

## **SOAN 151: Global Minnesota: An Anthropology of Our State (Fall 2020 – Online Edition)**

Class meeting M/W 11:30-12:40; F 11:20-12:20 (via Zoom)

Prof. Ahmed Ibrahim

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Office location: Leighton 232 (not that it matters...)

Office hours (Zoom): W 10:00-11:00 am

**Class Meetings (via Zoom):** The Class will be conducted remotely for the duration of the term. You should be available for synchronous meetings during the times indicated above.

### **Course Overview:**

The state of Minnesota, like the rest of the U.S., has been formed by the dispossession of indigenous peoples and migration and settlement of peoples from across the world at different historical moments. Though often hidden from public view, the state of Minnesota is home to peoples with diverse cultural and religious practices, making it a microcosm of the global. This course will provide an anthropology of Minnesota by examining the different migration histories and experiences of Minnesota's varied population groups. Through a study of the making of Minnesota and its population groups, the course will examine borders and mobility from a global, national, and historical perspective, as well as explore the presence of different cultural and religious groups in Minnesota and the relations they form. This course will help students see Minnesota and the people that call it home in new ways by placing their histories in a global and national context.

### **Advice for an Online Course:**

This course will be a new experience for us all! It's difficult to know exactly what to expect, but as usual, it will be helpful to set out guidelines for success:

- *Engage in every way you can!* One way to compensate for the loss of regular face-to-face interactions is to take advantage of every opportunity you can to engage with me and your classmates virtually. I will provide many opportunities for this, and I urge you to take them all seriously.
- *Work together* – I also encourage you to find ways to meet to share thoughts and ask questions of each other when I am not around (Google Hangouts and Zoom can be great tools for this!). The best way to really learn something new is to be forced to explain it in a new way to somebody else. You can all help each other by making the learning process collaborative.
- *Stay on top of your work* – I recommend planning your weeks in advance to ensure you are working ahead and can take advantage of all that the class has to offer.

- *Develop new organizational strategies* – With the entire class digitized, you will need new ways to keep track of notes you take in class, assignments that are returned, etc. I recommend thinking about this early on, as it will become increasingly important as the term progresses.

- *Be flexible and give me feedback* – With the new course format, I'm sure there are things we'll need to adjust during the term. Remain flexible and open-minded, and please let me know what things are working well or not so I can make the necessary adjustments. I ask for your patience, goodwill, and flexibility as we work through what will be the inevitable glitches and unforeseen complications as we are all teaching and learning under the circumstances imposed by the pandemic.

### **Structure of the Course:**

- Moodle will serve as the centralized course space – All information about the course will be posted on Moodle and I will use Moodle messaging (primarily announcements) as well as email to communicate with you all. All course topics will be organized in appropriate sections on Moodle.

- Email: I will communicate with you through email (as well as Moodle messaging). You will turn in all course assignments, midterm, and final paper by email. You must use Microsoft Word for all the work you are turning in for class to allow me to comment on the document and return it to you.

### **Course Expectations:**

A successful class depends on each member actively engaging as both a learner and a teacher. Discussion, rather than lecture, will be the primary activity during class meetings. Class meetings will be mainly structured around small and large group discussions of assigned readings. Students are expected to come to every class on time with the assignments read and completed, and to be responsible and active participants in all class activities. I encourage you to think critically and voice your opinions; however, respect for the opinions of others and a willingness to collaborate are also essential.

### **Requirements and Grading:**

**20% Reading response pieces.** Each student is expected to write four responses to any reading of the student's choice. The one-page response can be based on one reading or multiple readings dealing with similar topics. The response writers for that day's class are expected to lead group discussions. Responses will be graded for the clarity of argument, proper citation, and engagement with the reading(s). To prevent procrastination students are asked at the beginning of the term to sign up for the dates they will write their responses. Please try to spread out your four responses evenly throughout the term.

**15% Film/documentary responses pieces.** Throughout the term I will ask you to watch pertinent films or documentaries during class time or outside of class. You are expected to write three critical responses to the films/documentaries that you watch.

Guidelines for writing response pieces (1 page; 1.5 spacing): In the assignments above I am asking you to write critical reflection pieces, which means you shouldn't summarize what you read or saw. When writing a critical reflection you should identify, assess, and analyze the themes and topics of the reading or film. Make sure to use course materials (readings, lectures, discussions, etc.) in writing response. Develop a clear and concise argument about what you learned and why it's important by asking the following questions: **What?** Describe the issue that is addressed. What happened? What did you learn? What was your reaction? **So what?** Why is the issue significant or relevant? How does it enhance your understanding of a concept/theory/skill? Were your previous expectations/assumptions confirmed or refuted? What were the sources of power and who benefited/who was harmed? What changes would you suggest?

