Editors’ Note

Your beloved DCCs got together early this term and decided to get The Emic out as soon as possible. This would accomplish two things: it would give you a chance to spend more time contemplating the mysteries that we planned to reveal to you and it would lessen the stress that we would inevitably face at the end of the term.

I’m writing this now as I sit in the SOAN computer lounge on Monday of ninth week. I’m writing this now because I have no idea where to start on the two papers that I need to write this week. Good thing we followed through on our plans.

In terms of revealing the secrets of the cosmos, we have only scratched the surface with this issue. More precisely, we’ve ignored the great mysteries of life and focused on the easy stuff. Ebun and Monica offer some great tips on applying for and getting internships. Rich and Joe provide a listing for the comps topics that our seniors are working on. Rich also put together a Carleton quiz (under the assumption that you aren’t taking enough tests this year) and Joe wrote about some other stuff.

Anything that insults, annoys, or smells funny in this issue is exclusively the fault of Mr. Joseph R. Quick and all retaliatory comments or acts of aggression should be steered in his direction.
Elisha Hall: “Diversity Initiatives and (Dis)Respect at Carleton College”

Carolyn Krafft: “Cross-National Study of Consequences of Legalization/Criminalization of Abortion”

Rich Majerus: “Civic Education”
   This is an increasingly studied trend in the social sciences. Since the release of “The Fast and the Furious,” pimping your ride has become an important determinant of social mobility. Mobility in the sense that your Honda Civic can take you from one social gathering to another. Rich’s (Ford) Focus is on the distinctions that arise between domestic models and imports, and the plasticity of meaning for the fish tank that has been installed in your back seat.

Mai Ka Moua: “Hmong Youth Organizations and Social Capital”

Sarah Moberg: “Gentrification: Place and Power”
   This is a “How To” for becoming a gentleman. The basic idea is:
   (1) Get a place. Technically, you’re looking for a bachelor pad, but any place will do for starters. Maybe your parents’ basement. Later on, you’re going to want to upgrade to an hacienda of some sort. Sugar cane or tobacco make for good cash crops.
   (2) The land gives you power, but you’re going to need to expand and diversify. Think about getting a monopoly on regional transportation.
   (3) At this point you can call yourself whatever you want. You’re a gentleman.

Senior Comps Topics
   We thought we’d give you the comps titles for this year’s seniors. Most of the topics are pretty obvious, but three of them in particular need some explanation. We don’t actually know what most of these are about, but that won’t stop us from guessing.

   Sarah Cannon: “Learning about Learning”
   Valerie Carter: “African-American Educational Achievement Gap”
   Sarah Graham: “Relationships between Stigmatization of AIDS, Women and Prevention Programs in Southern Africa”

Comps Schedule

- Initial Proposal 9/29
- Final Proposal 11/4
- Revised Proposal 1/3
- Proposal Accepted 1/5
- Exam Thesis Switch 1/5
- First Draft 1/20
- Abstract and Second Draft 2/23
- Final Thesis Due 4/2
- Oral Presentation TBA

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Margaret Moyer “Globalization, Identity Formation and TCK’s”

How is one’s identity formed through the implementation of Teriyaki Chicken Kabob’s? Due to large corporation’s having more access to the world’s market, more and more Teriyaki Chicken Kabob’s are available to the public, sometimes proving hazardous to a community’s sustainability. This study explores how finger licking good these different corporations produce their TCK’s, and how individuals’ identities are affected by them.

Andrea Parrott: “Latino Pentacostalism and Church-Based Activism”

Joe Quick: Henceforth, you shall be known as Nosogamen: Playing Indian in the Order of the Arrow


Eberly Wedlake: “Latino Community Organizing in Northfield”

Roxanna Wilcox: “A Comparative Study of Immigrant Gangs”

Nazish Zafar: “A Cross-National Institutional Comparison of Orphanages in Russia and Singapore”

Internship Tips

It’s never too early to start exploring your summer plans. Here are some links to some great opportunities…check them out now!!

http://www.aaanet.org/ar/internopps.htm
These are links to undergraduate and graduate internship opportunities from the American Anthropological Association.

http://www.ssrc.org/fellowships/
SSRC fellowship and grant programs provide support and professional recognition to innovators within fields, and especially to younger researchers whose work and ideas will have longer-term impact on society and scholarship. These programs often target the spaces between disciplines, where new perspectives emerge and struggle for
acceptance, thus ensuring the production of knowledge and expertise on key topics, regions, and social challenges.

http://www.iie.org/Template.cfm?section=Fulbright1
Established in 1946, the Fulbright Program aims to increase mutual understanding between the peoples of the United States and other countries, through the exchange of persons, knowledge, and skills. More programs also listed.

http://www.lib.msu.edu/hamis23/grants/3sociolo.htm
Check out these Grants and awesome unrecognized internship opportunities.

