

EMIG

CARLETON COLLEGE
SOCIOLOGY & ANTHROPOLOGY
DEPARTMENT

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SOAN BANQUET
STUDENT PROFILES
WELCOME MERYL!



EMIC SPRING '18

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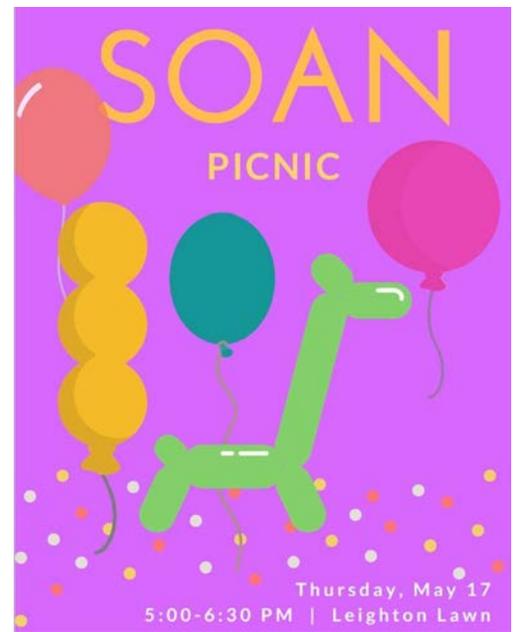
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EDITOR'S NOTE:

by Anne Guttridge '19 and Maya Kassahun '19

This spring term, the weather was the hottest topic. One week it's snowing and then (what felt like) a week later, we're in the middle of a heatwave! The weather bore frustration, lots of conversation, and perhaps reflection on the ever-changing nature of spring. Spring is a time of growth. The SOAN department welcomed a sizable amount of new students, professors published books, Seniors passed their COMPS, then passed the baton to juniors.

One "senior", Anne, has passed the metaphorical baton to Maya, the newest Emic editor! Even though Anne will be sticking around until the end of Fall term 2018, it was time for the SOAN department to embrace a new editor. Together Anne and Maya have put together a spring-themed issue complete with botanical beauties, student profiles, and department updates.

Speaking of botanical beauties (the Botanical Gardens that is), this summer Anne will be rooming with fellow SOAN major Margot ('18) while working in Washington D.C. as a video editor for DC Fray, a company whose mission is to "make fun possible". In between joining D.C. Fray's rec leagues, going on hikes, and engaging in glow in the dark yoga, Margot and Anne will have no shortage of fun in the nation's capital.

And Maya will be here in Northfield working with the City to develop a Racial Equity Action Plan - her SOAN research skills have never been so handy. She will also be working on her comps which both frightens and excites her. More generally, she'll read, she'll take walks, and she'll journal a lot more than she can during the school year. Clearing up headspace to welcome the 2018-2019 school year!

