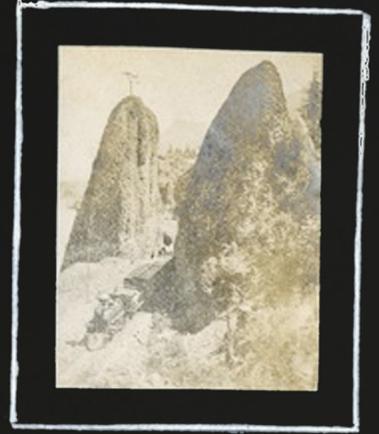


Footnotes¹

Lewis & Clark College Department of History
Spring 2015 Newsletter



*The needles
on the
Columbia
River -*



*Multnomah
Falls --*

*Cable Line
to
Portland Heights.*



David Campion: Dr. Robert B. Pamplin Jr. Associate Professor of History and Department Chair. *British Empire, South Asia*



David Galaty: Assistant Professor with Term of Humanities. *History of Science and Technology*



Khalil Johnson: Pre-Doctoral Fellow in History. *United States, African-American, American Indian*



Craig Colbeck: Visiting Assistant Professor. *Japan, East Asia*



Zack Poppel: Visiting Assistant Professor. *Africa*



Reiko Hillyer: Assistant Professor of History. *US South, African-American, Built Environment*



Jane Hunter: Professor of History. *US Post-Civil War, Cultural, Social, Gender*



Benjamin Westervelt: Associate Professor of History. *Medieval and Early Modern Europe*



Maureen Healy: Associate Professor of History. *Modern Europe, Eastern Europe*

Not Pictured: **Andrew Bernstein** (On Sabbatical 2014-2015), **Tamara Feinstein** (Visiting Professor), **Susan Glosser** (On Sabbatical 2014-2015), **Elliot Young** (Abroad in Cuba), **Dan Kelley** (History Reference Librarian), and **Debbie Richman** (Administrative Coordinator).

CONTENTS

3 EVENTS

A Visit from a Tuskegee Airman; the 52nd Annual Throckmorton Lecture; and Historical Project Runway

7 STUDENTS

Q & A With Davies-Jackson Scholarship Recipient Alex Kraemer ('15); A Day in the Life of a History Major

10 ALUMNI PROFILES

Kali DeWitt; Dima Hurlbut, Dana Bronson, and Maelia DuBois

13 FACULTY AND COURSE NEWS

Jane Hunter participates in the Oregon 101 history series; Reiko Hillyer celebrates the release of her new book; Khalil Johnson introduces a new course to the history department

16 IN MEMORIAM

Celebrating the lives of former Professor Nas Rassekh and former student Natasha Priess '12

Footnotes 2015

David Champion, department chair
Sten Eccles-Irwin and Sophie Lee, editors

Department of History
Lewis & Clark College
0615 S.W. Palatine Hill Road
MSC 41
Portland, OR 97219

503-768-7405
history@lclark.edu
college.lclark.edu/departments/history
facebook.com/historylc

Cover Photo: "Multiple pictures of places in Oregon," Lewis & Clark Digital Collections, accessed May 1, 2015, <http://digitalcollections.lclark.edu/index.php/items/show/34580>.

TUSKEGEE AIRMAN: FREEDOM FIGHTER IN THE SKIES

Last semester, Lewis & Clark was lucky enough to host a living example of American history. On November 5, Lt. Col. Alexander Jefferson, USAF (ret.), of the last surviving members of the famed Tuskegee Airmen, gave a talk in the Agnes Flanagan Chapel. A talented storyteller, Col. Jefferson regaled the audience with informative and thought-provoking tales drawn from the full breadth of his experience in the Air Force. His story was perhaps typical of many of the black pilots and other personnel that served in the U.S. Army Air Corps in World War II: for every moment of adrenaline-filled action over the

skies of France and Italy, there was another of pain and sorrow at home in the United States. The Tuskegee Airmen often felt the sting of injustice and racism during their term of service, a constant reminder of their essentially second-class status. Col. Jefferson recalled an incident at the Selfridge Army Air Base, where the 332nd Fighter Group was trained and housed, in which he and his fellow pilots were denied access to the officers club. The two-star general who commanded the base had issued an edict: as long as he was in command, there would be no socialization between whites and “coloreds”.



