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THE EMIC
Spring 2012
Carleton College
Department of Sociology and Anthropology

Photo: SoAn Majors and Faculty at the Inter-American Foundation photo exhibit with Marion Ritchey Vance ‘60

See inside for more pictures from this term’s events!
The EMIC Spring 2012 is brought to you by the SoAn Departmental Curricular Committee (DCC) members:

Viviane Clement ‘12
Fadi Hakim ‘13

Questions? Suggestions? E-mail Liz Musicant, Departmental Administrative Assistant, at emusican@carleton.edu

Front cover photo (Left to Right): Leah Eby ‘13, Van Dusenbery, Daniel Williams, Liz Coville, Annette Nierobisz, Rob Morrow, Marion Ritchey Vance ‘60 and Pamela Feldman Savel berg
Courtesy of Cara Coren ‘13
Photos from SoAn Department Dinner, April 21, 2012

Faculty members and SoAn majors relaxing after a day of comps talks

Bes Kelati, Viviane Clement, and Vaishali Umrikar looking at the sumptuous dishes

Izzy Durham and Van Dusenbery enjoying the rainy weather outside
An Interview with Drewallyn Riley ‘05: Working with Sexual and Reproductive Health in Two Continents

EMIC: What attracted you to this field of work?

Drewallyn: My initial attraction to sexual and reproductive health came from observing my mother – a feminist who worked for years first at a woman’s health clinic and then as the director of a feminist non-profit in Montana. Among other things, she was an abortion counselor at the health clinic, and in 1993, the clinic was firebombed and destroyed by an anti-choice arsonist (I was 11 years old at the time). That experience cemented in me the desire to ensure that all women have safe access to sexual and reproductive health care, and I envisioned myself eventually working in the non-profit/social work sector just like my mother.

Fast-forward to Carleton, where I became a SOAN major. Pamela Feldman-Savelsberg played an instrumental role in cementing my love for anthropology, and I took every class of hers I could (I believe 5 in all). I realized through her work that I could combine my two greatest passions – experiencing and learning about new cultures, and sexual and reproductive health. And I naturally fell in love with Medical Anthropology for this reason. However, I was disappointed when I learned what a commitment a PhD in medical anthropology would be given that I didn’t have a desire to become a professor. And this is when Pamela introduced me to the concept and field of “Public Health,” which I’d never heard of before.

Two years after I graduated from Carleton (during which time I taught English in South Korea and then traveled in South East Asia) I started my Masters in Public Health at the University of Michigan – Ann Arbor where I focused on the areas of maternal health and HIV/AIDS. During this time I was able to travel to and study maternal health in Ghana, China and Senegal. At the end of my 2-years, I applied and was accepted (while I was in Tunisia studying Arabic) for a 2-year fellowship Association of Schools of Public Health (ASPH) Allen Rosenfield Global Health Fellow at the Centers of Disease Control and Prevention in Atlanta, as an HIV Prevention fellow.

Having finished my 2-year fellowship, I am now a contractor working for CDC on the same program I started my fellowship with. I work on an amazing program called the Families Matter Program, a parent-focused intervention designed to promote positive parenting and effective parent-child communication about sexuality and sexual risk reduction for parents or caregivers of 9-12 year olds. The ultimate goal of FMP is to reduce sexual risk behavior among adolescents, including delayed onset of sexual debut, by using parents as vehicles to deliver primary prevention to their children. My job is to provide technical assistance to non-governmental, community-based, and faith-based organizations in 8 countries in Africa who are implementing this program. I travel about 8 times a year to Africa, and I feel so fortunate to continue to be able to marry my love of travel and culture with reproductive health.

EMIC: Any advice for current SoAn majors?
Drewallyn: I think one of the most important things after college is to take some time off before graduate school to explore the world, try out a job or internship, and get to know yourself better. My two years between college and grad school was an important time of personal growth, and though none of it was public-health focused, I had a lot more experiences to draw upon during my graduate school classes. Schools and job recruiters really want people with experience—whatever that experience may be (teaching English, volunteering abroad, working).