- Anne and Maya

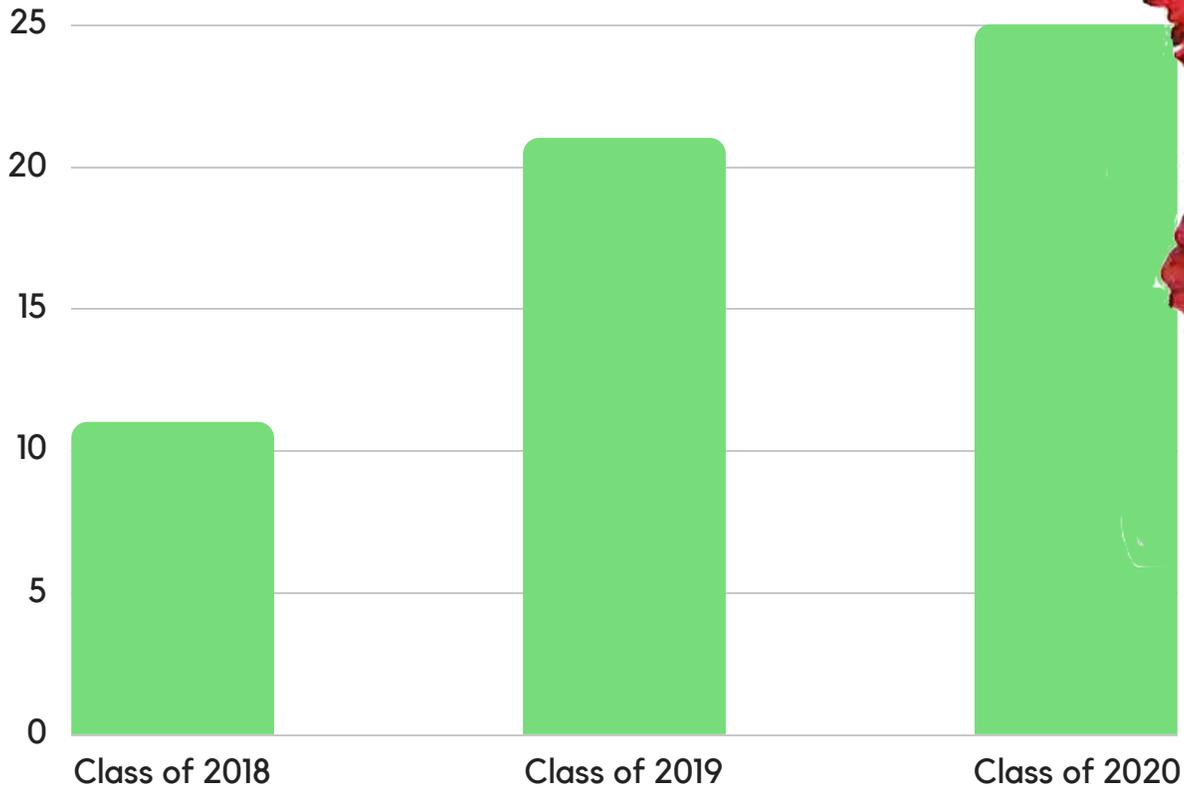


Continuing the theme of beverages, Anne (middle) is pictured enjoying a refreshing LaCroix with fellow major JP Beaty '19 (right) and St. Olaf SOAN major Sumner Pitt '19 (left)



Maya welcomes the warm days of spring with a frisbee toss. Look at her go.

INCREASE IN MAJORS



In addition to new majors, we have a new department button. You can grab yours in the SOAN lounge!



Given that the SOAN department has seen an increase in major declaration, we caught up with a few and asked..why SOAN?

2020 SPOTLIGHT

JUSTIS STARKS

I use she/her/hers and I'm from Omaha, Nebraska.



Why SOAN?

I chose SOAN before I came to Carleton because it felt right. After taking other "maybe major" classes I came wandering back. I knew I wanted to be able to study people and processes and try to make sense of our society today.

Which class sealed the deal?

I really enjoyed my A&I about Asian Americans and their experience. I wanted to know more of what sociology could cover and reveal about us.

If you could design your own SOAN class, what would it be about?

My SOAN class would be about Black/White Biracial self-identification and outsider perspective in The United States.

Which social phenomena fascinate you?

Race relations, social constructs regarding time, social mobility, poverty.

Sociology or Anthropology or Both?

~both~

If the SOAN department were a food, what food would it be?

SOAN would be a bratwurst.



2019 SPOTLIGHT



FRANKIE IRVINE

I use they/them/theirs and
I'm from Chicago, Illinois.

Why SOAN?

I'm studying SOAN because I think it helps us understand how subjective our reality is, which allows us to understand the importance of other realities. Ideally, SOAN encourages empathy and teaches us to value 'alternative' forms of knowledge.

Any favorite theories/theory you've learned in either of the theory classes? And how would you quickly sum them/it up to someone who is just starting out with theory?

Evolutionism. Just kidding! I like historical particularism mostly because it took a stand against evolutionism. So, instead of suggesting that cultures evolve like organisms - going from less advanced to more advanced until you get to the 'ideal' European civilization - Franz Boas (who is not a great guy) emphasized the importance of looking at civilizations individually in their own historical context. I'm a fan of this theory for its simplicity and common sense.

Can you tell us what your research topic is for Methods of Social Research? And do you plan on using it for your comps?

My research topic for Methods (and also my comps) is indigenous identity construction. I'm researching how ideas of 'authentic' versus 'inauthentic' indigenous identity have been created, and how narratives of urban indigenous communities challenge this dichotomy.

If the SOAN department were a food, what food would it be?

I think the SOAN department would be any kind of candy that has peanut butter and chocolate: because each part is great on its own, but its better as a combination.

