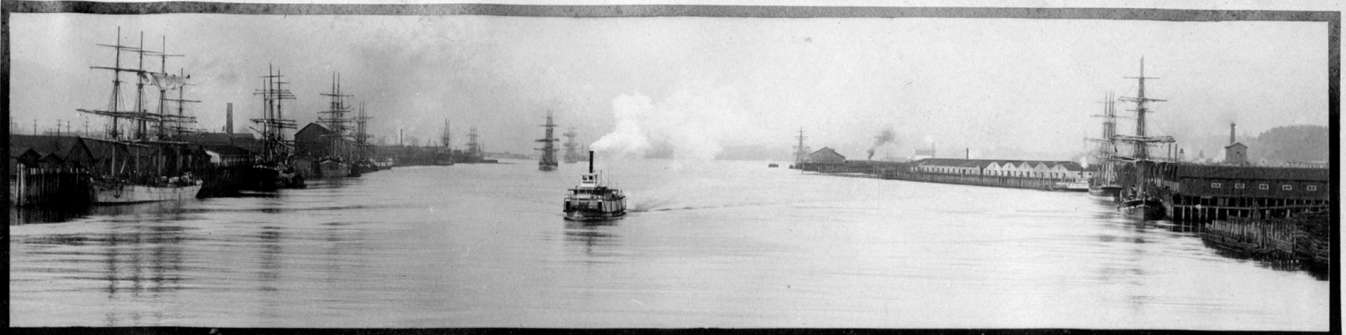


Footnotes¹

Lewis & Clark College Department of History
Spring 2016 Newsletter

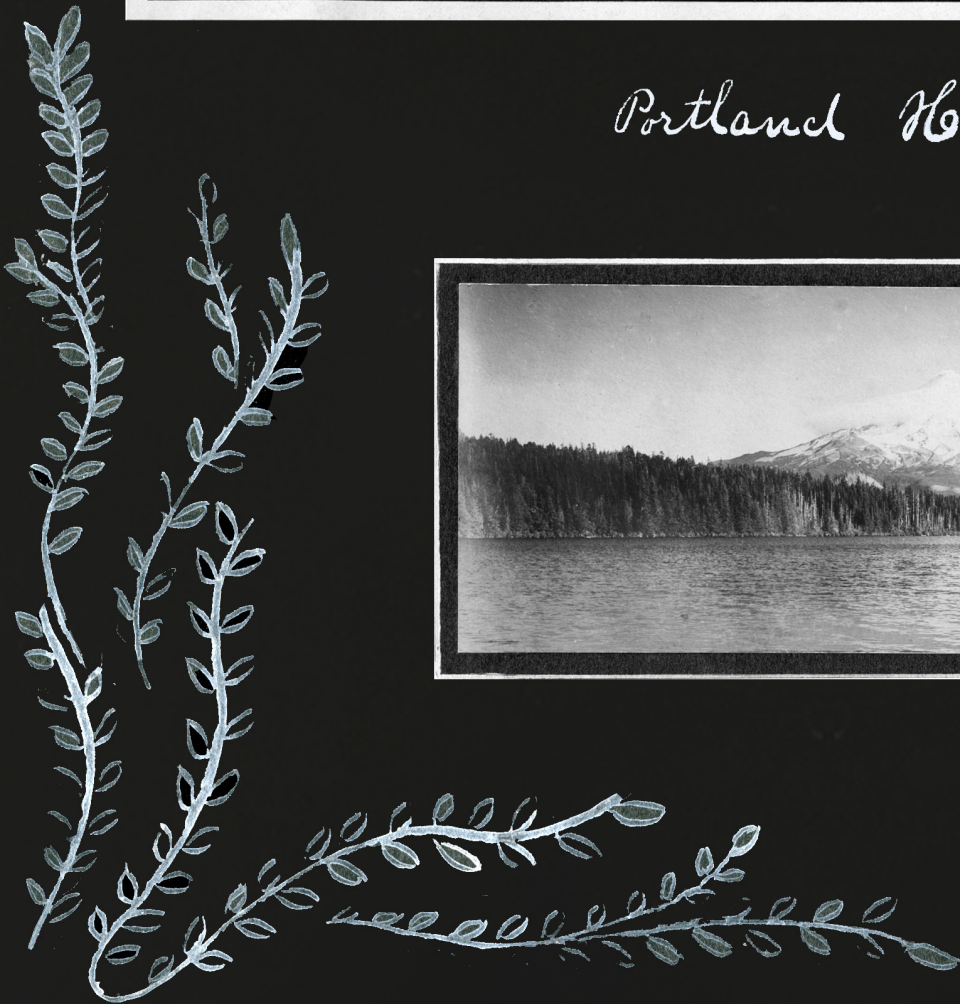


Portland Harbor.



Mt. Hood

Oregon.



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Cover Photo: “Portland and Mt. Hood,” Lewis & Clark Digital Collections, accessed April 29, 2016, <http://digitalcollections.lclark.edu/items/show/34584>.; “Bless that abode...,” Lewis & Clark Digital Collections, accessed April 29, 2016, <http://digitalcollections.lclark.edu/items/show/34553>.

TO END ALL WARS: THE COLLEGE, THE COUNTRY & THE WORLD

Imagine yourself attending Albany College, in rural Eastern Oregon, 99 years ago today. Last year, the campus was a bustling place of academic pursuits and budding friendships. This year, it is eerily empty. Seventy-six percent of the student body has seemingly vanished before your eyes. But where have they gone? The year is 1917, and the majority of your fellow classmates have enlisted to fight in the First World War. Even your future college President, Private Morgan S. Odell, has committed himself to the cause, acting as a volunteer ambulance driver on the Italian front.

World War I now occupies a distinct place in popular collective memory, yet many remain mentally distant from the war, failing to perceive the degree to which the event continues to shape the world today. World War I was not just a four-year war born of territorial geopolitics and the deadly rivalries between great imperial powers; it was a war about the very way we interpret the spaces we inhabit. From the ruins of three great European empires, a proliferation of countries, based on the principle of “national self-determination” popularized by U.S. President Woodrow Wilson, were founded. This brought nationalism to the forefront of the international imagination, and inspired countless other nationalist movements across the globe over the next fifty years. World War I also presaged the rise of the two superpowers of the twentieth century: the United States, which emerged from the war as a creditor nation to the ravaged countries of Europe; and the Soviet Union, which rose from the ashes of the 1917 Russian Revolution to become the worldwide sponsor of the Communist system.