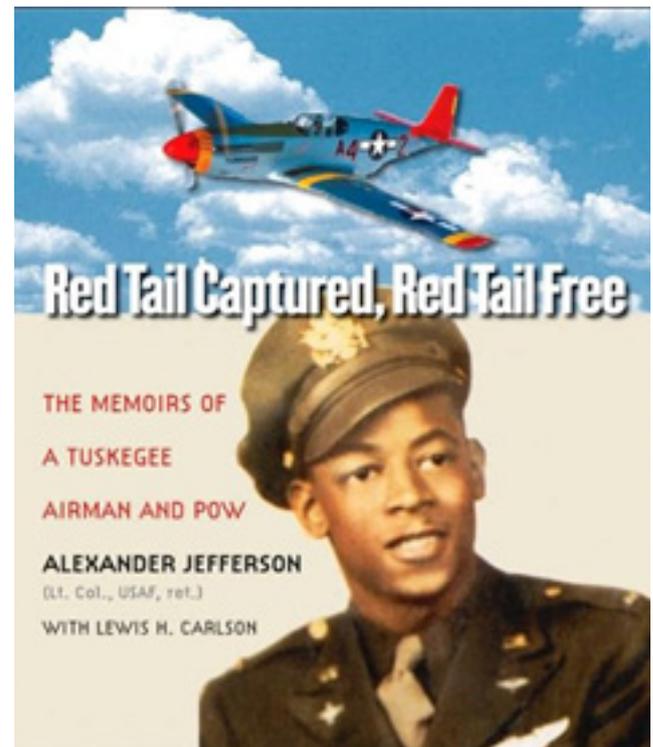
Col. Alex Jefferson

But despite the subject matter, Col. Jefferson's speech was only faintly tinged with melancholy. What shone through most clearly was his humor and good spirits. These were evident as he recalled occasions of tenderness and kindness, such as when he honored the white officers who sacrificed their entire careers to train him and his comrades. Or, when he explained the composition of a squadron, or showed pictures of the Curtiss P-40 Warhawk airplane in which he trained for over one hundred hours. One incredible anecdote, which both defies belief and highlights the hypocrisy of a segregated United States fighting to liberate the world from Axis oppression, took place after Col. Jefferson was shot down over Southern France. Without regard to the Nazi party's Aryan racial creed and the colonel's black skin, he was captured and escorted by a German enlisted man to an officers' prison camp, where he was shown all of the courtesies afforded to any other captured officer. Upon introducing himself to the base commander in English, he was surprised and elated to find his greeting returned in kind. This particular German officer just happened to have attended the University of Michigan, mere miles from where Col. Jefferson and the other Tuskegee Airmen were trained, and the two soon found themselves sharing tales of their former stomping grounds.

Col. Jefferson closed his talk with an exhortation to end the ethnic hatred and violence that he sees as the major cause of war and misery in the world both then and now. He also stressed the importance of "knowing history" for the current generation, chastising the "damn fools" who remain ignorant of the mistakes of the past and are thus in his eyes doomed to repeat them. There is certainly much to learn from the example of Col. Jefferson and his comrades, whose pioneering blow against inequality in the military opened the way for to the desegregation of the US armed forces in 1948 and a national conversation about race in our society prior to the Civil Rights Movement

Col. Jefferson has published a book, *Red Tail Captured, Red Tail Free: The Memoirs of a Tuskegee Airman and POW* that details his experiences.

“*But despite the subject matter, Col. Jefferson's speech was only faintly tinged with melancholy. What shone through most clearly was his humor and good spirits.*”



From the publisher: *“In this vividly detailed, deeply personal book, Jefferson writes as a genuine American hero and patriot. It’s an unvarnished look at life behind barbed wire—and what it meant to be an African-American pilot in enemy hands.”*

Fordham Press, \$32.95, 160 pages

52ND ANNUAL ARTHUR L. THROCKMORTON MEMORIAL LECTURE: DR. DIPESH CHAKRABARTY

“ *These autodidacts thought seriously about the questions that had plagued European historians for centuries: what does it mean to be truthful and what is historical research?*”



Dr. Dipesh Chakrabarty

On February 2, Lewis & Clark College had the opportunity to host renowned historian and post-colonial scholar Dr. Dipesh Chakrabarty as the history department's 52nd Throckmorton lecturer. This annual lecture celebrates the memory of beloved history professor Arthur L. Throckmorton. Prof. Throckmorton joined the history department faculty in 1950 where he taught Integrated Civilizations and Humanities. After his untimely death in 1962 his memory was kept alive by a bequest from his family and friends. Our community was honored to have John Throckmorton, Arthur's son, in attendance this year.

Born in India, Dr. Chakrabarty holds a BSc in Physics from Presidency College Calcutta, an MBA from the Indian Institute of Management, and a PhD in History from the Australian National University. Currently, Dr. Chakrabarty is the Lawrence A. Kimpton Distinguished Service Professor of History, South Asian Languages and Civilizations at the University of Chicago where he teaches a wide variety of subjects. Equally impressive were the circumstances of his safe arrival in Portland for this year's lecture. His flight from Chicago narrowly avoided cancellation amid a massive Midwest snowstorm. During his visit he met with faculty and students before giving his talk, "Historical Research: The Indian Career of A European Ideal," based on his forthcoming book *The Calling of History: Sir Jadunath Sarkar and His Empire of Truth*.