GIVE A WARM SOAN WELCOME TO **MERYL LAUER**

We're incredibly excited to welcome a new professor, Meryl Lauer, to our department next year!

INTERVIEW BY HANNAH AYLWARD '19

Meryl got her BA at Barnard College, where she majored in dance and minored in anthropology. She went on to earn her PhD in socio-cultural anthropology at the University of Minnesota, and she now lives in South Minneapolis. Meryl taught Introduction to LGBT/Queer Studies this year, and is teaching five classes next year, including Anthropology of Gender, Anthropology of the Body, and Performance Ethnography. Here's a little Q&A we did to get to know Meryl before the fall.

Can you tell me a little bit about your research in South Africa (or any other research you have done/are doing that you would like to talk about)?

My research focuses on how people embody state power. I work with the classical ballet community in South Africa and track how the art form went from being the emblem of the apartheid state to the paragon of inclusion and diversity for the contemporary democratic government. Through thick description, I demonstrate how this transition happens and what the stakes are in linking projects of social change and artistic practice. Moreover, I write about how, in many ways, the politicking that has transformed classical ballet's image hides deeply persistent forms of gendered and racialized inequalities.

I love ballet and trained as a dancer for twenty years and I want to think creatively with dancers, choreographers, teachers, politicians, and other academics (including my students!) about what art and movement do in the world and how our bodies are central to our political agency.

What do you like most about teaching at Carleton? Do you have a favorite memory from this past year?

Carleton students are motivated, engaged, and intellectually curious! I taught queer studies in the fall and the winter and I was so proud of my students for taking on difficult theory and applying it to their everyday lives on campus.

I don't have one specific favorite memory, but I enjoyed all the conversations I had with students during my office hours! I love to hear what students are up to, what they're thinking about, and what they're dreaming up for their futures.

What are you most looking forward to next year? Is there a class you are most excited to teach?

Really, I'm just excited to be at Carleton full-time! I have such wonderful and supportive colleagues and students and I am looking forward to learning with everyone. All my classes in winter and spring terms are new, so it should be fun to delve into topics I'm committed to in a classroom setting.

If I had to choose, I think I'm most excited about my performance ethnography class, where we'll look at everything from my own work on classical ballet in South Africa to Lucha Libre in Mexico. I have a pretty expansive definition of performance and I'm hoping that students with interest in all forms of bodily practice will bring their own experiences to the class.

What do you like to do in your free time?

My wife and I live in South Minneapolis with our two dogs, Walter and Winnie, and cat, Mishka. This summer, I've planted a pretty expansive vegetable garden in our relatively tiny backyard. I'm growing all sorts of things including radishes, kale, tomatoes, and peppers. After finishing my PhD, it has been awesome to be outside and help things grow. I also just learned how to ride a bike, so I'm practicing as much as I can while the weather is nice.



Meryl assisting in a beginning ballet class at the Zama School in Gugulethu, just outside of Cape Town.

SENIORS!

MARGOT RADDING '18

Margot will be in the nation's capital working for DKT International.

"Next year, I will be working in Washington D.C. as a Program Officer for DKT International, whose current CEO is a Carleton alum. DKT is one of the world's largest providers of family planning, HIV/AIDS prevention, and safe abortion products and services. DKT uses a regional approach, establishing regional offices in 24 countries where staff strategize platforms to sell and distribute reproductive care with the local language, culture, and regional regulatory environment in mind."



Please join us in congratulating Margot as the recipient of the Rachel Rosenfeld Prize!

The Rachel Rosenfeld Prize was established in 2011 in memory of Rachel A. Rosenfeld '70, professor of Sociology at the University of North Carolina, Chapel Hill. The prize is awarded each spring by the Carleton Department of Sociology and Anthropology to seniors who exhibit the most promise in making professional contributions in the areas of sociology or anthropology, a high level of intellectual curiosity, courage in the face of challenges, devotion to community, and enthusiasm for making connections between social theory and practice.

EMILY CULVER '18

Emily will be working in Northfield's Greenvale Elementary

"Following graduation, I will happily remain in Northfield for at least a year, serving as an Americorps Promise Fellow with Northfield High School's TORCH (Tackling Obstacles & Raising College Hopes) program. With the program, I will work to improve graduation and post-secondary participation rates for students of color, low-income students, and future first-generation college attendees in Northfield. I will also work closely with Greenvale Elementary's Community School events. Best of all, I will be living with one of our very own - Rachel Gallagher!."