I think it’s important to evaluate whether you have a very specific path post-Carleton you want to take, or if you are more open to whatever opportunities present themselves (as I was). Because I’ve been interested in trying so many things, I took whatever opportunities presented themselves, even if they weren’t exactly what I’d had in mind, and each opportunity led to another. But if you know exactly what you want to do—stick with it!

As a Carleton and a SOAN major, you are far ahead of other graduates in your ability to write—especially essays. While jobs are hard to get, there are a lot of scholarships and fellowships out there. DO put in the effort to apply for these—your personal essays will get you them! Fellowships, scholarships and other application-based opportunities took me to Jamaica for my thesis, China for maternal health work, Ghana for my master’s thesis, Senegal to work on malaria and pregnancy, Tunisia to study Arabic, and here to the CDC. Don’t underestimate these resources!
Teach for America recipients

Elise Paige Rasmussen ‘12

As a Sociology and Anthropology major, I spent the past four years talking about social injustices that, I believe, are linked to a lack of a good education. I wanted to spend my time after college being involved in the movement toward providing a quality education for all; this is Teach for America's main objective. I am very much looking forward to meeting, and getting to know, my students. I am most excited about establishing a classroom culture in which emphasis is placed on reciprocal learning—where I learn just as much from my students as they learn from me. I am a little nervous about what life, in general, is going to be like as every TFA corps member I have talked to says this is the hardest two years of their lives, but I am also excited to embark on a new challenge.

John Trevino ‘12

I joined Teach For America because I am proof that education can be an empowering avenue toward upward mobility. I am Latino, grew up in Chicago, went to public schools my whole life, and was raised by a single mother; statistics suggested that I had a slim chance of ever going to a school like Carleton, and an even slimmer chance of graduating. I am where I am today because I had a mom and transformational teachers who emphasized the importance of education, believed in my ability to succeed, were invested in my goals, and held me to high expectations. The classroom has always provided me with both a vocabulary and a community to articulate my vision for a better world, and I'm excited that I've been given the opportunity to provide this kind of education for my own students.

I'm looking forward to seeing the "a-ha!" moment happen for my students; as great as it is when kids surprise me with what they can do, it's even better to see them surprise themselves! I'm excited for the chance to be creative, to invest students in a classroom vision for success, and to develop close relationships with my students as a positive role model. I'm most nervous, however, about the challenges that will undoubtedly come with getting my kids on grade level; it's going to require a lot of hard work from both myself and my students to develop a culture of academic achievement in my classroom. That said, I'm approaching these next two years with humility and enthusiasm, and can't wait to get started!
TORCH! Tackling Obstacles and Raising College

Carleton students are making considerable contributions to the Northfield community, especially in the realm of access to education. Students have explored various modes of community engagement through the ACT and ACE center newly known as Community Center for Civic Engagement (CCCE), co-directed by SoAn’s very own Adrienne Falcón.

Several years ago, the Northfield community recognized the educational achievement gap faced by the immigrant population residing here. In 2004, the enrollment rate of minority students in Northfield High school was very low. In addition, the graduation rate of the enrolled students was 36% in contrast with an overall graduation rate of 91%. In response, a program by the name of TORCH (Tackling Obstacles and Raising College Hopes) was created to provide individualized services to students including one-on-one mentoring, homework help and tutoring, college visits, assistance with college applications and financial aid documents, ACT test preparation and after school study help. This program’s aim is to support students from traditionally marginalized backgrounds as they work toward attaining higher education.