For those who wish to reacquaint themselves with this important lesson in history, you may wander through the atrium of Watzek library, which now houses a multimedia exhibition entitled “The Great War 100 Years Later: The College, the Country, and the World.” The corridor that once displayed the writing and belongings of the school’s beloved professor emeritus, William Stafford (1914-1993), received an update this summer thanks to the hard work of three students, one



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Morgan Odell and his wife Ruth



professor, and one archivist. The team—comprising Professor David Campion, Sten Eccles-Irwin (16'), Emma Hoch-Schneider (16'), Nicolas Read (18'), and assistant archivist Zachariah Selley—worked together over the summer to create the museum exhibit now featured in the library.

One of the centerpieces of the exhibit is a collection of letters that Morgan S. Odell, who decades later would become president of the college, wrote from the frontlines in Italy. Professor Campion and the three student researchers spent two weeks reading over several hundred of Odell's letters in order to find the best crystallizations of his experiences in World War I. To explore Albany College's experience (an institution that in 1942 would become Lewis & Clark College), the exhibit team dug issues of the "Albany College Bulletin"—a monthly newsletter—out of the archives, where they discovered the dramatic drop in enrollment owing to the war. Some of the Bulletins are in the display cases. The exhibit also features war medals and other artifacts from Professor Campion's personal collection, as well as some wartime French propaganda posters serendipitously discovered in the college's archives. Finally, visitors can read through an interactive timeline of Odell's life, from birth to death, on a touchscreen display. The timeline offers additional insight into Odell's thinking through quotations from letters not included in the larger displays. A generous grant from the Andrew J. Mellon Foundation covered team member stipends and incidental expenses, including the framing of the excellently preserved posters from the archives.

Above: wartime postcards, letters from Morgan Odell from the front, and a certificate of donation to the American Poets' Ambulance brigade.



From left: David Campion, Emma Hoch-Schneider, Sten Eccles-Irwin, Nicolas Read, Zachariah Selley.



Odell, left, leaning on an ambulance.

53rd ANNUAL ARTHUR L. THROCKMORTON MEMORIAL LECTURE: DR. TARA ZAHRA

“ To the Austro-Hungarian government, the sight of so many emigrants leaving for America was cause for alarm, as it represented the devastating loss of ‘human material.’ ”



Dr. Tara Zahra

On March 17, Lewis & Clark welcomed Dr. Tara Zahra, Professor of Eastern European History at University of Chicago, as the 53rd Annual Throckmorton Lecturer. This annual lecture celebrates the memory of beloved history professor Arthur L. Throckmorton who 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. His wife, Florence, attended the lecture each year until her death in 2014.

Dr. Zahra's talk was based on material published in her latest book, *The Great Departure: Mass Migration from Eastern Europe and the Making of the Free World* (2016), one of three books she has published on European History. She is also the author of *Kidnapped Souls: National Indifference and the Battle for Children in the Bohemian Lands, 1900-1948* (2008) and *The Lost Children: Reconstructing Europe's Families After World War II* (2011). In addition to giving the Throckmorton lecture in the evening, Dr. Zahra spent the day engaging with students and faculty, visiting Professor Elliott Young's "Borderlands" class for an informal talk.

Dr. Zahra's lecture delved into how Eastern European nations at the turn of the century dealt with large-scale emigration of their citizens to the New World, mostly to the United States. Americans are well acquainted with the stories of European immigrants after they arrived on our shores in the late nineteenth and early twentieth centuries. American industrial might was built on the backs of German, Polish, Irish, and Italian labor. Even today, in sixteen states German is the most spoken language other than English and Spanish. In her talk, Dr. Zahra focuses on these immigrants before they left Europe, a side of the story that is less well-known to Americans. The touchstone of her talk was a trial of Jewish travel agents in a court at Wadowice, a Polish city in the Austro-Hungarian Empire in the 1880s. The travel agents were accused of "introducing a slave trade into the free land of Austria" by tricking peasants into emigrating to the United States, where they were exploited for labor. This may be startling to Americans since the common wisdom is that the United States was seen as a golden land of opportunity by immigrants. To the Austro-Hungarian government, the sight of so many

emigrants leaving for America was cause for alarm, as it represented the devastating loss of the “human material” that a strong nation was thought to require.

Anti-semitism and racism were part and parcel of emigration rhetoric in Austria, just as Americans worried about the dilution of their “Anglo-Saxon blood” caused by the influx of supposedly “lesser” types of whites from Europe. The fact that the Wadowice travel agents were Jewish is no coincidence. Anti-emigration agitators in Austro-Hungary were often deeply anti-semitic and painted emigration as a plot by greedy Jewish travel agencies to enrich themselves. There was also the concern that Austrian whites were worked like “inferior” blacks once they arrived in the United States, debasing their racial standing (on the other hand, European Jews who emigrated to the U.S. were often in the position of being considered “white” for the first time). The global politics of racial status and identity were changing thanks to emigration. In fact, it was increasing Jewish emigration in response to anti-semitism in Europe that caused one of the first international migrant crises. Western leaders tried to find a receptacle for Jewish emigration, but in the words of one contemporary observer,

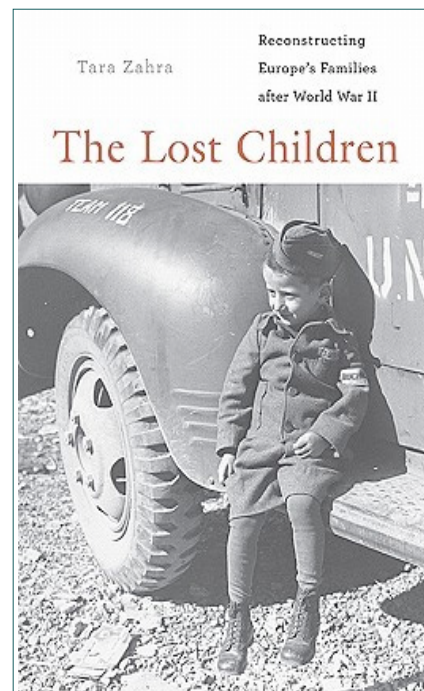
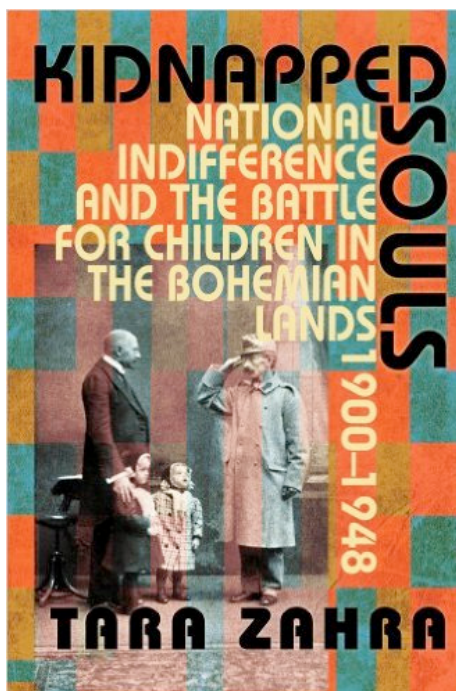
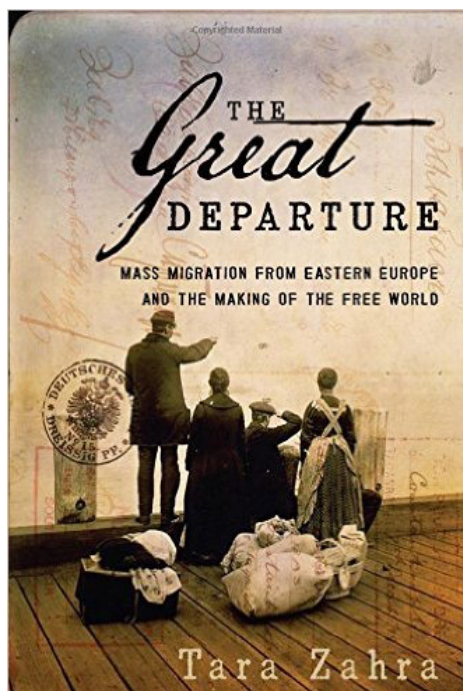


