



Humanities Center

AT CARLETON

Student Research Partners

2018-2019



“Student Research Partners
gain valuable experience
that enhances their academic
life at Carleton and prepares
them for both careers
and graduate school.”

SUSANNAH OTTAWAY

Professor of History

Former Director of the Humanities Center

2018-2019 STUDENT RESEARCH PARTNERSHIPS

Summer Break 2018

Elizabeth Budd '19		<i>Professor Susannah Ottaway</i>
Nicole Connell '20		<i>Professor Susannah Ottaway</i>
James Harren '19		<i>Professor Kim Smith</i>
Jacob Isaacs '20		<i>Associate Professor Laska Jimsen</i>
Max Lane '19		<i>Associate Professor Asuka Sango</i>
Cece Lasley '20		<i>Professor Susannah Ottaway</i>
Spencer Lekki '21		<i>Professor Susannah Ottaway</i>
Alina Maki '20		<i>Professor Victoria Morse</i>
Alec Morrissey '21		<i>Associate Professor Liz Raleigh</i>
Evie Odden '19		<i>Associate Professor Meera Sehgal</i>
Fernando Saldivia Yanez '20		<i>Instructor Cecilia Cornejo</i>
Read Wilder '20		<i>Professor Bill North</i>
Kyra Wilson '20		<i>Associate Professor Cati Fortin</i>

Winter Break 2018

Henry Brown '22		<i>Associate Professor Palmar Álvarez-Blanco</i>
Nicholas Ford '21		<i>Associate Professor Andrew Flory</i>
Anne Hackman '19		<i>Professor Nancy Cho</i>
Jack Hardwick '19		<i>Assistant Professor Andrea Mazzariello</i>
Jean LaFontaine '19		<i>Visiting Assistant Professor Elena McGrath</i>
Ishmael Maxwell '21		<i>Associate Professor Dev Gupta</i>
Zoe Pharo '21		<i>Associate Professor Dev Gupta</i>
Jenni Rogan '19		<i>Associate Professor George Vrtis</i>
Fernando Saldivia Yanez '20		<i>Instructor Cecilia Cornejo</i>
Margot Shaya '21		<i>Visiting Assistant Professor Megan Sarno</i>
Irene Stoutland '21		<i>Professor Kelly Connole</i>
Read Wilder '20		<i>Professor William North</i>
Alan Zheng '20		<i>Instructor Cecilia Cornejo</i>

INTRODUCTION FROM THE DIRECTOR

I am delighted and humbled to introduce this booklet that showcases the inspiring work done by our Student Research Partners (SRPs) during the summer and winter breaks of 2018. These awards enable students to work closely with faculty members on substantive research projects for their mutual benefit. Students have a genuine opportunity for professional development while also working to advance and collaborate on faculty research projects.

In their work as SRPs, students read and edit scholarly work, formulate ideas and hypotheses, interpret primary sources, translate foreign languages, and establish bibliographic materials. They also engage in scholarly activities such as ethnographic interviewing, digital mapping, film editing, building websites, creating video games for use in museum exhibits, or doing archival work (either locally or through travel).

The research projects highlighted in this book tell stories about the deeper significance of the humanities at Carleton and beyond. Students grappled with profound ethical questions, struggled to interpret complicated histories, sought to tell stories with empathy and attention to context, engaged in precise analysis of institutions and their diverse effects on people, and imagined past worlds for the sake of present understanding.

These skills and insights are crucial for distinguished success in graduate school, and for fields such as healthcare, law, education, public policy, nonprofit community service, and corporate leadership.

SRPs are the centerpiece of the Humanities Center's commitment to engaging students in the practice of humanistic research. Through this program, the Center has been able to fund 218 students since its inception in 2009. Thanks to the generosity of Alison von Klemperer '82, who first funded SRPs in 2013 and who has continued to support the program up to today, along with other alumni donors, Carleton's Humanities Center has a truly distinguished program of undergraduate research training in the humanities.

Please enjoy the following selected portraits of student research from summer break 2018, and thank you for your interest in and support of our work.

LORI PEARSON

Professor of Religion

*David and Marian Adams Bryn-Jones
Distinguished Teaching Professor
of the Humanities*

JAMES HARREN '19

with Professor Kim Smith

Exploring the Constitutional History of Environmental Regulation in Washington D.C.