Sociology/Anthropology major Anna Fure-Slocum ’12 is currently working with a number of high school and middle school students on the TORCH youth leadership board to help them set goals, plans, and learn the basics of community organizing. Anna points out that this is significant because it “involves students in decisions and planning…an incredibly important aspect of TORCH that really helps to shape the program as a youth development organization.” Beyond the individualized help given to students for the purpose of reaching college hopes, the focus on empowering students to have agency over their education is key. Sociology/Anthropology major Daria Kieffer’13 says that this focus is a way for students to have a voice in their own education. She states that TORCH has “done such a great job of not only helping kids get better grades and graduate, but really take initiative in their own education and decide what they want to get out of it”

Since TORCH was founded in 2005, the graduation rate for Latinos in Northfield increased from 36% to 95%. In addition 50% of the programs alumni are enrolled in higher education. The possibility of attending college has inspired students in the program to improve their work in the classroom.
Marion Ritchey Vance ’60 back at Carleton

Marion’s Spring 2012 course:
The Poor as Proponents - A Radical Experiment in Development Assistance

Marion’s Public Talk:
“Where’s the Power in 'Empowerment'? Social change from the grassroots in Latin America. “
Alum Update: Kate Harding ’02

Kate Harding, Class of ’02, began to develop her interest in media and ethnography during her years at Carleton. Featured in a few cool media projects, Kate has appeared on National Geographic Channel, The History Channel, and the Sundance Channel. After exploring several majors at Carleton—English, History, Art History, Political Science, Physics—Kate declared SoAn because it allowed her “to cover all those topics from a perspective [she] really enjoyed” and because she had some very inspiring professors in the department whom she wanted to learn from.

In addition to being involved in the media, Kate conducted ethnographic field study in Kathmandu, Nepal. She first visited the country during her gap year before Carleton and returned to live there for three years. Kate describes living in Kathmandu as a pivotal moment where she began to understand the complexity of a country beyond the initial essentialization of a culture, “going through that transition in fieldwork is important because it allows one to see a place objectively, without the rose-colored lenses.” A common mistake among ethnographers (and young travelers) is that they are initially “too judgmental about their own culture and too romantic about other cultures.” Her favorite part of ethnography is connecting with people and being reminded that it is possible to share something universal, because, in the end, “every place is both extraordinarily beautiful and extraordinarily horrifying, too.”

Kate considers Anthropology to be the most compassionate of the disciplines and, at its best, it teaches respect for people and their decisions. Currently, Kate is pursuing her PhD in cultural anthropology from Cornell University.

Advice for Carleton Students:
“Make sure you are writing, photographing, filming, volunteering, networking, and doing everything possible to develop your skills - even if you don't necessarily know what you want for a career”
A Visit from Lila Abu-Lughod ‘74

Carleton’s SoAn department welcomed Lila Abu-Lughod ’74 back to Northfield with a small reception on May 2, 2012. Now the Joseph L. Buttenwieser Professor of Social Sciences and Co-Director of the Center for Critical Analysis of Social Difference at Columbia University, Lila is a distinguished Palestinian-American anthropologist and a foremost scholar of Middle Eastern Studies. At Carleton, Lila did not discover her current field of study until her junior year with the help of Paul Riesman, the first Africanist in the department, and switched her major from studio art to sociology and anthropology. While catching up for her major requirements and studying for the comprehensive exam, Lila was encouraged by Eleanor Zelliot, then a professor of South Asian history at Carleton, to pursue graduate studies in spite of the dominance of male students and professors in academia at that time. Lila obtained her PhD in anthropology from Harvard University in 1984, and, twenty years later, women are now the majority among students and faculty members in the field.