Chakrabarty's lecture covered interwoven aspects of theory and intriguing narrative in order to explain the genesis of modern historical research in India and the implications and lessons for historians of the present day. Tracing the academic lives of two of India's first modern historians, Chakrabarty introduced the audience to Jadunath Sarkar and Govindrao Sakharam Sardesai. These autodidacts thought seriously about the questions that had plagued European historians for centuries: what does it mean to be truthful and what is historical research? Despite disagreements about the answers

to these questions, the two men engaged in a decades-long correspondence and built a friendship around the creation of the first Indian histories in the European style. At that time, history was not even offered as a course of study in any Indian university, and as Dr. Chakrabarty said, you legitimize yourself through writing your history. This story illustrates the importance of a similar process occurring today all over the world, as previously marginalized peoples attempt to write their own unique histories and go through the same process of creating their own stories whether through archival research and scholarship or through poetry, oral histories, and painting.



Dr. Chakrabarty spoke to a large crowd of students, faculty, and interested community members in Council Chambers.

PROJECT RUNWAY 2014: THE MOST COMPETITIVE YET

On October 23, 2014, the History department held its third annual “Historical Project Runway” event. Ten teams of three competed, making this year the most competitive yet. As usual, professor Reiko Hillyer served as LC’s own Heidi Klum, and professor Andy Bernstein gave on-point fashion advice as Tim Gunn. Each team, after receiving a historical theme, had forty-five minutes to create a fabulous, fashion-forward outfit related to their theme from a pile of clothing items and accessories. Ranging from the Love Canal Environmental Disaster to the Punic Wars—the contestants created funky and chic designs in their attempts to bring history to life through fashion.

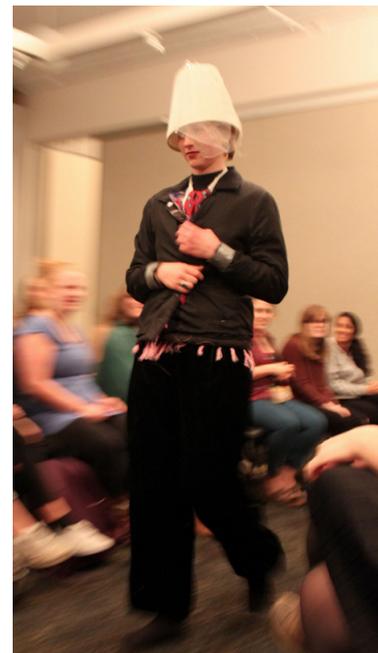
After designing, each team model hit the runway. The accompanying team members were invited to explain their design choices to the judges one by one. Several fashion-savvy professors (Khalil Johnson, Elliott Young, Mo Healy, and Rebecca Lingafelter) served as insightful judges who gave complement and critique where it was due, and evaluated the ten teams with honesty and occasional snark. Ultimately, the judges decided to honor two teams with the first place title: “Herstory,” with Jesenya Maldonado (’15), Julia Duerst (’15), and Molly Simon (’15); and “Fempire



Julia Duerst (’15) (of the South African Gold Rush) and Julie Oatfield (’17), modeling Marie Curie’s discovery of Uranium.

to Superpower” with Kate Wackett ('17), Emma Cranston ('17), and Erin Law ('17). Herstory's winning design drew inspiration from the South African Gold Rush (beginning in 1886 and leading to the founding of Johannesburg), while the Mexican Revolution (1910-1920) inspired Fempire to Superpower's design. Professor Elliott Young (Michael Kors) complimented Fempire's resistance of the cliché in their choice not to include the sombrero from the accessory pile, while the entire panel congratulated Herstory model, Julia Duerst, for not fainting after having her face covered with a gold sheet for over an hour—all in the name of fashion. The event attracted majors and non-majors alike, and made for a successful mélange of haute couture and intellectual discussion. What more could you want?

Written By: Olivia Davis ('16)
Photos By: Demi Glidden ('16)



Left, Emma Rempel ('17) models the Bauhaus Art Movement. Right, Lillian Tuttle ('16) works a piece drawn from the Cuban Missile Crisis.

HIGH-FIVE FOR HISTORY: SENIORS CELEBRATE THEIR HARD WORK



Senior history major Sam Schlegel ('15) high-fives his thesis presentation poster in the IT tunnel in Watzek library.

Students in Jane Hunter's Senior History Thesis seminar showcased the posters they made in the IT tunnel in Watzek Library. This seemingly inoffensive adornment did not pass without controversy. There was intense competition for the space and the posters were removed by library officials from this coveted position for a brief period after they were first displayed. However, thanks to Professor Hunter's valiant efforts, they were soon affixed to the wall again, hanging proudly to demonstrate the high caliber of work of which history majors are capable.