Dr. Zahra engaged a crowd of students, faculty, and interested community members in Council Chambers.

Photo by Peter Melling ('16).

“no one wants to become the trashbin of the world.”

Professor Zahra’s talk echoed the debates about immigration that are raging throughout Europe today. Race and ethnicity are still central aspects of those debates. Could the “Jewish Question” of the early twentieth century be eclipsed in our age by a new “Muslim Question?” Professor Zahra’s research into the immigration debates of yesteryear offer powerful lessons for our understanding of immigration in our increasingly mobile world.



REMEMBERING THE HOLOCAUST: CHILD SURVIVOR RUTH BOLLINGER

On March 4th, 2016, students from PDX Hillel welcomed Holocaust survivor Ruth Bollinger to campus as part of the group's annual commemoration of one of the 20th century's greatest tragedies. Bollinger spoke to students in Council Chambers, where all in attendance were captivated by Ruth's ability to speak about and reflect upon the influence that the Holocaust had in shaping her own life as well as her family's.

Standing in the center of the room, Ruth held up a funnel to explain how she identifies with the Holocaust. Pointing to the large rim of the white funnel, Ruth spoke about those who consciously experienced the Holocaust. Pointing to the narrowest end of the funnel, Bollinger referred to the child survivors of the holocaust—those who lived through the ordeal but may have been too young to remember their experiences concretely. Ruth identifies with this group of survivors, telling the audience that while the experiences rest within her unconscious, she carries the stories about her family's journey in her heart and in her stomach.

“ Ruth credits her family's successful escape to her father's relentless pessimism and her maternal grandfather's connection with the Queen of Sweden.”

possible, fearing it would disrupt her ability to feed the couple's newborn child. This task proved difficult and it was not long before Anna Weiss sensed that something awful had occurred in their community. Three weeks later she stopped producing breast milk.

Her parents moved quickly to get the family to safety. Ulrich went to Prague in neighboring Czechoslovakia. For Ruth and her mother, travel was not easy. As an infant, Ruth was given to a family friend with roots in Prague, and the two crossed the border together. Anna subsequently

Ruth was born in Austria on March 18, 1938, just one week after Hitler unified it with Germany. Not wishing to upset his wife Anna, Ruth's father Ulrich attempted to hide this information from her for as long as



smuggled herself into Czechoslovakia in the back of a furniture truck.

This initial border crossing marked the first of many for the young family who jumped from country to country as Hitler and the Nazis marched across Europe. Ruth credits her family's successful escape from the Nazis to her father's relentless pessimism and her maternal grandfather's connection with the Queen of Sweden. Ruth's father never believed his family to be safe and demanded that they always be on the move, fleeing from country to country, sometimes just barely escaping the reach of the Nazis; Ruth and her family were only able to do so because of her grandfather's connection to Swedish royalty. Ruth's grandfather called upon Queen Victoria of Sweden to issue his relatives the necessary visas when he saw no other options for escaping Vienna with his wife and family.

While extraordinary circumstances allowed Ruth and her family to escape the persecution and later genocide of European Jews, she urged the audience to remember those who were less fortunate. In doing so, she also drew parallels to modern atrocities, preaching greater acceptance of diversity—both ideologically and racially—in the United States. As the last survivors of the Holocaust continue to dwindle, Ruth and her fellow members of the World Federation of Child Survivors grow ever more important in keeping the memory of the Holocaust alive.

STUDENT INTERN AT THE MULTNOMAH HISTORICAL ASSOCIATION:

SWERNOFF HELPS GIVE HISTORICAL CONTEXT TO PERSONAL ARTIFACTS

Last semester, I interned at the Multnomah Historical Association (MHA) in Southwest Portland. The Multnomah Historical Association is “dedicated to preserving the history of Portland’s southwest neighborhoods” and focuses mostly on the Multnomah Village area settlement, founded in the early 1900s and annexed by the city of Portland in 1950. Although students these days may be unfamiliar with the area, in the past the Village was a popular place for LC students to hang out on the weekends and go on dates.

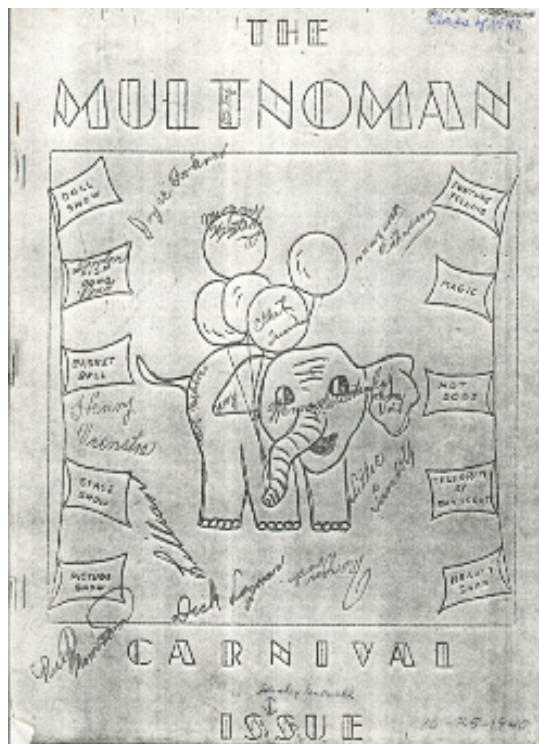
At MHA, I scanned negative photos, catalogued collections, conducted oral histories, wrote new stories, indexed local newsletters, and organized the archive. As a local, volunteer-run historical archive, MHA did not follow typical archival practices and standards. When most historical archives receive a donation, the items are catalogued together within a collection. If, for example, Bob Smith donates a box full of coins, advertisements, and photographs, all of the items are labelled and kept together in the “Bob Smith Collection.” For most of MHA’s history, however, if Bob Smith brought in this same collection of objects, the coins would be separated and kept with other coins and the advertisements and photographs would be filled according to item type and subject.