Left to Right: Gwen Neumeister ’12, Lila Abu-Lughod ’74, and Izzy Durham ‘12

Lila delivering Convocation Speech at the Skinner Memorial Chapel
Student Scholarship Highlight

Sophomore SoAn majors Milah Xiong ’14 and Pachee Vang ’14 presented their collaborative research project, “Speech Surrogates of the White Hmong: A Study of the Representation of Hmong Tones as Musical Pitches on the Nkauj Nog Ncas (Two-stringed Violin),” for the Scholars at the Capitol event in St. Paul with the Minnesota Private Colleges Council on February 22 and at the Midwest Chapter of the Society for Ethnomusicology (MIDSEM) at the University of Wisconsin-Milwaukee on March 31. Previously, with the help of Bill Vang ’12 and Bao Vue ’12, the group won Carleton’s QuIRK (Quantitative Inquiry, Reasoning, and Knowledge) Initiative fellowship in the Summer of 2011. Carleton faculty members Annette Nierobisz (SoAn), Catherine Fortin (Linguistics), and Melinda Russell (Music and American Studies) were supervisors for this research project. The project began with the understanding that Hmong music goes beyond melodic content to communicate words, phrases, and emotions. Complementing previous studies on the flute, song poetry, and the open-reed pipe organ, Milah, Pachee, and their colleagues explored the relation of pitch to linguistic tone and thus to meaning with the help of the rarely studied two-stringed violin.

Left to right: Milah Xiong ’14, Bao Vue ’12, and Pachee Vang ’14 at the State Capitol in St. Paul

Benedictions from Van Dusenbery and Liz Coville

The 2011-12 academic year marks the third and final year at Carleton for SoAn faculty members Van Dusenbery and Liz Coville, who are returning to their home base at Hamline University in Saint Paul. After meeting while taking a graduate course on kinship at the University of Chicago, Van and Liz subsequently raised a family together, and taught anthropology starting with a short term at Deep Springs College in 1982. Unlike most graduate students at Chicago at that time, who aimed for careers at larger research universities, Van and Liz aspired to become liberal arts college teachers. In 1985, when Jim Fisher was on leave in order to establish an anthropology department in Nepal, Carleton invited
them to fill the leave-replacement position and to teach anthropology and Asia-related courses. Looking back on their previous experiences at Carleton from 1985 to 1991 as well as the past three years, Van and Liz have graciously agreed to share some of their insights into anthropology, Carleton students, and teaching.

**Van Dusenbery**

Van’s first course at Carleton was Introduction to Anthropology, which ranged from how representations and theorizing about the San of southern Africa have entered the popular and anthropological imaginations to what anthropological perspectives can add to American discussions of race, family, and beginning and end of life decisions (the latter to erase the stereotype that “anthropologists only study ‘primitive’ others”). Van inherited a course, Comparative Study of Developing Societies, a survey of third world development in theory and practice, which complemented his research interests in the agrarian revolutions. Adrienne Falcón ’89, who currently directs Academic Civic Engagement at Carleton, took the course as a Latin American Studies major. Van mentions that the course, as well as working one-on-one with seniors on their comps, was a trademark Carleton experience that allows both the instructor and the students to learn from each other’s case studies.

The 1980s was an intellectually stimulating time for anthropology, since post-colonial theories, debates about the role of the Western canon, and the scrutiny of objectivism began to enter the heart of the field. The decade was a personally “intense” period as well. During their six-year presence at Carleton, Van and Liz celebrated the birth of their two daughters, Maya and Lisa, obtained their PhDs, and established the foundation of the courses that they were about to teach throughout their career. Van sat on the Curriculum Committee, which oversaw the new Recognition and Affirmation of Difference (RAD) addition to the Carleton curriculum. During these years, Van and Liz were able to invite a number of anthropologists to campus, including Van’s advisor, George W. Stocking from the University of Chicago, who talked about the fuzzy boundaries of anthropology as a disciple and how it has “bumped against the natural sciences and the humanities” at different times.