Alex Kraemer ('15)

SENIOR HISTORY MAJOR ALEX KRAEMER AWARDED THE DAVIES-JACKSON SCHOLARSHIP

This year, history major Alex Kraemer (CAS '15) was awarded the prestigious Davies-Jackson Scholarship. Established in 1990, the Davies-Jackson Scholarship is funded by an anonymous donor who wishes to provide graduating college seniors with the same opportunities that he enjoyed as a young man attending St. John's College at Cambridge University. It is awarded to students with exceptional academic records, and who are among the first in their families to graduate from college. The DJS has been awarded annually since 1996 and will fully fund Alex's two years of graduate study at Cambridge, leading to an "affiliated BA" in history (the equivalent of an MA in the US system). Alex is one of only three American college students to receive this award in 2015 and the first ever from Lewis & Clark. He will begin his studies at Cambridge in October. Recently, we caught up with Alex to ask him a few questions about the award and his future goals.

Where are you from and what made you eligible for this award?

I'm from Mt. Angel, Oregon, a small German Catholic farming community about an hour south of Portland. The two necessary qualifications for the Davies-Jackson Scholarship are attendance at eligible institutions and status as a first-generation college student.

What sort of work did you submit and what was the application process like?

The application process was fairly typical. I wrote three essays on various prompts, i.e. the standard "why do you want to go to this place," and a selection of more unorthodox questions (such as what historical figure I would be interested in meeting) The essay writing process was the largest chunk of work, and I owe a debt to professors David Champion, Maureen Healy and Karen Gross for their editing advice, as well as

assistance from Hilary Grey at the Career Development Center. Profs. Campion and Healy were also kind enough to write letters of recommendation for me.

After making it through the preliminary stages of the application process, I was interviewed by two professors from St. Johns, Sylvana Tomaselli and Mark Nicholls, for roughly an hour via Skype.

What exactly is St. Johns College and why is it appealing to you?

St. John's College is one of roughly thirty subsidiary colleges that make up the University of Cambridge. St. John's appeals to me through its strong academic traditions, as well as the traditions of Cambridge more broadly. I've never traveled outside of North America (I've only left the United States once, in fact, and even then I traveled in the backwoods of British Columbia), and this is the sort of experience—living in a city with such a long history—that I formerly was only able to dream of.

What are your plans for after graduating from St. Johns College?

I plan to return to the United States and pursue a Master's and then a Ph.D in history. Ultimately I hope to go into academia.

What specific area of history do you intend to study?

Well, I'm currently writing my honors thesis on Anglo-American relations at the outbreak of the Korean War, and the "Special Relationship" is one that I've come to find deeply fascinating. Naturally, I would be remiss if I were to pass up the opportunity to continue to do research in that area, given the fantastic archives I would have access to in Cambridge, London and elsewhere in the United Kingdom. So, if I were to pinpoint a more succinct area of study, I would say Anglo-American diplomatic history, or perhaps simply British foreign policy.

I plan to return to the United States and pursue a Master's and then a Ph.D in history. Ultimately I hope to go into academia."

Do you credit your success to the help of any particular LC professors or students?

Many, many people have helped me to earn this scholarship. As I said previously, Mo Healy, David Campion and Karen Gross all provided a tremendous amount of help. Frankly, I had practically no idea what I was doing, and they were eager to help me navigate the process. Prof. Campion also helped me by providing a space in which to do my interview, and on a day's notice no less. Perhaps above all else these professors (and the History Department in general) have always provided the best education I could ask for.

Have you ever had fish and chips before? What are you most excited for?

(Laughs) Yes, yes I have; I imagine I'll eat more of that than I will eel pie. I'm most excited for the opportunity to travel. Prof. Campion always sprinkles travel advice to his students throughout his lectures, and I'm looking forward to putting those references to good use, especially considering I never thought I'd get the chance to apply that extra knowledge. I'm also excited to show my family around the UK; about half of my family has pledged to come visit me while I'm over there. Which means that roughly three dozen Kraemers are going to be showing up in the UK over the next few years. Its been some time since the Brits have needed to concern themselves with an invasion of Germans, so hopefully this doesn't end in disaster.

A DAY IN THE LIFE OF A HISTORY MAJOR

By: Hannah Swernoff ('16) with input from Sam Shafer, ENVS ('16)

6:30am: Wake up from a lucid dream. I was a goat, travelling with a group of nomadic herdsman in the Levant in Neolithic age, approximately 8,000 BC. Ah, the quality of grain available was so good back then. It takes a while to remove my mind from the Neolithic era and return to 2015.

6:45am: Remember that I have a write up on Stalinism in Poland due today. I wonder if my classmates will join me in Solidarity to have the project extended...

7:13am: Inspired from a recent class on the Environmental History of Modern West Africa, I decide to make sorghum porridge for protein-packed breakfast. Slopped in a mason jar, I'm ready to bolt.

7:45am: Feed my cat, Rudyard Catnip-ling, breakfast. He will need some energy if he is going to write important poetry for the British Empire.

8:23am: Bike to school. I wonder how many bookseveryone else has in their backpack on a typical day. I have 27.

8:35am: There is nothing like the smell of books and crushed students' dreams in the morning.

9:10am: Not a history class.

10:20am: HISTORY CLASS!