Professor Kim Smith is writing a book called *The Conservation Constitution*, which is about the constitutional history of environmental regulation. The book focuses on the Progressive Era -about 1870 - 1930. The U.S. Forest Service was created in this period and highlights a shift in the interpretation of the powers that the constitution gives the federal government.

As I learned more about how the law both restrained and provided the Forest Service with powers to regulate the environment, I wondered: Why were people in the Forest Service so concerned about developing legal justification for their work?

During the summer of 2018 we conducted archival research of the Forest Service at the National Archives in Washington D.C. to better understand the constitutional arguments made at the time about the Forest Service's powers. I sifted through many documents in the general correspondence collection with the Office of Law at the Forest Service between 1905 and 1908.

While creating and administering these forest reserves, the Office of Law within the Forest Service offered a strict interpretation of its powers after the transfer of 1905. This way of interpreting the Forest Service's power developed legitimacy for the new office. By fostering an image of credibility, the Forest Service was able to cooperate with other government institutions so it could best conserve the nation's forests.



HISTORY

ELIZABETH BUDD '19
NICOLE CONNELL '20
CECE LASLEY '20
SPENCER LEKKI '21

with Professor Susannah Ottaway

The Virtual Workhouse Project

Our research sought to make public history of the English Workhouse as accessible as possible given limited historical records. We attempted to do this through database creation and digitization in the archives, and promotion of the tablet guides in the Gressenhall Farm and Workhouse Museum. We also created new activities at the Museum that would be engaging for a wide audience. We turned historical documents into usable demographic data.

Photographing the plan of the Heckingham workhouse was a challenge because it took the help of all three researchers, a ladder, and most of the record office's document weights to hold it in place. The scale of the document as well as the teamwork required to capture it made the experience both



memorable and practical. Presenting our findings on the feasibility of tablet guides to the Gressenhall staff was a lesson in communication: how to take academic data and share it with people who are more focused on the day-to-day aspects of the museum such as visitor interaction.

At the Record Office, we tracked a specific pauper who appeared in two different Governor's journals. In one journal, this pauper was recorded coming in and out frequently and running away several times. In a slightly later journal, he was recorded often sending money to his wife (presumed to be an inmate). These behaviors created a fun puzzle about his identity. It turns out that there were two men with the same name (possibly related).

Some skills we learned were: database creation, digitization of archival records, conservation policies/strategies, photogrammetry, exhibit design, museum curation (and public co-curation philosophy), polling methods, advertising, and most importantly, teamwork. One memorable anecdote is the time we encountered an elderly museum visitor who had used, and thoroughly enjoyed, the interactive tablet guide despite being a self-described "technophobe." This showed us the impact the digital humanities can have on a wide range of people.

We would like to thank the Humanities Center, the Wu Fellowship, Susannah Ottaway, Austin Mason, and Megan Dennis, Gressenhall Farm and Workhouse Museum, the staff at the Norfolk Record Office, the Textile Museum, the Carleton History Department, the Carleton Digital Humanities Program, our Airbnb hosts and our families.

READ WILDER '20

with Professor Bill North

Opening a Miraculous Window into the Middle Ages: From Manuscript to Modern English

Stemming from a translation project begun in Carleton's Medieval Latin class of 2018, Professor William North and I worked on the first English translation of this collection of miracle accounts, written by the 12th century French monk and abbot, Peter the Venerable of Cluny. The text, named *De miraculis libri duo*, or *The Two Books of Miracles*, brings a lot to the table: demons, ghosts, murder mysteries, institutional history of monasteries, and much more. Bill and I found ourselves gripped by these stories and totally drawn in by Peter's storytelling, much as we imagine the monks who heard this in the 12th century were. The writing was so vivid that we spent a good amount of our time talking through or acting out the scenes, just so we could construct a fuller idea of the image Peter was trying to relate. This improved the quality of our translation quite a bit, since by becoming acquainted with Peter's narrative style, we were able to strive for the drama and tension of the original.