**Tips for applying...**

1. **START EARLY!**
2. Be organized: keep a folder for each program.
3. Save everything! Most applications require a personal statement. You will save some time by modifying an existing personal statement rather than writing a new one for each program application.
4. Have your resume plus cover-letter ready! Remember to highlight information relevant to a particular program.
5. Request for recommendation from professors early because they can get swamped. Give them a self-stamped envelope if necessary. Don’t forget to send them program details and your personal statement or a brief explanation of why you’d like to participate in the program. Check a few days before the deadline to see if everything is in order.
6. Keep your options open; apply for a couple of programs. Explore the alumni database, check the Career Center, and talk to your professors. Note that not all internships are well-publicized so alumni may provide you with great opportunities.
7. If you are interviewed, be sure to write a thank-you note within 48 hours of the interview.
The Carleton Quiz – brought to you by Rich Majerus

Which of these obscure departments never existed at Carleton?

a. Biography Department
b. Department of Home Economics
c. Department of Military Strategy
d. Department of Hygiene and Public Health
e. Agriculture Department

When was the last year Carleton had cheerleaders?

a. Never
b. 1968
c. 1900
d. 1999

How did the Schiller tradition start?

a. Schiller’s grandson was a Professor of German at Carleton and the statue was taken from his office
b. The bust was stolen from the solarium of Scoville in March of 1957
c. The tradition was adapted from one at Brown College with a statue of Immanuel Kant
d. Schiller’s bust was found underground while the foundation of Leighton was being dug

Why did Carleton used to have a swimming requirement?

a. The requirement was instituted when the first swimming pool opened in Sayles-Hill in 1911
b. It was a national requirement instituted during World War II
c. Swimming across Lyman lakes was seen as a necessary form of ritual purification
d. A student died while trying to gain entrance to the Carleton chapter of the Polar Bear Club

Which of these strange traditions once existed at Carleton?

a. The Lemming Run down the hill by Bell Field
b. The annual swim across Lyman lakes
c. The midterm break faculty wine tasting event in Great Hall
d. The winter term igloo building contest

Which of these bands have not played at the Cave or spring concert?

a. Phish
b. Mason Jennings
c. Bela Fleck
d. Reel Big Fish
e. Wilco
Marginally Speaking

It has happened to all of us by now. You remember how it went down. You bought the used copy from the bookstore. Two months later, it was time to do the reading for class. You opened your book, and discovered that it would be impossible to get anything out of it because somebody had highlighted every third word and filled the margins with garbage.

My friends, it is time to fight back. We must confront those who write marginally coherent, marginally related, marginally appropriate notes in the margins. We begin with whoever was the last owner of Monica’s copy of the Marx-Engels Reader, Second Edition, edited by Robert C. Tucker.

Our margin writer gets started quickly. On page ix of the preface to the second edition, we are reminded in purple that the Marx-Engels Reader is about “classical Marxism;” more specifically, it includes the work of “Marx and Engels.” How about that? The next few chapters have been filled by several generations of margin writers with two flavors of highlighter, and numerous remarks and underlinings in pencil as well as pen. By the end of this frenzy, we have been marginally informed that Marx wrote something about democracy and that he made some references to Hegel.

By page 158, we are informed that somebody (Marx?) “hasn’t proved anything,” and we are provided with a cryptic commentary which simply reads, “cats and roaches.” Then, on page 167, the same purple highlighter tells us that when Marx writes, “These high-falutin and haughty hucksters of ideas, who imagine themselves infinitely exalted above national prejudices, are thus in practice far more national than the beer-quaffing philistines who dream of a united Germany,” he is being “harsh.” The next few marginal notes tell us that Marx is being “threatening,” “sarcastic,” and “harsh.” It seems our imaginary friend has become disenchanted by Herr Marx.

We are informed on page 177 that “journeymen had it tough” and then promptly reminded that the journeymen of the mid nineteenth century was the equivalent of today’s student. Perhaps Marge (the marginal writer) was having a bad day?

It almost seems that Marge has started to convert by page 178 where she admits that “this is good.” Unfortunately, Marge either stopped doing the assigned reading or the purple highlighter went dry because this is the last comment that appears in this color. In fact, there are no comments at all over the next few chapters, until someone else comes in with a black pen near the end of the volume.

Marge wasn’t nearly as annoying as some margin fillers I’ve come across. There was one who highlighted all of the verbs in the first chapter with pink, then went back through and marked the nouns with blue and the conjunctions with green. I only hope that this person’s ability to map sentences was improved by reading Erving Goffman.

The moral of the story: If you feel the need to write marginally, please write helpful comments of keep the book to yourself when you’re done. We don’t need to hear what goes on in your head.