11:30am: Decide to go to the Dovecote for lunch. Amidst a sea of people joking with their friends and enjoying caffeinated beverages, I find another history major, also surrounded by books, frantically chugging coffee. We cordon ourselves off by creating a barricade of archival texts, ala French Revolution.

12:45pm: Receive an email from the library. My book from Summit has arrived, huzzah! I knew when Powells didn't have the book I needed about the intersection of American liberal democracy and the War on Poverty with the Vietnam War that I

needed some serious help.

1:30pm: Meet with reference Librarian to discuss upcoming research project on Lupercalia, an ancient Roman fertility festival. Goats were sacrificed and then young men ran around the city, swatting young women with these goatskins in order to ensure fertility.

2:48pm: Sit down to begin reading for my next class: "Couch Culture: The History of Furniture in Negotiations of Canadian Nationhood." The chair that I am sitting in at the Historical Materials table seems oddly comfortable...

4:07pm: Wake up from a nap—I mean resting my eyes. Crazy Materials students surround me, their annotations due in fifty-three minutes and twelve seconds. I dreamt that I was an explorer on Vasco De Gama's ship. We had just sailed past the Cape of Good Hope.

9:57pm: Complete reading. All this talk of chairs has got me thinking of nice, sturdy ottoman. And speaking of Ottomans...can we all agree that Sulieman I was certainly a looker?

10:15pm: Put on some Cuban danzón music as I prepare dinner. Inspired, I use my last can of beans for the help-me-I-have-no-groceries version of rice and beans, sans rice.

11:58pm: Put on my favorite American Revolution era inspired pajamas. Who ever said that sleeping in a bonnet was uncomfortable?

11:15pm: Settle into bed and begin reading "The Communist Manifesto." For the seventh time. At this point, it is nearly a bedtime ritual.

12:37am: Doze into a comfortable slumber, counting the number of sheep it would take to fill the British colonial convict colony of Tasmania.

And the rest is history.

KALI DEWITT: MAKING HER IMPACT FELT AROUND THE WORLD

Kali DeWitt ('11), a Lewis & Clark History alumna, has charted an impressive trajectory across the globe since her graduation five years ago. After earning her history degree, and in keeping with the college's focus on the international, she went to work as a diplomat for the State Department. Here is what she had to say about her post-graduate experiences and her time at Lewis & Clark.



Kali DeWitt reclines on a bench at Park Güell in sunny Barcelona, Spain.

I am currently a Foreign Service Officer at the US Department of State. I am a Political Officer, which means my work focuses on attending events, writing memos, reporting to Washington, and helping build and support US policy and contacts abroad. However, I am currently in Spanish and Consular training in preparation for a mandatory consular tour in Mexico.

As a Thomas R. Pickering Foreign Affairs Fellow with the State Department, I have already worked on Security Council issues in the Bureau of International Organizations at Main State and as a Political Officer in Vienna at the US Mission to the Organization for Security and Cooperation in Europe, where I mostly focused on Ukraine.

Before doing a Masters in International Relations at Georgetown, I worked for a year as an English professor for the French Ministry of Education near Paris and as a volunteer in the West Bank. In the West Bank, I worked for two NGOs: the Middle East Fellowship and the Holy Land Trust. During my time there, I lived with a Palestinian family in a refugee camp in Bethlehem, studied Arabic, traveled throughout Israel and Palestine to interview everyone from settlers to activists, and volunteered for several Palestinian organizations and the United Nations. Additionally, I did two internships: one at the UN Office in Washington and one at Vox Global, a bipartisan consulting firm.

I am very grateful for my time at Lewis & Clark. My professors and advisors, especially David Campion and Mo Healy, were endlessly available to support, inspire, and encourage me to grow as a student and individual.

Written By: Kali DeWitt ('11)

WHERE ARE THEY NOW?

INTERVIEWS WITH RECENT GRADUATES

With each year that passes, the history department produces a new rank of accomplished scholars who will shape the ever-evolving field of historical studies. Three of those students, Dana Bronson ('14), Dima Hurlbut ('14), and Maelia DuBois ('12) have shared their past and present experiences with us, describing their academic lives at Lewis & Clark and beyond. Here's what they had to say:

What are you working on currently? Where are you working?

Dana Bronson: Currently, I'm a graduate student at Simmons College in Boston, pursuing a dual master's degree in history and library science. I'm also an archival intern at Harvard Law Library's Historic and Special Collections.

Dima Hurlbut: I'm currently a first year doctoral student in African history at Boston University. Right now, I am working on two research projects. One project investigates the emergence of Mormonism in Nigeria in the late twentieth century. The other analyzes urban identity in Lagos during World War I.

Maelia DuBois: I am currently a first year graduate student in the History Ph.D. program at the University of California, Berkeley. My primary field is Late Modern European History, while my secondary field will most likely be British or Global History. As I've only just begun my studies, I haven't yet chosen a dissertation topic, but I specialize in German history with an emphasis on 19th and early 20th century colonialism and imperialism. I also have a longstanding interest in travel and exploration journals written by Europeans in Africa. This is represented in my current research project by the incorporation of journals written by British and German women in East Africa between the 1880s and World War I in order to understand one facet of the larger Anglo-German rivalry of this period.