This type of archival organization makes it so the connections and connotations the items have are lost, and can detract from the historical value of the collections. Moreover, since MHA is a local historical archive, a lot of the items donated have significance only in the area and to certain people. Tim Lyman, director of MHA and proponent of organizing items by donor, says that people donate their “grandmother’s attic” to MHA and that it is the Association’s job to go through these items and contextualize them in order to give them a historical purpose.

Going through donations and the archive as a whole became a sort of scavenger hunt as I looked for items or documents that were interesting, unique, or had historical context beyond Multnomah Village. It was an eye opening experience to look through ephemeral items that you or I or anyone might own and contextualize them in a historical moment and give them significance in the world.

Written by Hannah Swernoff ('16)

Pictures courtesy of the Multnomah Historical Association



Carnival issue of *The Multnoman* magazine



A man in the garb of an Indian chief during a “Multnomah Days” festival, perhaps in honor of the Multnomah tribe

SENIOR HONORS THESES: THE CULMINATION OF A JOURNEY

This year, five senior History majors were nominated to undertake the yearlong process of writing an honors thesis. On April 9th, 2016, all five students successfully defended their theses before the History faculty. For the students, the process was in turns rewarding, frustrating, exhausting, and illuminating. Sometimes research projects can seem to exist within a vacuum and, as such, the students have written short summaries of their fascinating topics in order to share them with the wider community. If you find yourself intrigued, this year's honors theses and those of past graduates are archived in the Watzek Library Student Thesis Database.

Lindsay Mulcahy, "Chasing Charles Smith: A Journey of Racial and National Ambivalence through the Imperial Borderlands"

By tracing the life of an African American man named Charles Smith this thesis analyzes the intersection of race and nationality in the United States and its territories at the turn of the twentieth century. Smith's participation as a soldier in the Spanish-American War and as a vocational instructor at the Phoenix Indian School connects the structures that enforced U.S. imperialism and settler colonialism. On the periphery of the U.S. empire, some African Americans positioned themselves against subalterns by appealing to the privileges of citizenship they were denied closer to home, while others formed relationships with other oppressed people they came into contact with. Examining these conflicts blur national boundaries because contested zones between U.S. citizens and colonized people existed in Cuba as much as within the United States.



Lindsay Mulcahy ('16)



Caleb Diehl ('16)

Caleb Diehl, "Watershed Warrior: Radical Environmental Philosophies and their Role in the Opal Creek Wilderness Controversy, 1968 to 1996"

My thesis examines George Atiyeh's fight to preserve Opal Creek Wilderness, one of the last remaining old growth forests in the United States. I argue that Atiyeh challenged the binary between liberal, urban environmentalists and conservative, rural loggers. To block loggers from Opal Creek's premium timber, he worked a number of low-impact mining claims. He provides an example of an environmentalist physically and financially invested in the land he hopes to protect. Ultimately, my thesis explores the environmental value system of the Pacific Northwest, one uniquely informed by radical movements, bioregionalism, and a libertarian ethos.

Julia Withers, “Defiance and Americanization: Jazz in Japanese American Internment”

My thesis project is about how Japanese Americans created a new political use for jazz in World War II internment camps to express resistance to their incarceration and emphasize an American identity. My honors portion carries on the theme by investigating how the Minidoka Swing Band, a Portland-area, majority Japanese-American swing band named after the Minidoka internment camp in Idaho, carries on the public memory of internment using jazz of the 1940s. I argue that Japanese-American jazz players and listeners borrowed from Black jazz musician’s modes of expression and politicization to express their own situation in internment.



Julia Withers ('16)



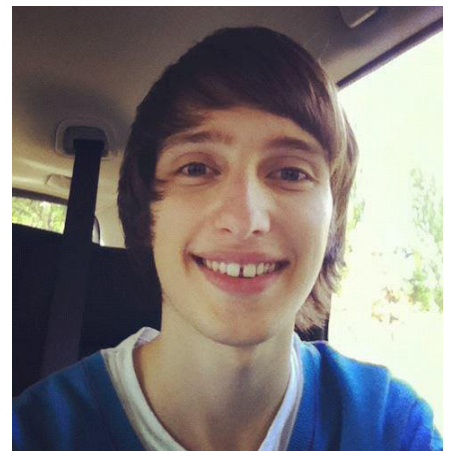
Hannah Swernoff ('16)

Hannah Swernoff, “Building Resilience: Community-based Development in Appalachia during the War on Poverty”

Following World War II, the American public believed in the liberal consensus and, during the wave of postwar prosperity, put faith in market capitalism as the solution to every conceivable problem. Yet poverty, especially rural poverty, still existed and was “rediscovered” by social thinkers in the 1950s and 1960s and the nation soon focused its analysis of such poverty in Appalachia, a long-forgotten center of American heritage. Reporters and government officials sensationalized Appalachian poverty to portray the region as hopeless and beyond the context of modern America. Throughout this “rediscovery” however, Appalachian academics, professionals, and community organizers created flexible and adaptable community-based development organizations and agencies which actively countered rural poverty in their region. Long term efforts at community-based development in Appalachia proved the resilience of local resistance efforts and highlighted the need for individual and community perspectives in national initiatives such as the War on Poverty.

Sten Eccles-Irwin, “Mr. Johnston Goes to China: A Case Study of the Mechanisms of Formal and Informal British Imperialism in Early Twentieth-Century China”

In 1919, colonial magistrate and China expert Reginald F. Johnston accepted an appointment as tutor to Pu Yi, the deposed emperor of China. Johnston was an unusual character who had great sympathy for China and the Chinese people uncommon among many Europeans of the time. He was also undeniably an agent of the same imperial forces that were threatening to tear China apart. His work in China, both in the colonial service and as imperial tutor, give a new perspective on formal and informal British imperialism, including methods of colonial control and spreading of British influence, and the impact that one individual could have on the future direction of the British Empire.



Sten Eccles-Irwin ('16)

ELLA ANTELL TRAVELS TO RUSSIA AND BACK, PURSUES HARVARD PH.D.

Ella Antell ('12) is pursuing her Ph.D. in U.S. history at Harvard University. As a senior, Ella wrote her thesis on anti-communism and the Portland Police “Red Squad” in the 1930s. Her current research continues along similar lines, focusing on race, policing, and mass incarceration in twentieth-century America. Currently, Ella is interested in constructions of crime involving juvenile delinquency and “gangs” after World War II, as well as the ways that U.S. imperialism in Puerto Rico and Latin America has been a component of these processes. We recently asked Ella a series of questions about her past experiences and future plans.

