



Formal Student Learning Objectives for this course include learning to: 1) Connect information about historical and contemporary socio-cultural phenomena; 2) Formulate appropriate anthropological research questions; 3) Select appropriate anthropological research methods and 4) Apply anthropological theory to analyze socio-cultural phenomena. For more on SOAN student learning outcomes, see: <http://apps.carleton.edu/curricular/soan/major/slos/>. This course also addresses the following SLOs in Africana Studies: 1) Field-specific knowledge; 2) Research skills; 3) Written and oral communication skills; and 4) Engagement. For more on AFST student learning objectives, see <https://www.carleton.edu/africana-studies/major/slos/>.

SOAN Liberation While learning may involve productive discomfort, it is also ultimately exciting and even liberating. Part of this liberation is the work we are all doing to decolonize our learning and teaching. In the midst of the antiracism and Black Lives Matters protests sparked by the killing of George Floyd, Breonna Taylor, Ahmaud Arbery, and so many others, the SOAN department pledged in spring 2020 to review the content of our classes in order to further amplify the voices and ideas of Black and BIPOC scholars—as well as queer and trans/nonbinary scholars—across our curriculum. For this class, 50% of our authors are BIPOC, most of them African-born. Thirty percent of our non-BIPOC authors are female-bodied, four are male-bodied, and several are gender queer. This is a start in an ongoing project, as we not only discuss but are also attentive to the voices and perspectives of Black, Indigenous, POC, queer and trans scholars. I invite you to engage in keen listening with me.

Summary of Topics

Key Ideas: Representation, Diaspora, Lived Experience

Departures and Arrivals: Reasons to Leave, Modes of Migration

The Mediterranean Passage

Movement/Connections in Africa

Transnational Families (child circulation & well-being)

Refugee Movement and Connections: Three+ Somali Diasporas

Quantitative Interlude: Migration Data Workshop

Belonging, Connecting, Caring

Racialization, Ambition, Schooling

Circulating Photos

Care as Occupation: Hair Braiding

Migrant Mothers and Forms of Connection: Kin, Community, State

Connections in the Autumn of Life: Elder Care and Returning Home

Social Movements as Care & Connection: How Transnational Black Lives Matter (#RMF)

Tying it Together, and Student Presentations

Summary of Assignments

Discussion Forum Participation (at least every other class session) (with attendance, 20% of grade)

Discussion Sparking (once in the term, in pairs or small groups, via sign up) (10%)

Film Review Assignment (Sunday April 11, 11:59pm) (15%)

Annotation Assignment—annotating Mazzucato and Cebotari (Sun April 18, 11:59pm) (10%)

Quantitative Homework Assignment (Friday May 7, 11:59pm) (15%)

Topic Statement and Bibliography (Sunday May 16, 11:59pm) (10%)

Final Project (Sunday June 6, 11:59pm) (20%)





II. DAY BY DAY SCHEDULE AND READING ASSIGNMENTS

Week I

T 3/30: Introduction--Representation and #BLM Internationally

Read: Wainaina, Binyavanga. 2019. "How To Write About Africa." *Granta*, May 2, 2019. <https://granta.com/How-to-Write-about-Africa/>

View photos:

<https://www.vox.com/2020/6/12/21285244/black-lives-matter-global-protests-george-floyd-uk-belgium>

<https://www.theatlantic.com/photo/2020/06/images-worldwide-protest-movement/612811/>

Come prepared to introduce yourself and comment on what you see!

Th 4/1: Defining and Living with Diaspora

Zeleza, Paul Tiyambe. 2009. "Diaspora Dialogues: Engagements between Africa and its Diasporas." In *The New African Diaspora*, edited by Isidore Okpewho and Nkiru Nzegwu, 31-58. Bloomington: Indiana University Press. (**read pp. 31-35**, skimming pp. 36-58 optional)

Nassy Brown, Jacqueline. 2009. "Black Europe and the African Diaspora: A Discourse on Location." In *Black Europe and the African Diaspora*, edited by Darlene Clark Hine, Trica Danielle Keaton, and Stephen Small, 201-211. Chicago: University of Illinois Press.

Optional, recommended for background: Koser, Khalid. 2016. *International Migration: A Short Introduction*. New York: Oxford University Press. Chapters 1 & 2, pp. 1-24.