Working with Bill has been an amazing opportunity to improve my Latin, helping not just my reading speed, but also the depth at which I can engage a Latin text. In the classroom setting, we rarely get the chance to dwell on the nuances of Latin because of our need to get through material. This research partnership was a change of pace, as Bill and I had

the freedom to devote time to considering the small bits of the language — particles, conjunctions, semantic differences. What becomes clear through this style of reading is the incredible cohesion and richness of the text. *The Books of Miracles* are really quite lively and I hope this understanding also comes through in our translation, especially since I feel that translations of ancient and medieval literature often come across as dead or dull. Through the SRP program we are completing the manuscript and will develop a proposal for a co-authored book.



HISTORY

ALINA MAKI '20

with Professor Victoria Morse

Petrarch's Descriptions of Space in Itineraries and Descriptions

My research aims to discover how Petrarch, a 14th century poet, describes geographical space in his collection of letters, the *Rerum Familiarum Libri*. After reading secondary and primary sources, I found Petrarch has different modes for describing space. The main difference was signified by the vocabulary. In descriptions, he used stationary verbs, but in itineraries he used verbs of motion indicating movement through space. However, in both forms of description Petrarch would use vocabulary that suggested a shared understanding of the space with the recipient of the letter, as he did not have to describe boundaries of land regions.

My most interesting experience of the summer was reading Medieval Latin instead of Classical Latin, which I have read more extensively. There are some differences to take into account, which at first glance took some adjustment. Some of the endings of nouns in Medieval Latin changed from the classical period. The endings are important to determine the syntactic role of the word in the sentence, so having slight variations in endings at first made it take longer to read the language. It was fascinating to still be reading Latin, but notice small differences in how it is written.

One of the findings in my research that I thought was most interesting to me was the fact that Petrarch appeared to have a shared geographical vocabulary with the recipients of his letters. He would use the names of territories when describing a place. There was no further description beyond the name of the territory in most occasions, as he expected the reader to be aware of where he spoke. When he did describe the boundaries of territories, he did so with a specific purpose, such as to say that there was a misunderstanding about the

boundaries of a place and Petrarch would clarify the actual boundaries.

During my summer research, I believe I gained many important skills for humanities research, but the most important one was the skills to begin a larger research project. When beginning the project, I had a broad focus and throughout the research process refined the more specific questions that I would be working to answer in my research. I learned how to use scholarly writings in order



to find the best Latin editions of the text that I was using and how to find reviews of the medieval texts to understand the advantages of using a certain version of the text. I also used scholarly articles to help me further understand what current scholars focus on when reading Petrarch's Latin and how I could expand upon their readings.

I would like to thank Victoria Morse for all of her support during the research process and all of the time she spent meeting with me to speak about my questions and findings.

EVIE ODDEN '19

with Associate Professor Meera Sehgal

Investigating Sangat: Feminist Ideals Across Borders

I helped Professor Meera Sehgal prepare her paper, titled "Feminist Solidarity and 'Dissident Friendships': The Path to Peace and Security in South Asia?" for the National Women's Studies Association Conference in November 2018. Her research is on the South Asian feminist network called Sangat, led by Kamla Bhasin, which seeks to foster bonds of friendship and peace amongst women from varying backgrounds in south Asia and to raise their consciousness about gender equity, economic development, human rights, religious fundamentalism and ecological sustainability. It represents a case of transnational feminism that is grounded and circulates multi-directionally in the South Asian region.

My primary duty was to process and analyze many hours of audio-visual footage from Sangat's 2012 conference and the 2017 conference. The goal was to help Meera understand how Kamla Bhasin's

notions of feminism changed over time, and how they fit in with Chandra Mohanty's theory of feminist solidarity. Mohanty is a major public intellectual and scholar of transnational women's organizations.

In my summer research I analyzed primary documents from South Asian networks. I used the theoretical tools I gained in Meera's methodology course "Gender, Power and the Pursuit of Knowledge." I enjoyed getting to observe feminist activism in a non-American setting and working with one theoretical model in depth throughout the summer.