Why did you decide to pursue a Ph.D.?

After a couple of years out of college, I realized that I really missed doing history—not just reading books, but actively engaging with the world as a product of history and seeking to understand and to educate people about how we got here. Once you start to think in those terms, it's hard to stop.

You spent a year living in the Russian exclave of Kaliningrad on a Fulbright grant, could you please discuss your experiences abroad?

Kaliningrad is a bizarre and fascinating place. The area was once the capital of East Prussia, then it was taken by the Soviet Union during World War II and turned into a super-secret closed naval city for the duration of the Cold War, until it was finally opened in the early 1990s and now remains a discontinuous part of Russia, a tiny holdout inside the European Union. You can literally see the three different cities built on top of each other: Russian on Soviet on Prussian. Needless to say the politics of identity and urban space are complicated. My Fulbright was technically for teaching English at the university there, but I had a lot of free time, so I spent it exploring the city and writing about its history.

While in Russia, did you continue your senior thesis research at all?

Strangely, it was living in Russia that made me realize if I was going to study history, I wanted it to be U.S. history. There's nothing like being immersed in a completely foreign society to make you really understand just what your own culture and politics mean to you.

What was your area of interest at Lewis & Clark?

One of the best parts of the Lewis & Clark history department was that I was able to take classes that were all over the place in terms of time and space. Even though I wrote my thesis on a U.S. topic, the majority of my courses were not on U.S. history. I still draw on what I learned from those classes, about everything from Japan to South Asia. In hindsight, the global breadth was remarkable.



Ella Antell ('12)

What is your fondest memory of the history department at Lewis & Clark?

I bought all of the secondary literature that Dave Campion assigned for his classes, and then almost never read it (I can admit this now). I was recently home for winter break and found all those books on my shelf, and thought, “Wow, this stuff is really useful, I didn't know I had a copy of this!”

What are your plans after completing your studies?

The dream is to teach at a small liberal arts college in the Pacific Northwest... and maybe raise some goats...

CHARLA BOLEY TAKES PASSION FOR HUMAN RIGHTS ABROAD

Charla Boley ('13) recently moved to Budapest, Hungary to complete a ten-month M.A. in Human Rights at the Central European University. Here is what she had to say about her academics, her interests, and the political situation in Europe.

What classes are you taking? Does your program require that you complete some sort of internship? Do you have a research project? What led you to apply for this program in particular?

Currently I am taking five courses. Critical Race Theory, Comparative Freedom of Religion, Human Rights in Emergency Situations, Human Rights Remedies, and Selected Issues in Criminal Justice and Forensics. Earlier in the year I was able to take a course cross listed with the history department called Mass Atrocities in the Fog of War. I really appreciated being able to stay connected to my “history roots.” The program does not require an internship, but does offer a short internship experience in the spring and supports anyone who arranges for an internship independently. We are required to write a thesis for our degree. It must be comparative—that is between two to three jurisdictions—and must identify a problem in the human rights field. I am researching Holocaust denial, “memory laws,” and the connection between freedom of expression. During my time at LC, I was unable to study abroad and I always regretted this. From my research into CEU I could tell that by attending I would be exposed to many perspectives and worldviews. In one of my classes there are students from India, Ethiopia, Romania, Pakistan, Ukraine, Australia, Bosnia-Herzegovinian, Bolivia, Hungary, United States, Uganda, Bangladesh, Slovakia, Egypt, Serbia, Russia, and Mexico. This diversity is invaluable and the very reason I chose to apply here. My favorite part of class is when the professor calls on us to share related experiences from our own jurisdictions.

Hungary is a flash point in the ongoing Middle Eastern migrant crisis. In addition, Prime Minister Viktor Orbán and his government have been criticized internationally for their restriction of press freedom and abuse of human rights. Could you elaborate on how the crisis has shaped your academic and personal experiences in Hungary?

I first arrived in Hungary at the end of August last year. At this point in time Viktor Orbán’s government decided to shut down all buses and trains from Budapest to Vienna. As a result the train station became a pseudo refugee camp overnight. This is a



Charla stands in front of the CEU.

place I regularly pass through and it is still jarring for me to remember the families and individuals caught in a limbo with nowhere to go. CEU students began communicating with local non-profits and agencies to coordinate donations and volunteer shifts. CEU faculty were quick to support these actions. As a newcomer, it was inspiring to know that I was part of a community that not only cared about the issue, but was actively working with and for refugees. The crisis has influenced my choices in courses. I have taken a class on refugee and asylum law and attended as many

information sessions as possible to better understand the situation from a legal and advocacy standpoint. This has covered a vast array of issues—down to whether or not the term migrant or refugee is more suitable.

The Hungarians I encounter regularly are, unsurprisingly, of a liberal disposition and I am not sure how representative they are of the entire population. They actively speak out against the right-wing policies and have organized protests and marches in solidarity with the refugees. I know that some local businesses have collected clothing and other necessities for refugees. That being said, I do get the sense that there is a significant amount of support for Orbán that I simply do not find myself personally in contact with too often.

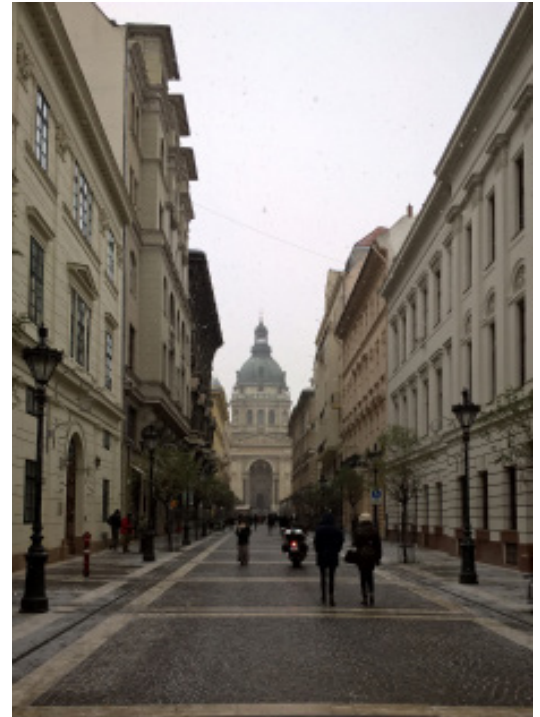
Orbán's government continues to refuse to cooperate with the European Union—you may have seen in the news the recent rejection of quotas for refugee distribution. Through courses I have taken and talks I have attended, it is my understanding that the general fear of the academic and legal community in Central Europe is that the European Union, in its dramatic failing to address the refugee crisis, has severely undermined its founding principles and is faced with a very real threat of falling apart. This is only compounded by emergency situations and security hikes and the fact that we are in the midst of a resurgence of right-wing governments of which Hungary is clearly a case study.