Week II

T 4/6: The Mediterranean Passage I

Lucht, Hans. 2012. *Darkness Before Daybreak: African Migrants Living on the Margins in Southern Italy Today*. Berkeley: University of California Press. **Read:** Ch. 1 (pp. 3-27), Ch. 2 (pp. 28-51, skim pp. 58-65), Ch 3 (pp. 66-75, pp. 83-86), Ch 4 (read all, but skim pp. 136-140).

Film: View Jonas Carpignano's film, [Mediterranea](http://digitalcampus.swankmp.net/carleton370901/watch/A543AC42EF785D06), over the weekend. (This link, <http://digitalcampus.swankmp.net/carleton370901/watch/A543AC42EF785D06>, is available to us through June 8, 2021) **The film is worth watching more than once, so we will view some clips during class!**

Th 4/8: The Mediterranean Passage II

Lucht, Hans. 2012. *Darkness Before Daybreak: African Migrants Living on the Margins in Southern Italy Today*. Berkeley: University of California Press. **Read:** Ch. 5 (pp. 160-176), Ch 6 (pp. 179-180, 191-194, 208-215), Ch 7 (pp. 216-258) .

Film: View Jonas Carpignano's film, [Mediterranea](http://digitalcampus.swankmp.net/carleton370901/watch/A543AC42EF785D06), over the weekend *before* we discuss the book in class. (This link, <http://digitalcampus.swankmp.net/carleton370901/watch/A543AC42EF785D06>, is available to us through June 8, 2021) **The film is worth watching more than once, so we will view some more clips during class!**

Sunday 4/11: [Film review assignment](#) due, 11:59 pm

Week III

T 4/13: Transnational Movement/Connections in Africa: Malians in Congo

Whitehouse, Bruce. 2012. [*Migrants and Strangers in an African City: Exile, Dignity, Belonging.*](#) Bloomington: Indiana University Press. Read: Introduction and Chapter 1, pp. 1-57.

Th 4/15: Transnational Movement/Connections in Africa: Malians in Congo II

Whitehouse, Bruce. 2012. [*Migrants and Strangers in an African City: Exile, Dignity, Belonging.*](#) Bloomington: Indiana University Press. Read: Chapter 6, Conclusion, and Epilogue, pp. 180-224.

Sunday April 18: Article Annotation assignment due, 11:59pm

Week IV

T 4/20: Children's Well-Being in Transnational Families (viewed through multiple methods)

Mazzucato, Valentina and Victor Cebotari. 2017. "Psychological Well-being of Ghanaian Children in Transnational Families." *Population, Space and Place* 23: e1-14.

Coe, Cati. 2013. *The Scattered Family: Parenting, African Migrants, and Global Inequality.* Chicago: University of Chicago Press. Read: Chapter 7, "Children's Expectations of Care," pp. 173-194.



Th 4/22: Refugee Movement in and beyond the African Continent I (Somali Diaspora in Kenya)

Abdi, Cawo M. 2015. [*Elusive Jannah: The Somali Diaspora and a Borderless Muslim Identity.*](#) Minneapolis: University of Minnesota Press. Ch. 1 (pp. 31-58).

Week V

T 4/27: Refugee Movement in and beyond the African Continent II (Somali Diaspora in South Africa, the United States, and Turkey)

Guest speaker (1:45-2:20): Professor Cawo (Awa) Abdi, University of Minnesota

Abdi, Cawo M. 2015. [*Elusive Jannah: The Somali Diaspora and a Borderless Muslim Identity.*](#) Minneapolis: University of Minnesota Press. Chapters 3 & 4 (pp. 111-167).

Tibet, Eda Elif. 2017. "[From Mogadishu to Istanbul: An auto-ethnography on childhood, migration and education.](#)" *Youth Circulations* (blog), August 7, 2017.

Th 4/29: Migration Data Workshop--Gapminder and IPUMS International

Guest speakers: Lin Winton (Director of the Quantitative Resource Center) and Kristin Partlo (Reference & Instruction Librarian for Social Sciences & Data)

Rosling, Hans. 2018. *Factfulness: Ten reasons we're wrong about the world - and why things are better than you think.* New York: Flatiron Books. Introduction (pp. 1-18) and Chapter 1 (pp. 19-46).

Week VI

T 5/4: Unbelonging: Migration, Race & Religion in Schools

Bigelow, Martha. 2008. "Somali Adolescents' Negotiation of Religious and Racial Bias in and out of School." *Theory Into Practice* 47 (1): 27-34.