CLARA HAZLETT-NORMAN '18

Please join us in congratulating Clara as the recipient of the Williams-Harris Prize!



The Williams-Harris prize was established on history professor Harry Williams's 50th birthday to honor his mother, Edith Moselle Harris Williams (1931-1992); his grandmother, Patsy Harris Tunson (1914-1998); and his great-aunt, Ellen Harris Brooks (1909-1998).

This prize recognizes their respect for the transformative power of education, the vast richness of their life experiences, and the strength of their character. The prize recognizes members of the senior class who have produced a distinguished integrative exercise on any aspect of the African American experience in the New World.



RACHEL GALLAGHER '18

Rachel will continue working with Northfield-Based group, Laura Baker

Inspired by a friend from high school who had autism and an aunt who worked in the Philippines with children who have special needs, Rachel researched offerings through Carleton's Center for Community and Civic Engagement (CCCE), and then signed up with Laura Baker Services Association's College Buddies program, before she even began her first class at Carleton.

Rachel's interest and experience working with people who have developmental disabilities was the inspiration for her comps, titled "Hopes, Dreams but No Plans: Aging Parents of Individuals With Intellectual and Development Disabilities," was the culmination of 14 interviews of parents of people with special needs. Reflecting on her conversations with parents, Rachel says, "What they do is inspiring, and they have very little support. It's heartbreaking. It becomes hard for them to plan for the future."

As her college career winds down, Rachel is considering taking a year or two off and working for an organization like LBSA and then going on to medical school. Although the exact career path for Rachel is undefined, one certainty is that she plans to work with people with special needs in some capacity. She says, "The more I've worked in the field, the more I realize I have always been drawn to people who may see the world differently."

(Paraphrased from Laura Baker's "Faces in the Community: About" Section. For more information, visit LauraBaker.org)

2018

FALL COURSES

110 Cosmos and Consciousness: Understanding Creation Myths

How did the universe begin? Who are we? Why are we here? How should we behave and not behave and why? Do cosmogonies reflect the structure of our psyches? Drawing on approaches from anthropology, psychology, religion, and literary studies, this course will examine how different cultures and theoreticians have sought answers to these questions.

110 Introduction to Anthropology

An introduction to cultural and social anthropology which develops the theoretical rationale of the discipline through the integration of ethnographic accounts with an analysis of major trends in historical and contemporary thought.

111 Introduction to Sociology

An introduction to sociology, including analysis of the sociological perspective, culture, socialization, demography, and social class and caste institutions in modern industrial societies and cultures; stability and change in societies of the twentieth and twenty-first centuries.

180 Anthropology and Colonialism in Africa

This course will examine how colonialism transformed the laws, political structures, political economy, and religion of different colonial states. It will also examine the complicated relationship between the discipline of anthropology and colonialism.

203 Anthropology of Good Intentions

This course explores the impacts of sustainable development, conservation, and AID programs to look beyond the good intentions of those that implement them. In doing so we hope to uncover common pitfalls behind good intentions and the need for sound social analysis that recognizes, examines, and evaluates the role of cultural complexity found in populations targeted by these programs.

259 Comparative Issues in Native North America

This course examines the cultural and historical situation of indigenous groups in the United States, Mexico, and Canada to develop a comparative perspective for understanding native peoples in North America.

325 Sociology of Adoption and Assisted Reproduction

In this course we will examine the meaning and making of families across different types of formations and contextualize the popularity of assisted reproductive technologies relative to the decrease in adoption.

330 Sociological Thought and Theory

This course focuses on influential texts and ideas generated by theorists from sociology's "classical era," how these texts and ideas are put to use by contemporary sociologists, and on more recent theoretical developments and critical perspectives that have influenced the field.

396 Advanced Sociological and Anthropological Writing

This course explores different genres of writing and different audiences for writing in the social sciences, focusing particular attention on scholarly articles published in professional journals in sociology and anthropology.

Faculty Announcements!

JAY LEVI'S UPDATES FROM THE FIELD



Jesse Pinto, Erica Pinto, and me at a luncheon held in Jay's honor on the Jamul Reservation. Jesse and Erica are son and granddaughter of Kumeyaay elders who Jay worked with forty years ago.