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

Much of what I study has some sort of connection to history. We look at a lot of case law and contextualize it, so the skills I developed at LC are extremely useful. The ability to effectively analyze texts and also being able to read hundreds of pages a week has been very useful training. I also believe that my writing and research skills were well developed by my studies at LC. And finally, I have to admit that I never really properly appreciated the opportunities I had at LC to present my research, even in classroom settings or small groups. This is such an important skill and I will continue to rely on it here at CEU and in the future.

What is your fondest memory of your work in the history department at Lewis & Clark?

Surprisingly (to me at least), I feel a lot of fondness for the hours and hours and hours I spent in Watzek working on the historical materials' annotation project. There was this feeling of solidarity and mutual craziness my classmates and I experienced.



Looking down a wide boulevard in the Hungarian capital of Budapest.

I still remember the night we all turned in our binders. We were all sleep deprived and felt so silly with relief. Since I was a transfer student to LC, this was my first term and a bit of an intense introduction to the department. I've always liked that.

What are your plans after completing your studies?

My ideal plan, unfortunately a bit vague at the moment, is to find work with an NGO conducting research and working on advocacy projects, hopefully in an international setting. That being said, I am also considering returning to the Portland area (my hometown) and applying my education to local issues. I am at a bit of a crossroads, honestly, and will be making important decisions in the coming months. Which is both exciting to contemplate and a bit terrifying as all changes can be.

SHINING CITY ON A HILL: ALEX KRAEMER STUDIES HISTORY AT CAMBRIDGE UNIVERSITY

Last year, Alex Kraemer ('15), was selected as one of three recipients of the Davies-Jackson Scholarship. This prestigious scholarship fully funds first-generation college students for a two-year graduate program at the University of Cambridge, where Alex is currently studying at St. John's College. Arriving in Britain in late September of last year, Alex began his studies promptly without much time to see the sights of beautiful, bucolic, Britain. Despite this, Alex revels in the sights he experiences on a daily basis; the campus of Cambridge University. "There are moments of sheer surreality when I'm walking to and from lecture or the library and I look up to see a massive cathedral older than the United States," Alex explains. Those moments, Alex says, act as "stark reminders of how incredible the opportunity to attend Cambridge has been."

Alex's time in Britain has been as much about adapting to British culture as it has been about academics. Alex has come to recognize that there is no one "British accent," but "something like a dozen, plus regional slang." This has led to more than a little difficulty when it comes to communicating with his fellow students, with some conversations being "lost in translation." His encounter with British food has also been a learning experience. Mince pies, haggis, and "the British obsession with custard" are all strange to him, but luckily he is "not a picky eater."

In his first year of study, Alex has had the opportunity to study under prominent historians

such as Dr. Sujit Sivasundaram, who recently authored a book on Sri Lanka in the British colonial period called *Islanded: Britain, Sri Lanka, and the Bounds of an Indian Ocean Colony*. In his second term, Alex studied with Dr. Peter Sarris, author of *Empires of Faith*, a study of Persian-Roman conflict in late-antiquity Near East. Alex describes the most rigorous aspect of Cambridge to be "the fact that students sit down with their professors to discuss their weekly essays; one has to be able to defend their arguments and be able to respond ably to their professors' questions, which is a tremendous incentive to both attend lectures and do as much of the reading as possible." Although this system of study may seem tremendously intimidating, Alex maintains it is "a very effective way to improve one's writing and grasp of history."

At the moment, Alex is preparing for his end-of-term exams, as well as looking forward to writing a dissertation during the summer on Anglo-American interactions in the Pacific, which builds on his senior thesis research at Lewis & Clark. He is scheduled to finish his studies and graduate from the Cambridge program in June 2017, at which point he hopes to move back to the United States and enter a Ph.D. program.

“There are moments of sheer surreality when I’m walking to and from lecture or the library and I look up to see a massive cathedral older than the United States.”



St. John's College's Bridge of Sighs



King's College at Cambridge University

INTRODUCING NEW FACULTY: SARA JAY AND PADDY RILEY

Professors David Campion and Jane Hunter will be on sabbatical for the 2016-2017 academic year. They will be sorely missed by the department during their year away, but we wish them all the best in their research and other endeavors.

The History Department will be welcoming two new visiting faculty members in the Fall. *Professor Paddy Riley* received his M.A. and Ph.D. in history from the University of California at Berkeley, and currently teaches at Dalhousie University in Nova Scotia. *Professor Sara Jay* is currently a lecturer at Washington University in St. Louis, where she earned her Ph.D. in history. Prof. Riley specializes in U.S. history, while Prof. Jay specializes in the history of the Middle East. The department has not had a professor of Middle Eastern history on staff since the retirement of the late Professor Nas Rassekh in 1991; we look forward to Prof. Jay's efforts in enriching and deepening our existing history curriculum. Profs. Jay and Riley have each written short pieces to introduce themselves to the community.

Paddy Riley

I study the politics of slavery in the nineteenth-century United States. I recently finished a book, *Slavery and the Democratic Conscience*, that analyzed how white Northerners confronted, accommodated, and at times challenged slavery in the early years of American democracy. I am beginning a larger project about the problem of slaveholder power in national politics from the American Revolution to the end of Reconstruction. As a teacher, I am most invested in thinking about the long and intertwined histories of race, oppression, democracy, and the American state. I look forward to talking to Lewis & Clark students about American history next year. Professor Riley recently published a book titled *Slavery and the Democratic Conscience: Political Life in Jeffersonian America*.

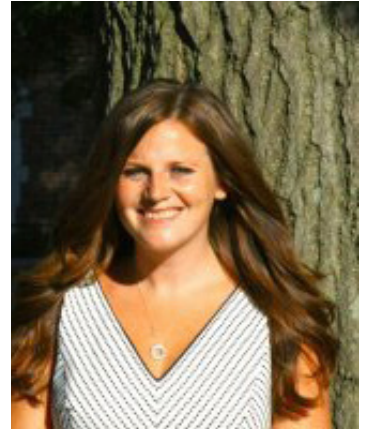


Professor Paddy Riley

In the fall, Prof. Riley will teach **HIST 135: United States, Empire to Superpower** and in the spring he will teach **HIST 134: United States, Revolution to Empire** and **HIST 240: Race and Ethnicity in the United States**.

Sara Jay

Both in my teaching and in my research I am interested in the intersection of Jewish, Christian, and Islamic life in the British and French Imperial, Ottoman, Middle Eastern, and North African settings. My first project, entitled *Falafel, Raï, and Bijoux*, follows the transnational networks cultivated by Jews from Algeria who migrated to France and Israel after Algerian independence in 1962. I look forward to introducing students to the political, colonial, and military conflicts that have categorized the region since 1500, while emphasizing the voices of the local populations. My door is always open, so feel free to stop by anytime next year!