Keaton, Trica. 2005. "Arrogant Assimilationism: National Identity Politics and African-Origin Muslim Girls in the Other France." *Anthropology & Education Quarterly* 36 (4): 405-423.

Th 5/6: Schooling and Migration as Ambition

Reynolds, Rachel R. 2013. "Toward Understanding a Culture of Migration among "Elite" African Youth: Educational Capital and the Future of the Igbo Diaspora." In *African Migrations: Patterns and Perspectives*, 270-286. Bloomington: Indiana University Press.

Nyamnjoh, Henrietta. 2021. "Ambitions of Bushfalling through Further Education: Insights from Students in Cameroonian Universities." *Social Inclusion* 9(1): 196-206.

Week VII

T 5/11: Connecting through Circulating Photos

Kea, Pamela. 2016. "Photography and Technologies of Care: Migrants in Britain and their Children in the Gambia." In *Affective Circuits: African Migrations to Europe and the Pursuit of Social Regeneration*. Edited by Jennifer Cole and Christian Groes, 78-100. Chicago: University of Chicago Press.

Fugard, A., J. Kani, and W. Ntshona. 1986 (1974). "Sizwe Bansi is Dead" In *Statements*, 2-44. New York: Theatre Communications Group.

Th 5/13: Connecting and Care as Occupation: Hair Braiding

Babou, Cheikh Anta. 2013. "Migration as a Factor of Cultural Change Abroad and at Home: Senegalese Female Hair Braiders in the United States." In *African Migrations: Patterns and Perspectives*, 230-247. Bloomington: Indiana University Press.

Adichie, Chimamanda Ngozi. 2013. *Americanah*. New York: Alfred A. Knopf. (Ch 1, pp. 3-18)

Watch (we will only watch small segments in class, and you'll see more if you see scenes twice!):
Rosine Mbakam, dir. 2018. *Chez Jolie Coiffure*. 70 minutes. French with English subtitles. Belgium: Icarus Films. <http://docuseek2.com.ezproxy.carleton.edu/v/a/udk5>.

Su 5/16: Topic Statement and Bibliography Due, 11:59pm CDT

Week VIII

T 5/18: Connecting through Kin-based Affective Circuits

Feldman-Savelsberg, Pamela. 2016. *Mothers on the Move: Reproducing Belonging between Africa and Europe*. Chicago: University of Chicago Press. Read: Ch 1-Introduction (just read "Concepts,"

pp 6-14); Ch 3-Starting Cameroonian Families in Berlin (pp. 57-90); Ch 4-Raising Cameroonian Families in Berlin (pp. 91-127; could skim pp. 121-124)

Th 5/20: Connecting: Affective Circuits with Community and the State

Feldman-Savelsberg, Pamela. 2016. *Mothers on the Move: Reproducing Belonging between Africa and Europe*. Chicago: University of Chicago Press. Read: Ch 5-Civic Engagement; Ch 6 In the Shadow of the State (pp. 128-164)

Week IX

T 5/25: Connections in the Autumn of Life: Elder Care and Returning Home

Coe, Cati. 2017. "Returning Home: The Retirement Strategies of Aging Ghanaian Care Workers." In *Transnational Aging and Reconfigurations of Kin Work*, edited by Parin Dossa and Cati Coe, 141-158. New Brunswick: Rutgers University Press.

Coe, Cati. 2021. "African Immigrant Care Workers and COVID in the US: Their Fears, Protections, and Recalibrations." *Somatosphere*, February 16, 2021 <http://somatosphere.net/2021/african-immigrant-care-workers-and-covid.html/>

Film (in class): Coe, Cati. n.d. "Stories from Home Care." Film produced by Cati Coe, with Ms. Gifty Thompson. Rutgers Digital Commons Lab and The Philadelphia Independent Media Finishing Fund. January 2021 version (13:22).

Th 5/27: How Transnational Black Lives Matter: #Rhodes Must Fall, Citizenship, and Unbelonging

Nyamnjoh, Francis. 2016. *#Rhodes Must Fall: Nibbling at Resilient Colonialism in South Africa*. Bamenda (Cameroon): Langa RPCIG. Read: Introduction (pp. 1-19) and Conclusion (just read pp. 229-240 to the bottom of Obama's quotation about Nelson Mandela and the concept of Ubuntu).

