for Major Advisers**

Advisers may use the adviser note function in OnBase to leave confidential information for the next adviser. All advisers of sophomores should take some time before the end of the final exam period this term to identify sophomore advisees who would benefit from such reports if their major advisers received them. Notes left by liberal arts advisers are not read by students and are only visible to active advisers. For a primer on how to use this function in OnBase, you can consult a video of a demonstration that was done for the 2017 Annual Advising Workshop. You may view the video [here](#). **Fast forward to minute 38.15 to see the full demo of the notes function with OnBase.**

If you are the adviser of a first-year student and you will be on leave next year (for fall and winter/whole year, etc.), you should also consider filling out an adviser note for your advisees before they are reassigned to a new liberal arts adviser for most of their sophomore year. That can wait until the end of the spring term.

## **Other Housekeeping Tasks for Advisers of Sophomores**

Once sophomores declare their majors, departments will take some time to assign new advisers. That period can represent a kind of “no-person’s land” for students who will become briefly adviser-less. If you anticipate that your approval or signature may be needed on a petition (e.g., OCS program approval), **please handle that business with your advisees BEFORE they officially declare their majors**. If you and your advisees agree that it is best to have a major adviser sign such petitions, then make certain that the petition process will permit enough time for new major departments to assign a major adviser in the required time period. Many advisers of sophomores find it useful to organize **exit interviews** with all sophomores to cover all of the bases before the student declares a major and the liberal arts adviser loses access to the student’s records.

## **Off-Campus Studies**

Please remind students who are planning to study off campus next year (2021-2022) about the Carleton and non-Carleton program deadlines, information sessions, and program representative visits. All deadlines and information available

at: <https://apps.carleton.edu/curricular/ocs/programs/carleton/>

Application deadlines for Off-Campus Studies programs taking place in **2021-2022** are coming up! Ask your advisees about their plans -- they will need your approval to participate in these programs.

**Application deadlines are as follows:**

1. Carleton Seminar December Break 2021 -- **April 12**
2. Carleton Seminar Winter 2022 -- **April 19**
3. Carleton Seminar Spring 2022 -- **April 19**
4. Carleton Global Engagement (program and scholarship) -- **March 15**
5. Non-Carleton Programs (application for approval) -- **April 15 (Academic Year/Summer/Fall Term-Semester)** **Be certain that your advisees will have an adviser to sign off on these by the deadline!!!**

## **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!

The [OCS Virtual Fair](#) is still open. Students (and faculty!) can browse through an interactive slide gallery to learn more about Carleton programs offered in 2021-22 and a wide variety of non-Carleton program options.

### **Office of Student Fellowships**

As you work with your advisees, please remember that there are resources to help you match students to fellowships at <https://apps.carleton.edu/fellowships/advisors/>, including a link to send notice of a promising student to me.

Rising and graduating seniors will soon receive information on the [national and international fellowships open to them](#) and information sessions that will be held early in Spring Term. Included are awards for graduate study in the UK, the Fulbright US Student Program for a variety of international post-BA activities, and the Watson Fellowship (rising seniors only) for a year of global exploration of a fellow's passionate interest. Please encourage promising students to consider these opportunities!

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](#).

Thank you to all advisors for referrals and recommendations this term and best wishes for the remaining weeks!

### **Student Health and What Advisors Should Know**



[Nothing for this issue.]

## **Professional Development and the Career Center**

[Nothing for this issue.]

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**NOTE:** This is the last issue of the *Bulletin* until first week of spring term. If you have any questions/concerns regarding advising, know that you can always email me (amontero or call x5883).

## **Useful Quick Links**

[The Advising Handbook](#)

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](#)