**25% Midterm Paper.** The midterm paper will be a four to five pages essay on a topic that will be assigned in the second week of class. The paper asks students to critically reflect on and analyze the assigned topic. You are expected to use the assigned materials from class to write the essay. If you must use material outside of what is assigned in class, discuss it with me first. The paper can be reflective, expository, or persuasive. If necessary, students will have the opportunity to revise their papers taking my feedback on their writing and argument into account. The midterm paper is **due on Wednesday, October 21.**

**10% Class Participation.** Class participation is a significant portion of your grade. You will be graded on the basis of your serious scholarly engagement with the assigned materials and your expression of this engagement in class. Please take good notes on the readings, so that you are prepared to participate effectively in class. Students who have written responses for the readings in discussion are expected to lead the group discussions.

**30% Final Paper.** The directions for the final paper will be handed out in week 6.

**Penalties:** Attendance of all class sessions is required. In some instances absences may be excused, but you should contact me by email to request permission **before class** if you plan to miss a session. Generally speaking, two sick or personal-day absences will be excused without further documentation being necessary. All unexcused absences will be penalized 1.5 points off your final grade. Late arrivals, early departures, and/or coming and going during class will begin to incur 1 point final grade deductions if they are repeated, and 2 point deductions if they are endemic. Late papers will lose credit. It is expected that all papers, exams, and other assignments will be completed and turned in on the designated due date. If you, for some reason, can't make the deadline, talk to me about it **before it is due**. If I give you an extension, I still reserve the right to deduct points. Exceptions may be made for emergencies or unusual circumstances.

Students are responsible for any course material they may miss due to absences.

### **Required Texts:**

-Ignatia Broker. 1983. *Night Flying Woman: An Ojibway Narrative*.

-Jason De Leon. 2015. *Land of Open Graves: Living and Dying on the Migrant Trail*.

## **ACADEMIC SUPPORT:**

Many resources are available on campus to assist you with all aspects of academic life. Make use of them! These services are not merely for students who are having problems (though they will gladly help there as well), but also for students who simply want to improve. All professional writers use editors. Why shouldn't you too? Visit the Academic Support Center Website (<https://apps.carleton.edu/campus/asc/>):

### **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](mailto:disability@carleton.edu) or call Sam Thayer ('10), Accessibility Specialist (x4464) or Chris Dallager, Director of Disability Services (x5250) to arrange a confidential discussion regarding equitable access and reasonable accommodations. I encourage you to come and discuss with me any issue that might be hampering your learning experience.

### **The Writing Center**

The Writing Center 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](#).

### **The 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](mailto: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.

### **Library**

Librarians can help you find and evaluate articles, books, websites, statistics, data, government documents, and more. [You can make an online appointment with your library liaison](#) or chat with a librarian online 24/7. You can also [email and call](#). For more information on hours and librarians, visit the Gould Library website at [go.carleton.edu/library](http://go.carleton.edu/library).

### **Inclusion**

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.

**Course Materials Assistance**

I recognize the potential financial burden of additional course fees and supply requirements. If you are in need of assistance to cover course expenses, please speak with me by coming to my office hour or by scheduling an appointment.

**CLASS SCHEDULE****WEEK 1****Monday, Sept. 14****Introduction to the course and to each other**

- Introductions
- Syllabus

**Wednesday, Sept. 16****Theoretical readings on borders and border studies**

- Didier Fassin. 2011. "Policing Borders, Producing Boundaries. The Governmentality of Immigration in Dark Times." *Annual Review of Anthropology* 40: 213–226.
- Michael Kearney. 2004. "The Classifying and Value-Filtering Missions of Borders." *Anthropological Theory* 4(2): 131–156.

**Friday, Sept. 18****Globalization**

- Steger, B. Manfred. 2009. *Globalization: A Very Short Introduction*. Chapters 1 & 2

**WEEK 2****Monday, Sept. 21**

- Trouillot, Michel Rolph. 2001. "The Anthropology of the State in the Age of Globalization: Close Encounters of the Deceptive Kind." *Current Anthropology* 42(1): 125–138.

**Wednesday, Sept. 23****Empire of Borders**

- Todd Miller. 2019. "Introduction-Massive Paradigm Change," in *Empire of Borders*
- Todd Miller. 2019. "The U.S. Border set on the Guatemala-Honduras Divide," in *Empire of Borders*.
- Watch: *Human Flow* (documentary by Ai Weiwei; available through Gould Library)

**Friday, Sept. 25****Native American groups before white settlement**

- Gwen Westerman & Bruce White. 2012. *Mni Sota Makoce: The Land of the Dakota*. Introduction and chapter 1.
- Ignatia Broker. 1983. *Night Flying Woman: An Ojibway Narrative*. Pp. 1-50.

**WEEK 3****Monday, Sept. 28****Settlers and natives**

- Norman K. Risjord. 2005. *A Popular History of Minnesota*. Chapter 3.
- Karen V. Hansen. 2013. *Encounter on the Great Plains: Scandinavian Settlers and the Dispossession of Dakota Indians, 1890-1930*. Chapter 2.

**Wednesday, Sept. 30****Settlers and natives**

- Lorenzo Veracini. 2010. *Settler Colonialism: A Theoretical Overview*. Introduction.
- Gunlög Fur. 2014. "Indians and Immigrants: Entangled Histories" *Journal of American Ethnic History* 33 (3): 55-76.