Week X

T 6/1: Tying it All Together, and Student Presentations

We will use this day to tie together the various strands of "In & Out of Africa: How Transnational Black Lives Matter," possibly constructing a visual representation or thought map together.

You will also have an opportunity to present your final project in small groups--like a set of parallel sessions at an academic conference.

Su 6/6: Final project due, 11:59pm

Have a wonderful, safe, and healthy summer!





III. COURSE REQUIREMENTS, EXPECTATIONS, & RESOURCES IN OVERVIEW

A. Attendance and Participation: This is a seminar class. Attendance is important because your very presence adds something to class. Please respectfully let me know *before* class, if possible, if and why you will be absent. Participation will be somewhat of an experiment this term, involving synchronous and asynchronous elements. Together, we will develop a social contract for learning and community-building in our remote context.

An important part of your online presence will be to check our Moodle site and your email every day, in case there are additions or alterations to our class plans and assignments. I will communicate with you via the Moodle Announcements Forum, which shows up in your email and is also archived in Moodle. I will also post, as we go along, handouts and “lecture” notes that I expect you to read with the aim of enhancing your learning. Following the counsel of Carleton’s LTC, I will not “lecture” during our synchronous sessions.

I am dedicated to making our classroom a *respectful* environment where everyone can participate comfortably. This includes getting dressed for class, turning your phones on silent, and resisting the temptation to multitask during the synchronous segments of class. To foster a respectful learning environment, we should all refer to everyone by their chosen name, the correct pronunciation of their name, and their chosen pronouns. Another aspect of respect is recognizing that this course may deal with difficult topics, and that what might be an obvious trigger for you may not be so for others, and vice versa.

B. Discussion Forum: For *at least* every other class session (*at least* once per week), write and post your response to the day’s readings—up to 150 words. You can choose one reading or one idea, or raise a question. Sometimes I will post a prompt to guide you, and other times leave things open to your creativity. Everyone will have to read ahead to do this in a timely fashion. Please try to make our discussion forum as conversational as possible by responding to each other’s comments. (Along with attendance and participation, this is worth 20% of your final grade.)

C. Discussion Starters: You will curate the Discussion Forum for your assigned day, drawing out the main points. During our synchronous class session, you will share a brief summary of these main points. Based on your curation of your peers’ comments, reading of assigned texts, and the way you relate these to other readings or issues, choose a topic you would like the class to grapple with. Prepare a thought (and discussion)-provoking question or small activity. Each student will do this once in the term, with a small group. There will be a sign-up sheet. (This is worth 10% of your final grade.)

D. Film Review Assignment This film review is a combination of a “film analysis” and an anthropological response, rather than the type of film review you would read of your favorite film in *City Pages* or other similar venues. Your review should be 2 pages long, double-spaced, and include the following information: 1) Name of film, and other identifying information; 2) Discussion of the “reality” represented in the film and the various techniques the filmmaker used to achieve this reality; 3) A paragraph in which you identify and discuss themes that resonate with or contrast with our readings, particularly of *Darkness before Daybreak* by Hans Lucht (2012); 4) A final paragraph in which you pick one of these themes to explore in greater depth; 5) A “References Cited” section with full bibliographic information for everything you cite in the text. Use Chicago AUTHOR-DATE style and alphabetize your sources. (Due Sunday April 11, 11:59, worth 15% of your final grade)

E. Article Annotation: To prepare for a discussion of mixed-methods research, you will annotate an article using quantitative methods to investigate the well-being of children in Ghanaian transnational families. You will use margin comments to mark how both quantitative and qualitative forms of

inquire can provide a richer understanding of transnational African lives. Note the article’s main research question and its sub-questions—what are the dimensions of the research question? What various methods address each sub-question? Where did each variable come from in the literature review? How effective are these methods, and what might they leave out? (Due Sunday April 18, 11:59pm, worth 10% of your final grade)

F. Quantitative Homework Assignment: Following an in-class Migration Data Workshop with Lin Winton (QRC) and Kristin Partlo (Library), you will complete a quantitative homework assignment that allows you to practice using and interpreting data from Gapfinder and IPUMS International. This assignment gets you ready to incorporate these skills into your final project. Please make use of peer consultants at the Quantitative Resource Center for help in completing this homework assignment. (Due Friday May 7, 11:59pm, worth 15% of your final grade)