**Kamla Bhasin, public intellectual
and founding member of Sangat**

KYRA WILSON '20

with Associate Professor Cati Fortin

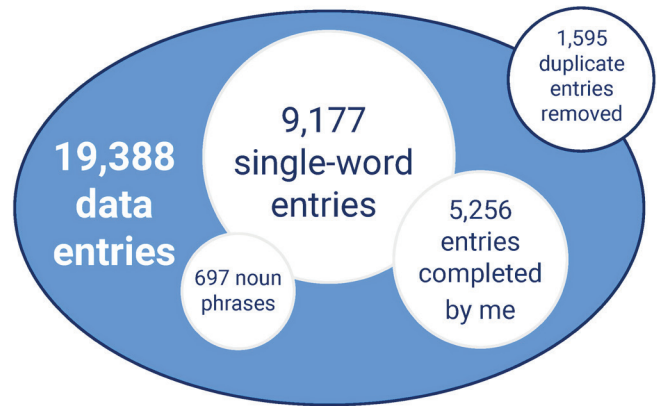
Documenting the Dakota Language: From Data Collection to Structure of Noun Phrases

Dakota is a language that is rich for study but so far has been very under-described. The Linguistics and Computer Science department have begun a long-term project to change that, and I worked on it this summer. Specifically, I investigated the structure of noun phrases in Dakota and transcribed Dakota language data from handwritten notes, as well as creating a system of organization for any resources and information relating to the project. The work was very successful, and we submitted an abstract about it to a Native American languages conference occurring in May 2019.

This summer I visited the Lake Traverse reservation in South Dakota to work closely with the Sisseton-Wahpeton Oyate Dakota Language Institute. It was a great experience because I learned about the other ways that Dakota is being preserved and revitalized by meeting with Treasured Elders, who are native speakers of Dakota, as well as younger members of the tribe. We heard their different perspectives on

“This summer I visited the Lake Traverse reservation in South Dakota ... I learned about the other ways that Dakota is being preserved and revitalized by meeting with Treasured Elders, who are native speakers of Dakota, as well as younger members of the tribe.”

—KYRA WILSON



how they thought language revitalization could be best achieved and what challenges they were facing. We were also able to collect additional data for the project by reading children’s books and eliciting sentences from the Treasured Elders.

Working on this project allowed me to develop many skills. First, I read literature about the proposed structure of noun phrases in other languages and analyzed how these proposals could account for the Dakota data. I also worked on collecting and organizing the data so it was more usable. This included writing scripts that could remove duplicate pieces of data, make loose translations of Dakota sentences, and find entries with specific characteristics. I also developed a system of tagging for noun phrases that allowed us to view groups of similar data so that we could analyze their patterns more efficiently.

My summer work was funded by the Humanities Center. Funding for the trip to Lake Traverse was provided by NSF Grant 1641556. Additional funding for the Dakota Project comes from a Public Works grant. I would like to thank Cati Fortin, Jeff Ondich, Cherlon Ussery, Mike Flynn, Morgan Rood, and Tammy DeCoteau for assisting me with this project. They were invaluable resources and made the success of this project possible.

JACOB ISAACS '20

with Associate Professor Laska Jimsen

Frontier

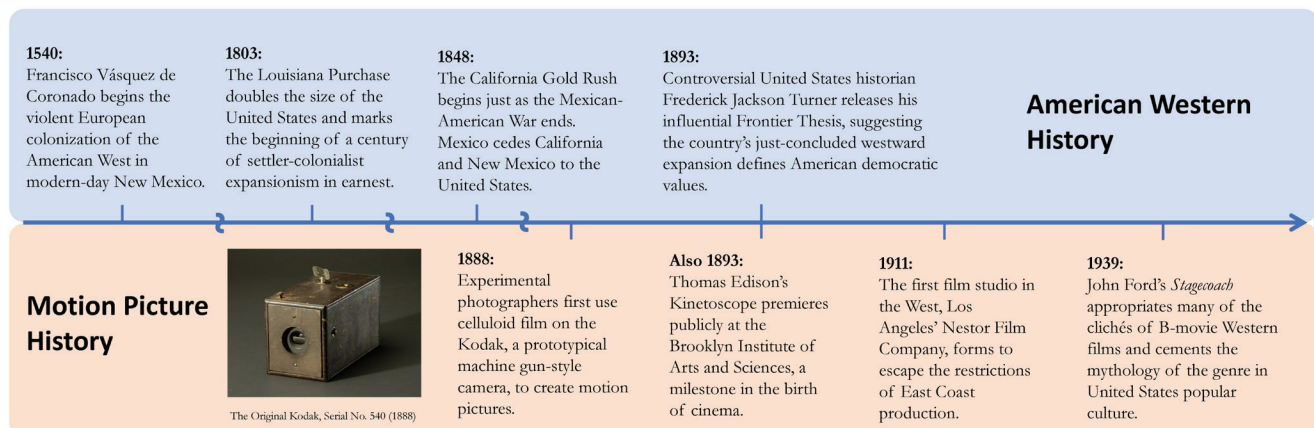
Frontier is a 60-minute experimental nonfiction film inspired by the end of the American frontier and the beginning of the film medium in mid-1893. As a continuation of the frontier myth, film and later digital media continue to reflect salient and often troubling changes in the American West, especially in California, the world capital of film production. This project documents the conflicts, tensions, power consolidation, fictions, and questions that Western development, on screen and in reality, has brought to the region, with a particular focus on how expansion and development have disenfranchised communities and transformed the environment.