Erica is the Tribal Chairperson of the Jamul Band of the Kumeyaay Nation.

During my sabbatical this year I have had the wonderful opportunity of returning to the Yuman- speaking peoples in the borderlands of Southern California, Western Arizona, and northern Baja California, Mexico where I first conducted ethnographic fieldwork over forty years ago. Living with friends I have known since high school on the San Pasqual Indian Reservation in the backcountry of San Diego County, I have focused my work on the Kumeyaay Nation that straddles the US-Mexico border while beginning work on a new book project: *Coyote Takes the Heart: A Synthesis of Kumeyaay Philosophy and Worldview*. I was first asked to undertake this project by elders many decades ago, but it is not until now that I felt I could attempt such an ambitious task. Over the past months, I have been pulling together both published and unpublished observations of early 20th century anthropologists, notes and recordings I made long ago, and the insights of Kumeyaay singers, cultural authorities, and friends, both young and old, I have made over the years.

In the process, I have reconnected with the descendants of elders I knew forty years ago who have welcomed me with open arms. As a consequence, I have been appointed as one of the Tribal Historic Preservation Officers for the Jamul Reservation and was asked to speak by members of the Pala Reservation at a Public Hearing before the Historic Site Board of San Diego County to assist the Cupeño people in preserving their sacred sites at Warner's Hot Springs, now threatened with unbridled development.

I have also repatriated ethnographic materials that I gathered in the 1970s to the tribes that they are now using to develop for their own teaching materials. For example, although there exist around a dozen versions of the Kumeyaay creation myth that have been documented over the last century, the one I recorded is the only one in existence that was documented in the native language. I have thus been working with the Language Preservation Committee on the Barona Reservation to transcribe and translate the epic narrative. This work has also inspired me to develop a new A&I seminar for next year, *Cosmos and Consciousness: Understanding Creation Myths*. In all, it feels very good to again be putting anthropology at the service of communities involved in decolonizing projects intended to preserve, revitalize, and defend indigenous cultures and histories.

Publications: 2017

"The River of Life in the Land of the Sun: Concepts and Colors of Space, Time, and Motion in Kumeyaay Cosmology." *Memorias de los Encuentros Binacionales: Balances y Perspectivas de la Antropología e Historia de Baja California*. Mexico: Instituto Nacional de Antropología e Historia. https://docs.wixstatic.com/ugd/488b16_680fe1c631fc41c2be4a133ddc78a606.pdf

Invited Lectures: 2017

El Vuelo de la Serpiente del Cielo: Observaciones sobre la Cosmovisión Yumano-Cochimi en Relación a Mesoamerica y el Suroeste de Estados Unidos. Mesa Lineal, Desierto, XXXI Mesa Redonda de la Sociedad Mexicana de Antropología. Ensenada, BC, Mexico. October 2.

El Río de la Vida en la Tierra del Sol: Conceptos y Colores de Espacio, Tiempo, y Movimiento en la Cosmología Kumiai. XVIII Encuentro Balances y Perspectivas de la Antropología de Baja California. Instituto Nacional de Antropología e Historia. CECUTEC, Tecate, BC, Mexico. December 1.



Sunset on the San Pasqual Indian Reservation where Jay has been living this past year. (Photo by Jay Levi)



The view overlooking Lake Henshaw towards the Cupeño people's sacred mountains of Ashwet-petia (Eagle's Nest) and Súish-peki (Rabbit's House) above Warner's Hot Springs. (Photo by Jay Levi)

Kudos!

LIZ RALEIGH

Congratulations to Liz Raleigh who was recently tenured and promoted to associate professor and will now serve as Chair of the Carleton College Sociology/Anthropology Department!

ANNETTE NEIROBISZ

Congratulations to Annette Neurobisz for the publication of her article!

Professor of Sociology and Broom Fellow for Public Scholarship, and her co-author Dana Sawchuk, Associate Professor of Sociology at Wilfrid Laurier University, have published their article, "Religious coping among older, unemployed workers: Narratives of the job-loss experience," in the *Journal of Religion, Spirituality, and Aging*. The article was published online on April, 27, 2018; print copy is forthcoming.

CLIFFORD CLARK

Thank you Cliff, for two great years as Chair of the SOAN Department!