At the end of the term for his Anthropological Thought and Theory class, Van has always included the biblical phrase “go forth and multiply” as a benediction. He admits that “I am sort of evangelical about anthropology, and I have my own conversion experience to an anthropological worldview. I believe in anthropology just like a believer, and believers want to spread the word.” The challenge for anthropology in the future, according to Van, “is to make the case for its relevance in face of careerism,” and to demonstrate that it is an essential part of the liberal arts experience.
Liz’s lifelong interest in language and culture started in an undergraduate course with Charles Hockett, a linguist at Cornell University. At the University of Chicago, Liz studied with Paul Friedrich and Michael Silverstein, before leaving for Indonesia in 1980 to do fieldwork on ritual and language among the Toraja of Sulawesi. These experiences shaped her courses on Language, Culture, and Society at Carleton and at Hamline.

The course, which was first named as Language and Culture, is a primer in linguistic anthropology, which has grown a lot since the 1980s. Early on, it was challenging to find books and articles for an undergraduate course. Nonetheless, Liz worked hard “to make sure that students who don’t have background in linguistics… see connections to their own experience,” and to make sure that those who are monolingual in English benefit from taking the course. Students in the class kept a journal throughout the term and wrote about speech-events that they observed in day-to-day life, and Liz remarked that it was particularly interesting when such journals showed how existing norms of communication were applied to new technologies, from answering machines to iPads.

During the late 1980s and the early 1990s, when she did not have the chance to return to Indonesia on a regular basis, Liz became interested in historical fiction as a way of looking at nationhood. Liz mentioned that she is interested in Indonesia as a country, and not just Indonesia as the home of “my people” in Sulawesi. During this period, Liz conducted research on the apakabar mailing list, which was a way for those outside of Indonesia to acquire news about Indonesia from writers in the country during the regime of President Suharto. The works of Pramoedya Ananta Toer, an Indonesian author who was once nominated for the Nobel Prize, became of a particular interest, since his novels were set during the late colonial period, when ideas of Indonesian as a national language were being discussed and debated.

During her last three years, Liz has been able to conduct summer research projects on language ideologies in Pramoedya’s Buru Quartet with the help of Rafadi Hakim ’13 and the Humanities Center’s Student Research Assistantship (SRA) fund. Liz mentions Chris Purdy ’88, who spent almost two decades working on public health programs on HIV/AIDS in Jakarta, as somebody who followed her footsteps to Indonesia, and in more recent years, she has worked with several students on language-related comps projects -- Kaitlin Justin ’10, Anne Triest ’10, Iosif Sorokin ’11, Kiera Jaffin ’11, and Claire Weinberg ’12. Although she regrets that there haven’t been many opportunities for students to travel and study in Indonesia, Liz is happy to learn that the Peace Corps and the Rotary Club have recently established programs for American students and recent graduates in the country, including SoAn major and Peace Corps volunteer, Sarah Prather ’11.
Anthropological Thought and Theory Quiz

The following part is taken and adapted from a final exam given by Van Dusenbery to his class in 1991. Match the following quotes with the names of famous SoAn scholars:

- “If, as we believe to be the case, the unconscious activity of the mind consists in imposing forms upon content, and if these forms are fundamentally the same for all minds — ancient and modern, primitive and civilized… it is necessary and sufficient to grasp the unconscious structure underlying each institution and each custom, in order to obtain a principle of interpretation valid for other institutions and other customs, provided of course that the analysis is carried far enough.”

- “To grasp concepts which, for another people, are experience-near, and to do so well enough to place them in illuminating connection with experience-distant concepts, theorists have fashioned to capture the general features of social, is clearly a task at least as delicate, if a bit less magical, as putting oneself into someone else’s skin…. The trick is to figure out what the devil they think they are up to.”

- “The function of any element of culture, a rule of morality or etiquette, a legal obligation, a religious belief or ritual can only be discovered by considering what part it plays in the social integration of the people in whose culture it is found.”

Match with these names:
1. Clifford Geertz
2. Claude Lévi-Strauss
3. Alfred Radcliffe-Brown

E-mail hakimf@carleton.edu for answers and 7 more scholarly quotes from the exam.

Have a great summer, and congratulations to the SoAn Class of 2012!