The West lies at the foundation of the United States' mythology, so sometimes I have been surprised by how seemingly unconnected topics relate themselves to the region. Readings have compared topics as far-ranging as Standard Oil, the 1960s counterculture, the Vietnam War, and Silicon Valley to the "Wild West" frontier. This place, of

course, never existed in reality, but in our national imagination such analogies take on a significance that reinforces my interest in the myth. In fact the myth has made itself real: millions of newcomers reinvented California seeking the fictitious world they saw in popular culture.

This summer is the second year I have worked on Frontier, and I have greatly enjoyed having another chance to explore loose ends Laska and I wanted to pursue before. My expanded time has filled in some leftover gaps to create a more comprehensive picture of American Western history, warts and all. Frontier has given me the skills of endurance, synthesis, and analysis: I've connected twelve books totaling over 3,600 pages over nine weeks. This depth of study will, I hope, prepare me for my goal of becoming an academic.

Special thanks goes to the Stanford University Cecil H. Green Library; the Dr. Martin Luther King, Jr. Library; the Santa Clara Valley Transportation Authority; Matt Bailey, Mike Kowalewski, and Beth McKinsey; and most of all Laska Jimsen, without whom I would never have had this opportunity.



RELIGION

MAX LANE '19

with Associate Professor Asuka Sango

Dreams, Secrets, Rumors, and Gossip

My research focused on the role of dreams, secrets, rumors, and gossip in dictating and transforming society at large. The research spanned several different fields, including religious studies, sociology, and psychology, with the end goal of providing Professor Asuka Sango with solid background information in these areas to assist in her writing of an article that fused the researched areas with her background in medieval Japanese court society. Discovering how modern research explains the dissemination of rumors and dreams in a historical context was essential to the project and pertinent to Professor Sango's more targeted research.

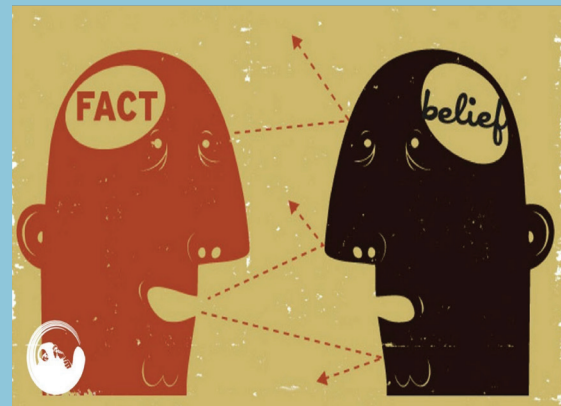
One interesting insight was discovering the ability of dreams and gossip to alter existing societal power dynamics. By channeling the power of public opinion through dreams and gossip, oppressed people were able to resist powerful government oppressors, with women often taking the helm in these endeavors. It was also fun to discover how theory surrounding gossip and rumor transformed after the rise of the internet, when the deeply intimate spread of gossip and rumor was replaced with the mob mentality of the internet, adding a wild west element to the dissemination of gossip and rumor.

An essential experience during my summer research was learning how to scour a wide variety of fields in search of relevant information. This was extremely valuable for me because a student of Religious Studies is often required to broaden one's scope to other fields. Additionally, I was introduced to the value of conversation in the research process

through weekly discussions about both the past week's research and future areas of exploration. Many good ideas emerged from these talks, teaching me the value of having multiple sets of eyes on the topic at hand.