G. Topic Statement and Bibliography: Hand in one paragraph describing the topic you have chosen for your final project (see H., below). Attach a preliminary bibliography of at least five sources (in addition to any sources you use from our syllabus), written in Chicago Manual of Style **author-date** version. Bibliographies should include research articles from scholarly anthropological (perhaps also sociological, demographic, and African Studies) journals, and possibly books by anthropologists and Africanists. (Due Sunday May 16, 11:59pm, worth 10% of your final grade)

H. Final Project: Choose a transnational connection for Africans, which could be family ties, exchanges of money or consumer items, communication, migration routes, hometown associations, and so forth. This connection should span two or more countries (either two African countries, one of origin and one of destination, or an African and a non-African country). Use ethnographic (qualitative, narrative) evidence as well as quantitative evidence to understand the context more deeply at one side or the other of a transnational connection. You will create a five-minute recorded PowerPoint talk (using PowerPoint for illustrations, much like a poster presentation, and Zoom/Panopto to record), accompanied by an annotated bibliography. The bibliography must have seven to ten sources (in addition to any sources you use from our syllabus), be written in Chicago Manual of Style **author-date** version. Bibliographies should include research articles from scholarly anthropological (perhaps also sociological, demographic, and African Studies) journals, and possibly books by anthropologists and Africanists. The annotations should be one-to-two sentence explanations of the significance of the source in contributing to your project. You will have an opportunity for an informal presentation of your project on the last day of class. (Due Sunday June 6, 11:59pm, worth 20% of your final grade)



IV. CITING LIKE AN ANTHROPOLOGIST (CMOS Author-Date citation style)

In papers for this and other anthropology classes, you should use the citation style commonly employed in anthropological scholarly journals. This means you need to cite, both in the text and in a section titled “**References Cited**,” works from which you have drawn ideas as well as works you quote. Anthropologists use **author-date** from the *Chicago Manual of Style*, found [on their website](#). Please note that the Chicago Manual keeps updating. Use the most recent version. When in doubt, use the examples I provide.

In the course of your text, cite authors whose ideas you use with their last name and the date of publication; you can include more than one citation if you got the idea from more than one source (Ginsburg 1989; Ginsburg and Rapp 1991). If you *quote* an author, e.g. that “the powers of village women... [do not] provide women with the last word” (Harding 1975, 308), you must include the page number(s). Please note that the citation and period/comma are outside of the quotation marks.

References Cited, placed starting on a new page at the end of your text, includes only publications cited in the text. All entries must be listed alphabetically by last name of author, and chronologically arranged for two or more titles by the same author. The layout should be as follows:

1a) for a **journal article**, showing the volume and issue numbers, and page numbers:

Becker, Gay. 1994. "Metaphors in Disrupted Lives." *Medical Anthropology Quarterly* 8(4):383-410.

1b) If you find and read/download the **journal article from an online source**, include the DOI (Digital Object Identifier) if the journal lists one. A DOI is a permanent ID that, when appended to <http://dx.doi.org/> in the address bar of an Internet browser, will lead to the source. If no DOI is available, list a URL. Include an access date.

Kossinets, Gueorgi, and Duncan J. Watts. 2009. "Origins of Homophily in an Evolving Social Network." *American Journal of Sociology* 115:405–50. Accessed February 28, 2010. doi:10.1086/599247.

2) for a **chapter in a book of collected essays** (Author. date. "chapter title." In *Book Title*, edited by Editors, pages. Place of Publication: Publisher.):

Kelly, John D. 2010. "Seeing Red: Mao Fetishism, Pax Americana, and the Moral Economy of War." In *Anthropology and Global Counterinsurgency*, edited by John D. Kelly, Beatrice Jauregui, Sean T. Mitchell, and Jeremy Walton, 67–83. Chicago: University of Chicago Press.

3) for a **book** (title is capitalized; date, place of publication [use the first one listed], and publisher all included):

Lucht, Hans. 2011. *Darkness before Daybreak: African Migrants Living on the Margins in Southern Italy Today*. Berkeley: University of California Press.

4) for an **article in a newspaper or popular magazine** (include the issue and page numbers if using print versions):

Stolberg, Sheryl Gay, and Robert Pear. 2010. "Wary Centrists Posing Challenge in Health Care Vote." *New York Times*, February 27. Accessed February 28, 2010. <http://www.nytimes.com/2010/02/28/us/politics/28health.html>.