**Friday, Oct. 2****Becoming a state**

- Gilman, Rhoda R. 1998. "Territorial imperative: how Minnesota became the 32nd state." *Minnesota History Magazine* 56 (4):154-171.
- David Geggus. 2016 "The Louisiana Purchase and the Haitian Revolution," in *The Haitian Revolution and the Early United States*.

**WEEK 4****Monday, Oct. 5****The Dakota War**

- Ignatia Broker. 1983. *Night Flying Woman: An Ojibway Narrative*. Pp. 77-126.
- Watch the film: *Dakota Conflict*  
[http://www.mnvideovault.org/index.php?id=8011&select\\_index=0&popup=yes](http://www.mnvideovault.org/index.php?id=8011&select_index=0&popup=yes)

**Wednesday, Oct. 7**

-Open

**Friday, Oct. 9**

- Michael McNally. 2020. "Religion and Diversity in MN: An history sketch through 1965"
- Visit the "Religion Diversity in MN Initiative" website (<https://religionsmn.carleton.edu/>)

**WEEK 5****Monday, Oct. 12****Minnesota Politics (politics beyond borders)**

- Klas Bergman. 2017. *Scandinavians in the State House: How Nordic Immigrants Shaped Minnesota Politics*. Chapters 5-7

**Wednesday, Oct. 14****Minnesota Politics (continued)**

- Six decades of the farm struggle in Minnesota
- Carl Skoglund: example for communist workers

**Friday, Oct. 16****Native American political activism**

- Thomas Biolsi. 2005. "Imagined Geographies: Sovereignty, Indigenous Space, and American Indian Struggle." *American Ethnologist* 32(2): 239–259.
- Gwen Westerman & Bruce White. 2012. *Mni Sota Makoce: The Land of the Dakota*. Chapter 5

**WEEK 6****Monday, Oct. 19****Midterm break**

- No readings

**Wednesday, Oct. 21****Theorizing race**

- Gravlee, Clarence. "How Race Becomes Biology: Embodiment of Social Inequality," *American Journal of Physical Anthropology* 139 (2009): 47-57.

**- Midterm paper due****Friday, Oct. 23****History and race in Minnesota**

- "Slave-holder investment in territorial Minnesota" by Christopher Lehman
- Taylor Gee. 2016. "Something is Rotten in the State of Minnesota: Behind the Shooting death of Philando Castile lies the Worst Racial Gap in the Country." (<https://www.politico.com/magazine/story/2016/07/minnesota-race-inequality-philando-castile-214053>).

**WEEK 7****Monday, Oct. 26****Race in Minnesota**

- "Disparate Impacts: Moving to Minnesota to Live Just Enough for the City," by Taiyon J. Coleman in *A Good Time for the Truth: Race in Minnesota*.
- "Brutal," by Bao Phi in *A Good Time for the Truth: Race in Minnesota*.

**Wednesday, Oct. 28****Politics of Immigration and Identity in the U.S.**

- Christina Gerken. 2013. "Exclusionary Acts: A Brief History of U.S. Immigration Laws"
- Kevin R. Johnson. 2004. *The Huddled Masses Myth: Immigration and Civil Rights*. Chapter 1

**Friday, Oct. 30**

- Open

**WEEK 8****Monday, Nov. 2****Borderless Capital and Bounded Labor**

- Jason De Leon. 2015. *Land of Open Graves: Living and Dying on the Migrant Trail*. Introduction and chapter 1
- Watch: Immigration Nation (episode one: “Installing Fear”)

**Wednesday, Nov. 4****Borderless Capital and Bounded Labor**

- Jason De Leon. 2015. *Land of Open Graves: Living and Dying on the Migrant Trail*. Chapters 5 & 7.
- Watch: Immigration Nation (episode 4: “The New Normal”)

**Friday, Nov. 6****Borderless Capital and Bounded Labor**

- Jason De Leon. 2015. *Land of Open Graves: Living and Dying on the Migrant Trail*. Chapters 8, 11, & 12 (Epilogue).

**WEEK 9****Monday, Nov. 9****Recent Immigration in Minnesota (Latin)**

- “Borders for Whom? The Role of NAFTA Mexico-U.S. Migration,” by Fernandez-Kelly and Massey
- Leigh Roethke. 2007. *Latino Minnesota*. Chapter 1 & 2

**Wednesday, Nov. 11****Recent Immigration in Minnesota (Hmong)**

- Chia Youyee Vang. 2008. *Hmong in Minnesota*. Pp. 1-39.
- Film: The Split Horn: The Life of Hmong Shaman in America (available through Gould Library).

**Friday, Nov. 13**

- Open

**WEEK 10****Monday, Nov. 16****Recent Immigration in MN (Somalis)**

- Stefania Champsers. “political incorporation,” in *Somalis in the Twin Cities and Columbus*.
- Steve Kolowich. 2017. “On the Front Lines of a New Culture War,” *The Chronicle of Higher Education*, Washington (January 1 2017).



**Wednesday, November 18**  
**-Final paper is due**