I wish to thank the reference librarians, and especially Ms. Claudia Peterson for her help with Zotero and much of my early research. I also want to thank Professor Lori Pearson for her assistance in refining our research topic.

When Rumors Strike: Deny or Ignore?



Denying a rumor, even if it is false, can sometimes have harmful effects! Studies have shown that denials from a “partial” source can hamper efforts to quash rumors. In these instances, simply ignoring rumors is the best tactical option.

ALEC MORISSEY '21

with Associate Professor Liz Raleigh

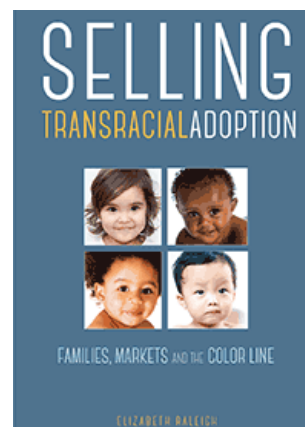
The Legislative History of the Adoption Tax Credit: Past, Present, and Future

The Adoption Tax Credit provides \$13,810 to subsidize the cost of adoption. While its broad legislative history is known, uncertainty regarding the events resulting in its enactment in 1996 remains. Through an analysis of the congressional record and media sources, this research sought to locate a moment of transition when the policy language expanded to include domestic private and transnational adoptions following an original objective to incentivize foster care adoption. While no precise moment could be located, this research revealed greater context for the credit's 1) legislative origins, 2) near-repeal in 2017, and 3) broadly, federal tax credit policy.

I had been trying to locate within the congressional record the transcript or some type of dialogue from a specific conference committee that had met over three weeks in the summer of 1996 to finalize one specific bill. A word-for-word exchange from the committee members would have contextualized the shifting language of adoption tax policy. Eventually, I was informed by a Reference and Instruction librarian that such specificity probably does not exist—at least in a manner accessible to me. Obviously, it was disappointing, but I concurrently realized that research implicitly entails failure and frustration, not just success and triumph.

Broadly, I learned what independent research looks and feels like in the social sciences and humanities. As such, I became more acquainted and comfortable with the inevitable dead ends and false starts that accompany relatively open-ended, digitally-oriented research projects. Beyond the sphere of pure research, I also continued to build a relationship with my faculty sponsor. In nurturing a student-faculty relationship, this research experience embodied a Carleton-specific approach to the liberal arts. As a snapshot, a long lunch in downtown Northfield with my faculty sponsor perfectly captured the multiplicity of learning—academic, professional, social—that was characteristic of this research experience.

First, I thank Liz Raleigh for initially providing this opportunity and, ever since, her guidance, patience, and kindness; from an A&I to summer research, she has been wonderful. Additionally, I wish to thank the Dean of the College Office for supporting the Humanities Center, including Student Research Partnerships. Lastly, I want to thank my parents for their undying love, support, and understanding—whether I am home or hundreds of miles away in Minnesota.



This project extends Liz Raleigh's research on race and adoption, captured in her 2017 book.

FERNANDO SALDIVIA YANEZ '20

with Instructor Cecilia Cornejo

Ways of Being Home: A Documentary

My work during the summer of 2018 focused on the creation of a news archive that represented the contemporary political and public opinion and action regarding the topic of immigration from Mexico and Central America to the U.S. The main questions we explored throughout the development of this work were: What is the position of the U.S. government regarding Mexican immigration today? How is this position reflected in concrete actions? Do these actions achieve their objectives? What is the general public's response to the government's actions? This research is part of the documentary film "Ways of Being Home," a documentary film that examines the senses of marginalization and belonging from the perspective of Mexican immigrants living in Northfield, MN.

I was able to familiarize myself with the current status of the discussions on immigration in the United States. The use of multiple sources to include in my news archive provided me with various and contrasting perspectives and testimonies on immigration, giving me a deeper understanding of the ways in which the phenomenon favors and affects diverse members of American and Mexican society. The collection of media footage helped me to analyze the different portrayals society gives to Mexican immigrants and their lives depending on the publishers' interests.