5) for **website content**, include as much of the information you'd need for a printed publication's citation as possible (including author's name, date of publication, title, publisher), followed by the URL of the site you are citing. Because such content is subject to change, include an access date or, if available, a date that the site was last modified. In the absence of a date of publication, use the access date or last-modified date as the basis of the citation:

United Nations, Population Division of the Department of Economic and Social Affairs. 2012. *World Population Prospects: The 2012 Revision*. http://esa.un.org/unpd/wpp/unpp/panel_indicators.htm. Accessed March 8, 2015.

Following this style is a requirement. Ask if you have questions.



V. HELPFUL INFORMATION—RESOURCES AND MORE

Office Hours

I appreciate one-on-one communication with my students. I am here for you! [Click here to sign up for OFFICE HOURS](#). I use a [Zoom Room](#) for Office hours (Meeting ID: 913 4465 0783; Passcode: 334704); please enter the Zoom waiting room on time, and wait patiently while I finish up with my prior appointment.

Inclusion and Student Well-Being

I strive to create an inclusive and respectful classroom that values diversity. Our individual differences enrich and enhance our understanding of one another and of the world around us. This

class welcomes the perspectives of all ethnicities, genders, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities.

Carleton College urges you to make yourself—your own health and well-being—your priority throughout this ten-week term and your career here. It is important to recognize stressors you may be facing, which can be personal, emotional, physical, financial, mental, or academic. Sleep, exercise, and connecting with others can be strategies to help you flourish at Carleton. If you are having difficulties maintaining your well-being, feel free to contact me and/or pursue other resources, such as [Student Health and Counseling](#) or the [Office of Health Promotion](#). They are developing ways to connect with you remotely, including via Telehealth sessions.

Part of student well-being is fostering an environment free of sexual misconduct. Carleton's goal is to ensure campus community members are aware of all the options available and have access to the resources they need. If you have questions, please contact Laura Riehle-Merrill, Carleton's Title IX Coordinator, or visit the Sexual Misconduct Prevention and Response website: <https://www.carleton.edu/sexual-misconduct/>.

Accommodations for Students with Disabilities

Carleton College is committed to providing equitable access to learning opportunities for all students. The Disability Services office (Henry House, 107 Union Street) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, autism spectrum disorders, chronic health, traumatic brain injury and concussions, vision, hearing, mobility, or speech impairments), please contact disability@carleton.edu or call Sam Thayer ('10), Accessibility Specialist, Interim Director of Disability Services (x4464) to arrange a confidential discussion regarding equitable access and reasonable accommodations. To learn more about assistive technologies, contact aztechs@carleton.edu or visit go.carleton.edu/aztech.

Ask a Librarian

Ask a librarian—especially our social science superhero specialist librarian Kristin Partlo—for help with your research in this class. Librarians work as liaisons to academic departments, and yours can be found at <https://apps.carleton.edu/campus/library/help/help/liaisons/>. You can make an online appointment with your library liaison, or chat with a librarian online 24/7. You can also [email and call](#). Librarians help students find and evaluate articles, books, websites, statistics, data, government documents, and more. For more information on hours and librarians, visit the Gould Library website at go.carleton.edu/library. *To help you with all your papers, and particularly with your final project, please consult the research guide for our course at the following URL:* gouldguides.carleton.edu/soan395.

The Writing Center

I urge all students to utilize **The Writing Center**, which is offering a full schedule of videoconferences with peer writing consultants who can work with you during any stage of the writing process (brainstorming to final proofreading). Hours and more information can be found on the [writing center website](#). You can reserve specific times for conferences by using their [online appointment system](#).

Term-Long Program for Multilingual Writers

If you are a second language writer and believe you might benefit from working individually with a writing consultant on a regular basis this term, email Renata Fitzpatrick, [Multilingual Writing Coordinator](#), at rfitzpatrick@carleton.edu. She can arrange once- or twice-a-week meetings between you and a specific writing consultant throughout the term. *Meetings will be in an online format until in-person classes resume on campus.*

Learning Strategies and Time Management

Oscar Alvarez, Academic Skills Coach, is eager to help you develop learning strategies that work in the Carleton context. His goals are to heighten your awareness of your personal strengths and to offer

different ways you can approach your academic work so you're more efficient and effective. For details on how to schedule a videoconference with Oscar, visit: [Learning Strategies & Time Management](#). If you prefer to learn these skills and strategies on your own, visit "[Helpful DIY Resources](#)."