What was your area of interest at Lewis & Clark?

DH: I was very interested in the history of Christianity at LC. I took almost all of Professor

Westervelt's classes in medieval history, and even completed my historical materials project on an early-modern papal bull! I then branched out into other periods, taking a handful of classes in religious studies. I finally ended up writing a thesis about empire and missions around the turn of the century.

MD: While an undergraduate student at Lewis & Clark, I was a double major in History and German Studies, and I wrote my undergraduate history honors thesis on Anglo-German colonial competition in the form of chartered companies in what are now Kenya and Tanzania. In German Studies, I wrote a second honors thesis analyzing the exploration diaries of German Count Gustav Adolf von Götzen, one of the early German explorers of East Africa, and the connection between his diaries and 19th-century ideals of Bildung, or educated cultivation. I was mentored in my research by professors David Campion, Maureen Healy, and Therese Augst.

DB: During my time at Lewis and Clark, I was very interested in the history of Britain and the British Empire. My honors thesis focused on the BBC's portrayal of the Soviet Union during World War II. Needless to say, I took a lot of classes with Professor Campion!

What experiences or lessons from Lewis & Clark, if any, do you feel prepared you for your current and future endeavors?

DB: While I was a student, I had the opportunity to do a history practicum in Lewis and Clark's Special Collections. Through this experience, I discovered how much I love working with archival materials, and how integral the study of history is in this process. The time I spent in the archives

Dana Bronson ('14)*Dima Hurlbut ('14)**Maelia DuBois ('12)*

not only convinced me to pursue a career in library science, but also of my desire to continue studying history.

What is your fondest memory of your work in the LC history department?

DB: My fondest memory of my time in the history department was the summer that I spent working with Professor Healy on a research project. At the time, she was writing a “day in the life” article about Vienna, one month before the outbreak of World War One. It was really exciting to be able to take what I had learned in her Colloquium on World War I, and apply that while doing research. Ultimately, it was a very fun way to spend a summer!

DH: My fondest memory of my time in the department is of the first history class I ever took—HIST 120: Early European History. Professor Westervelt gave me my first taste of the history of Christianity in this class.

MD: My two thesis presentation sessions and my honors thesis defense represented the fulfillment of a great deal of hard work, and fielding questions about my research at these sessions was both interesting and rewarding. Our

class poster session for my History 450 seminar with David Campion held at Watzek Library was especially fun, as it allowed people from outside the discipline, such as my roommates, to come by and take a look at my work, which was presented in a manner that was appealing and engaging to the general public.

What are your plans after completing your studies?

MD: As I’m only in my first year of graduate studies, I will be studying, teaching and researching at Berkeley for the next five years at least. If possible, I plan on pursuing an academic career following completion of my degree, one that will hopefully incorporate the expanding field of digital humanities research. I’m not sure if I’ll be staying in the Bay Area, but wherever I end up, I plan on putting my research and teaching skills to good use.

DH: At the moment, I want to pursue a career in higher education. I’d really like to research, teach, and rehabilitate the popular image of Africa through the classroom.

DB: After I complete my graduate studies, I hope to work in an academic library as an archivist. I want to be able to assist students and researchers

JANE HUNTER GIVES CLOSING LECTURE IN OREGON 101 SERIES

On Monday, May 4, Professor Jane Hunter gave the closing talk, entitled “Thinking About Oregon”, in the “Oregon 101” series of lectures, co-sponsored by the Oregon Encyclopedia and McMenamins restaurant. This nine-month series was designed to introduce audiences to significant people, places, and events in Oregon history. In previous years the talks were focused on a myriad of disparate topics, but this year marked the first effort to present a chronological narrative of Oregon in connection with enduring themes of American history.

Prof. Hunter will focus on the way that national stories, such as Japanese internment during World War II, have played out in Oregon. Sharing the stage with her will be Richard Etulain, emeritus professor of history at the University of New Mexico, who will devote his portion of the evening to discussing four Oregonians who have brought new insights and ideas to the nation. According to Prof. Hunter, “our mission is to talk about Oregon in a national context. Certainly Oregon has a distinct national identity, but our job is to ask is it really unique, or has it experienced the same kind of crises and pressures that other parts of the nation has experienced?” Prof. Hunter is taking inspiration from three senior theses concentrating on Oregon history: “‘Fighting for the Right To Live’: William McClendon and the Black Freedom Struggle in Portland, Oregon, 1938-1996” by Stan Fonseca, “‘This Life Behind a Fence’: The Story of Kimi Tambara, a Journalist in an American Concentration Camp” by Emma O’Neil, and “‘Pornlandia: State vs Henry and the Making of Strip City” by Marly Williams. She plans to include these three students in the question and answer portion of her talk, so that audience members can have a chance to receive insight direct from the experts. As Prof. Hunter noted, Oregon history is understudied, thus “it’s really thrilling for students up on the hill to realize that there is an audience for the kind of work that they are doing downtown and in the broader community.”