One of the most valuable skills I learned during the summer was that of being able to properly discern and evaluate different sources of information in order to reach those whose content is more valuable for the particular purposes of a given research. This experience will certainly help me to design more organized and focused projects in my future career as a documentary filmmaker.



WINTER BREAK 2018 SRP PROJECT DESCRIPTIONS

Henry Brown '22 (Spanish and Religion) and **Associate Professor Palmar Álvarez-Blanco** (Spanish) edited videos for "Constellation of the Commons," an audio-visual archive of interviews with leaders of collective movements. They transcribed in Spanish and created English subtitles for each video.

Nicholas Ford '21 (Undeclared) and **Associate Professor Andrew Flory** (Music) sorted and cataloged CDs and other material about Marvin Gaye, for use in a planned 2-book study on Gaye's musical career. It focused on the full range of Gaye's creativity, including released and unreleased recordings, live performances, and television and film appearances.

Anne Hackman '19 (English) and **Professor Nancy Cho** (English) examined articles written by Hisaye Yamamoto, a Japanese American writer, in *The Poston Chronicle* newspaper (1942-45), tackling the complicated topic of the incarceration camp as the site of Yamamoto's coming-of-age as a writer.

Jack Hardwick '19 (Music) and **Assistant Professor Andrea Mazzariello** (Music) wrote software that "performed" a composition for use in a collaboration with the Northfield Union of Youth (The Key). They developed systems for editing, cutting, and organizing documented audio, building in ways to interact with it in the performance environment.

Jean La Fontaine '19 (Latin American Studies) and **Visiting Assistant Professor Elena McGrath** (History) created a database of clean, readable transcriptions of court cases in both Spanish and English that can be easily cited in the manuscript *Devil's Bargains: Workers, Indians, and Citizens at the Limits of the Bolivian National Revolution (1930-1989)*, and used to create a map of neighborhood locales that became hotspots for racial and gendered disputes in those decades.

Ishmael Maxwell '21 (Undeclared) and **Zoe Pharo '21** (Undeclared) and **Professor Dev Gupta** (Political Science) scheduled, conducted, transcribed, and analyzed interviews of people on the official Register of Tartans, as part of a project on the invention of tradition in the context of nation building.

Jenni Rogan '19 (Biology, History minor) and **Associate Professor George Vrtis** (History and ENTS) reviewed MPR's Tim Nelson's Twitter feed on the "MPR Racoon," retrieving and organizing the data into a chronological format, and analyzing it for use in a co-edited book on the eco-social relationships connecting the Twin Cities and rural Minnesota.

Fernando Saldivia Yanez '20 (Cinema and Media Studies) and **Alan Zheng '20** (Psychology) and **Instructor Cecilia Cornejo** (Cinema and Media Studies) did final edits, transcriptions, translations, subtitles, and preliminary color

corrections on selected interviews for "Ways of Being Home," a documentary film that examines marginalization and belonging from the perspective of Mexican immigrants living in Northfield, MN.

Margot Shaya '21 (Undeclared) and **Visiting Assistant Professor Megan Sarno** (Music) conducted research for a book that offers the concept of mystery as a frame for much of the motivation to compose music in twentieth-century France. They also explored the theme of concert attendance as religious experience.

Irene Stoutland '21 (Undeclared) and **Professor Kelly Connole** (Art and Art History) finished several series of ceramic pieces for upcoming exhibitions, researched references to sins and virtues in various cultures, and edited a cohesive artist statement about the work. These projects explore the contradictions and complexities of being human.

Read Wilder '20 (History and Classics) and **Professor William North** (History) finalized the full translation of *De Miraculis (On Miracles)* by Peter the Venerable, abbot of Cluny, developing annotations, and maps to support the text, and prepared a scholarly introduction to the work, which will be co-authored.

*Awards made possible by the generous gifts of Alison von Klemperer '82, P'16, and Anthony Tancredi '85.

CELEBRATING TEN YEARS

In fall of 2018 the Humanities Center marked its 10th anniversary at a festive event featuring a panel discussion on the importance of the humanities at this intellectual, cultural, and political moment.

Today the Center serves as an intellectual catalyst for the campus, through its faculty research seminars, student research partnerships, digital humanities projects, and events on humanistic dimensions of art, ethics, politics, the sciences, and more.