Professor Sara Jay

In the fall, Prof. Jay will teach **HIST 297: Late Ottoman Middle East**, **HIST 397: Jewish and Islamic Migrations in the 20th Century**, and a Colloquium section, **HIST 400: Social and Cultural History of the Modern Middle East**.

HISTORICAL MATERIALS STUDENTS TRANSLATE THE SPOKEN WORD INTO A LASTING LEGACY

Even as they give lectures and grade papers, the History faculty are hard at work on their own research projects. Whether publishing an article, writing a book, or building an exhibit, there are a myriad of ways in which professors advance scholarship in their field. Here are some examples of current faculty projects.



Elliott Young

Professor Elliott Young's most recent book, *Alien Nation: Chinese Migration in the Americas from the Coolie Era through WWII* (UNC Press, 2014) is about the moment when migrants were on the move, crossing borders clandestinely in the Americas. His new project focuses on the moment of immobility when migrants were detained for health quarantine, placed in insane asylums or imprisoned for illegal entry or criminal activity. Today, the US incarcerates upwards of 500,000 immigrants a year in one of scores of immigration detention facilities scattered around the nation. Unlike others jailed for crimes, immigrants imprisoned for unauthorized entry have no right to legal counsel. This new project will tell the story of migrant detention in the US, Canada, Cuba and Mexico from the nineteenth century until the present. Over the last three years, several students have been part of this new project as part of summer student-faculty research grants through which they conducted archival research in Mexico City, Seattle, and Washington DC. The students involved have been Sofia Knutson '16, Maggie Costello '16, Kate Wackett '17, Megan Scott-Busenbark '16 and Emma Biddulph '17.

Professor Mo Healy's book project, *Beyond the Siege: Cultural Traffic Between Austrians and Turks, 1878 to the Present* examines the long and malleable cultural afterlife of the 1683 Ottoman siege of Vienna. The siege is used as a starting point for understanding Austrian and German relations (real and imagined) with Ottomans and Turks in the nineteenth and twentieth centuries. Drawing on recent theoretical work on history and memory, the study examines how Central Europeans have 're-written' the siege story in modern times to support Habsburg patriotism, Austrian republicanism, polish nationalism of the nineteenth century, German nationalism of the twentieth, and post-1960 scares about Muslim immigration to Central Europe. Methodologically the project brings together a cultural history approach (analysis of discourses and concepts) and the history of everyday life (tangible historical actors and their daily exercise of agency). This is a tricky marriage.

At present, Mo is working on a chapter on the 1920s. We are familiar with the late 20th century phenomenon of the Turkish Gastarbieter (guestworker) seeking work in Europe. Mo has uncovered in the State Archive in Vienna a surprising guestworker flow in reverse: from their war-torn and economically depressed homeland, unemployed Austrians set out for the newly established Republic of Turkey in search of work. They included famous architects and artists but also teachers, chauffeurs, barbers, tailors, coal miners, hat makers, and construction workers. Austrian architects and artists were so prevalent in city planning and monument design that some claimed Ankara, the modernizing new capital city, was "Made in Austria."



Mo Healy



Jane Hunter

Professor Jane Hunter plans to tell the early story of Isabel Brown Crook, the daughter of Canadian missionaries, whom she met in the Spring of 2013 in Beijing. Jane was just finishing up a Fulbright year at Sichuan University at the time, and discovered that Isabel Crook had been born on this West China campus in 1915 (she is now 100 years old). After college in Toronto, she returned to Chengdu, and met and married a British Jewish Communist. The two of them first went to the areas under Communist control to report on what was happening there, but stayed to teach cadres intended for the diplomatic corps, electing to remain in China after the revolution. They raised three sons on a Beijing campus, were jailed during the Cultural Revolution, yet decided to remain in China at the behest of Zhou Enlai. Isabel's "conversion" from her parents' Christianity to Communism appears to have been surprisingly gentle. This is noteworthy, given the adversarial relationship that in general characterized the Communist perspective on foreign missionaries and vice versa.

Jane has previously written about Americans who became "changed" by China—focusing on American women missionaries who found in their

work in China a satisfying solution to gender challenges within their home society. The next generation—those born in China—had a more intense connection with an alternative homeland. Jane is interested in the history of these "third culture kids"—who despite the best efforts of their parents often became deeply attached to their lands of birth. Jane sees both significance and potential in this hybrid identity, whatever it ultimately becomes called. As the global economy becomes more integrated, the children of business people have joined the children of diplomats, the military, students, missionaries and others in experiencing a "third culture" upbringing, with all its challenge. This group of people has something to offer as adults. They may have the capacity to envision a greater collectivity, the imagination to conceive of a more effective world order. The possibility of envisioning a global order will require real imagination, backed up with deep cross-cultural insight. In the life story of Isabel Brown Crook, and others who experience similar childhoods, we see where some of that insight and energy might come from.

Professor Susan Glosser is currently taking a break from her research on daily life in Shanghai during World War Two (1937-1945). "It's a huge project and the details of life under Japanese occupation are so brutal I needed a breather," Susan explained. Her current project is still related to China's war against Japan, but it focuses on American philanthropic interest in China. Susan is particularly interested in the philanthropic organization United China Relief from its formation in 1941 to 1945. In the 1920s and 1930s, famine and warfare prompted American and Chinese philanthropists to form several societies that provided food and medical to China. These organizations proliferated with Japan's invasion of China in July of 1937. In 1940, in order to streamline administration, five of these organizations combined to form United China Relief (UCR). The organization's primary purpose was to provide humanitarian aid to the civilian population through fundraising in the United States. UCR's efforts on both fronts have left us a rich variety of historical sources. As part of its fund-raising, UCR sold matchbooks, holiday cards, commemorative pins, and a cookbook. It also wanted to educate Americans about Chinese culture and China's fight against Japan. To that end it commissioned posters with images of valiant Chinese and published pamphlets that countered negative stereotypes of Chinese culture and politics. Susan's work uses these material and organizational documents to better understand the role UCR played in creating US support for China and inculcating new attitudes toward this former "sick man of Asia." History major Sten Eccles-Irwin ('16) is aiding Susan in creating an exhibit on this topic for the Watzek atrium. It will open in August.



Susan Glosser

COURSE SPOTLIGHT: CONTEMPORARY ISSUES IN MASS INCARCERATION

The most unorthodox course in the history curriculum is the Inside-Out Prison Exchange, taught by Reiko Hillyer. The program, an integrated class of incarcerated men and L&C students taught at the Columbia River Correctional Institution, traces the rise of the carceral state in the United States by “examining how Americans have engaged in—and interpreted—crime in different historical eras and the various ways Americans have sought to deter, punish, and rehabilitate.”