McMENAMINS KENNEDY SCHOOL
OREGON HISTORY 101

THINKING ABOUT OREGON

After a year of Oregon history, we end with “Thinking About Oregon,” two perspectives on the Oregon story in national context.

MONDAY, MAY 4, 2015
7 p.m. · Doors at 6 p.m. · Theater · Free · All ages welcome

Presented by
DR. RICHARD ETULAIN
Emeritus Professor of History, University of New Mexico

DR. JANE HUNTER
Professor of History, Lewis and Clark College

Co-sponsored by
THE OREGON ENCYCLOPEDIA and THE OREGON HISTORY PROJECT

5736 N.E. 33rd Ave. · Portland
(503) 249-3983 · mcmenamins.com/history

As a city that loves both intellectual engagement and craft brewing, McMenamins Kennedy School restaurant serves as the perfect point of access for the Portland public to engage with the wide world of Oregon history.

This event was held on May 4, 2015, at the Kennedy School Theater. All of the Oregon History 101 lectures can now be viewed online at: <http://www.oregonencyclopedia.org/oregonhistory101/>

HISTORICAL MATERIALS STUDENTS TRANSLATE THE SPOKEN WORD INTO A LASTING LEGACY

Generally speaking, history majors aren't often given the same opportunities as others to practice our craft. Our job as historians is to analyze the materials of others from another time and place, and to bring them into the academic context. While science, art, math and creative writing students immerse themselves in the actual creation of their study, we find joy in interpreting the work already in front of us. Rarely are we given an opportunity to create the historical work ourselves.

One such opportunity presented to current history majors is the Oral History Projects for Lewis & Clark. First undertaken a few years ago, and with an official launch happening in the spring of 2015, this collection of oral histories has been crafted by the history students themselves. As a part of a core class for all history majors, students are given the task of contacting Lewis & Clark alumni, preparing questions for them, and then interviewing them about their experiences as students at the college. These one- to two-hour interviews are recorded, and along with a partial audio transcript, catalogued into the Oral History Project for future reference and research. Through this process, the students are given a chance to experience the excitement of creating their own piece of history for the college's official library collection, and alumni history is honored through preservation.

From the general feedback, alumni have enjoyed sharing their pasts and feeling a part of the college's history in a tangible way. This project provides a unique chance for them to revisit their time at Lewis & Clark. Although students come prepared with specific questions



Bob Phillips '72 and Leslie Muir ('17)

for their alumni based on what's known about them—star football player, musician, their major, their career after graduating—the most interesting parts of the interviews are often the most unexpected. Funny and interesting anecdotes can become serious and introspective as interviewees direct the topic of conversation to whatever they would like to share about their college experience. The alumni are told before they arrive about the Oral History Project and how their interview will be included in the library's open collection. Many come prepared to share the stories that they feel really mattered to them during their time at Lewis & Clark, and these are often ones that students could never anticipate.

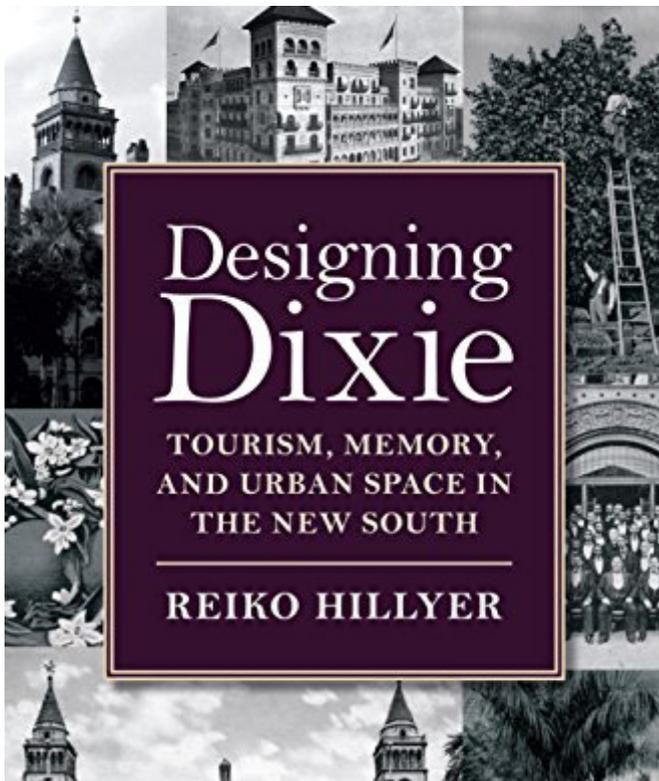
My own experience participating in the Oral History Project has showed me that. When the alumnus that I was interviewing, Bob Phillips from the class of 1972, began describing campus life during the Vietnam War and the political activity on campus, I realized that this had had a

deep impact on him during his time at Lewis & Clark. He described how the political leanings have changed on campus since his attendance, and how he had noticed that just walking to our meeting location at Watzek Library. Many of the interviews currently archived give additional information and historical context to what's already known about Lewis & Clark's history as an educational institution. However, hearing these come from alumni who vividly, excitedly, and proudly recall their days here as students, makes them far more meaningful additions. Rather than just another textbook to read or paper to analyze, the process of doing an oral history interview of our own and contextualizing it for the benefit of the Lewis & Clark community has been one of the most engaging assignments asked of the college's history students.

Written By: Leslie Muir

BOOK RELEASE: *DESIGNING DIXIE*

On April 6, Professor Reiko Hilyer was joined by a group of students in the college bookstore to talk and answer questions about her new book *Designing Dixie: Tourism, Memory, and Urban Space in the New South*. The book focuses on the ways in which the American South sought to emulate the North through industrialization after the plantation economy was destroyed during the Civil War. "Boosters"—precursors to the modern ad man—architects, and entrepreneurs all strove to exploit nostalgic conceptions of a lost Old South in order to attract Northern investment and tourism. Professor Hilyer focuses on how the "built environment" of these new Southern cities can be used as a source and what it tells us about historical memory and its commodification in the postbellum South. Some material that did not fit within the scope of the book became the subject of an article by Professor Hilyer in the *Journal of Southern History*.



COURSE SPOTLIGHT: HISTORY OF AMERICAN EDUCATION

This fall, Visiting Professor of History Khalil Johnson will be teaching an exciting new course on the development of education in the United States. The course will examine the dialectical struggle between a state which seeks to promote a hegemonic control of knowledge through education and the drive of educated people to upset the status quo. Topics include: the rise of universal schooling during Reconstruction; the feminization of the teaching profession; Progressive education, immigration, and global imperialism at the turn of the 20th century; and the proliferation of study abroad programs as "soft-diplomacy" during the Cold War.

IN MEMORIAM: PROF. NAS RASSEKH

On Sunday, September 7, 2014, the History Department lost a beloved teacher and colleague, Professor Emeritus of History Nosratollah "Nas" Rassekh. Born on November 22, 1924, Nas came to the United States from his birthplace of Tehran in 1944 alongside



Nas Rassekh

eight young Iranians who had been sent to study abroad. Nas enrolled at Stanford University where he completed his B.A. in political science in 1948, an M.A. in international relations in 1950, and a Ph.D. in history in 1960 with a focus on American intellectual history. That same year, Lewis & Clark College welcomed Nas to the history faculty. Stephen Dow Beckham, Pamplin Professor Emeritus of History, described Nas as a "kind, patient, considerate person," who "had a warm and gentle way in dealing with people" which in turn meant that students felt comfortable approaching him. "They respected his counsel and turned naturally to him as an advisor."

Nas' focus on internationalism had a lasting impact on the campus. Current Professor of History, Jane Hunter, recalls that one year the administration had over-enrolled students and soon found themselves with a shortage of space to house them. Nas, being the creative and adventurous individual he was, helped to create a semester-long program during which he took a group of students to Mexico. This program not only helped to solve the college's over-enrollment problem, but was also the genesis of Lewis & Clark's overseas program. Now offering over 36 international study opportunities, this nationally recognized program is one of the most attractive features for prospective students.

Nas is also remembered for his commitment to extending his academic interests to the larger Portland area. In 1969, he hosted the "Historians' Forum" on the campus where he invited historians from colleges across the area to come together to

give lectures and discuss the craft of teaching. Nas maintained a long relationship with the History Department following his retirement, teaching summer session courses at the college and ensuring that his legacy and development of the curriculum would produce lasting changes. The memorial service held by the college filled the room in Smith Hall as former students and colleagues recalled what a brilliant educator and humanitarian he was. Nas is survived by his wife Mona, by six of their seven children, and by seven grandchildren. Our hearts go out to them, his wider family, and the many friends he leaves behind as we thank them for sharing this great

REMEMBERING TASHA, HONORING SCHOLARSHIP

Our community congratulates Jesenya Maldonado ('15) on being the first recipient of the Natasha C. Priess ('12) Memorial Scholarship. Established this year, the scholarship commemorates Tasha's life and academic achievements. Tasha's accomplishments as a history major were numerous and not confined to her schoolwork. She distinguished herself inside and outside of the classroom. In 2009 Tasha published a book of historical fiction, *On the Verge of Darkness*, about the story of disenfranchised German soldier in Hitler's army. Tasha passed away unexpectedly in April 2014 just weeks after having been accepted to the graduate program in history at Fordham University. The scholarship, her mother says, honors "Tasha's education, hard work, and valued ideals by helping deserving students carry on her legacy



Susannah White, Tasha's mother and Jesenya Maldonado ('15).