Last year, overwhelmingly high demand made it necessary for Hillyer to conduct over forty interviews for the 15 slots available in the course. The number of earnest, thoughtful conversations she had during the interview process inspired Hillyer to create a reading group to explore similar issues surrounding mass incarceration and criminal justice. Hillyer reflected on the time after the interviews and explained how she thought particularly in the wake of Ferguson, #BlackLivesMatter, and increasing public interrogation of police brutality, that it would be a “shame if these students who are so committed don’t have an outlet, a container, a space to explore these issues at such a pivotal historical moment. As a teacher, I was obliged and excited by harnessing that moment in history.”

Hillyer created the “Criminal Justice Reading Group” with hopes of exploring topics that the Inside-Out program did not have time to examine. The group, which became a 2-credit directed study and 3-hour weekly class, explored issues of mass incarceration not only through discussion of

assigned readings, but also through in-class film screenings and discussion of interactive multimedia. The class covered current issues in mass incarceration such as police accountability, the War on Drugs, death penalty and life sentences, and the future of reform. The class attracted not only a large number of non-history majors, but also visiting international students, and even one student from Reed. The class invited various guest lecturers including criminal defense attorney, anti-carceral movement strategist, and documentary film producer David Menschel.

Hillyer discussed the importance of looking at issues of incarceration in context and challenging our understandings of them by investigating their historical roots. She hopes that this class will be offered in some version in the future, but it is currently unclear what form that will take. In her words, “history is all about understanding ‘how did we get here?’ Contingency and agency. Nothing that happens is inevitable. If it’s not inevitable, it’s a result of human decisions. Mass incarceration is a case in point. How did we get here?”

Written by Olivia Davis (‘16)



Professor Reiko Hillyer

A FOND FAREWELL TO KHALIL A. JOHNSON, JR.



Students in Khalil Johnson’s “Education and U.S. Empire” class, fall semester 2015.

It is with a heavy heart that the History Department bids farewell to Prof. Khalil Johnson. Khalil came to Lewis & Clark as a Pre-Doctoral fellow at Yale University. He created two new courses while at Lewis & Clark, “Education and U.S. Empire” and “Race, Ethnicity and Popular Music.” Khalil was a friend and mentor to many, and his classes often felt like family. He encouraged all students to speak during discussions, and celebrated their ideas. While many students and faculty members will miss his presence in the Department, we wish him the best in his new position as Assistant Professor of African American Studies at Wesleyan University.

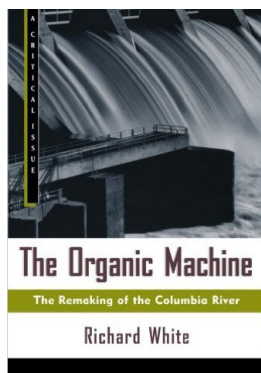
FACULTY FAVORITES: BOOKS AND MOVIES FOR THE SUMMER

Looking for some summer media suggestions? We polled the History Department faculty about their favorite books and movies. Here are some of their recent favorites:

ANDREW BERNSTEIN

The Organic Machine: The Remaking of the Columbia River (Richard White, 1996)

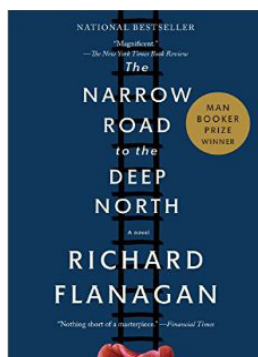
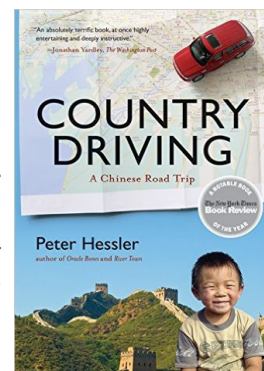
It's one of the finest environmental histories ever written and it's quite short! You won't look at the Columbia the same way again.



JANE HUNTER

Country Driving (Peter Hessler, 2010)

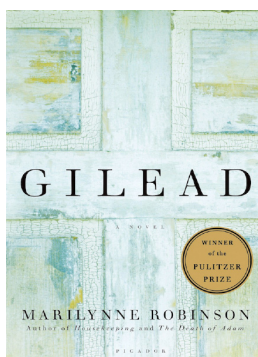
A former Peace Corps volunteer (who wrote a wonderful book about his experiences—*Rivertown*), writes about his adventures driving around China a few years ago.



DAVID CAMPION

The Narrow Road to the Deep North (Richard Flanagan, 2014)

A novel about Australian POWs in World War II who were forced by the Japanese to build the infamous "death railway" in Southeast Asia.



KHALIL JOHNSON

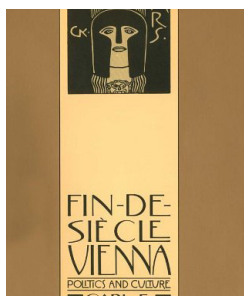
Gilead (Marilynne Robinson, 2004)

Take a break with this superb work of historical fiction. It's stunningly beautiful, incredibly human, wise, and wonderful. Check out the sequel, *Home*, one of the more nuanced and understated critique of racism in the United States I've read.

MO HEALY

Fin-de-siècle Vienna (Carl Schorske, 1981)

One of the books that drew me to the study of history. Ever wonder how you could write the history of a street? Read on.

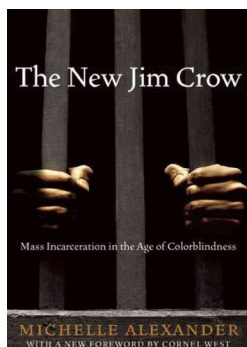
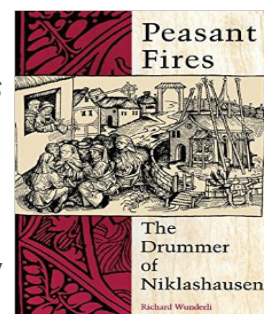


BEN WESTERVELT

The Making of the Middle Ages (R.W. Southern, 1953)

Peasant Fires (R. Wunderli, 1992)

Film: *Blade Runner* (Ridley Scott)

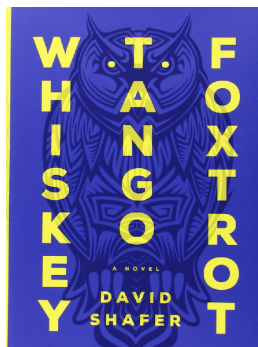


REIKO HILLYER

The New Jim Crow (Michelle Alexander)

Film: *Legends of the Fall*

One of my old favorites- a haunting and epic story of a family in the 19th century west and the tragedies they face. Totally underrated.



ELLIOTT YOUNG

Whiskey Tango Foxtrot (David Shafer)

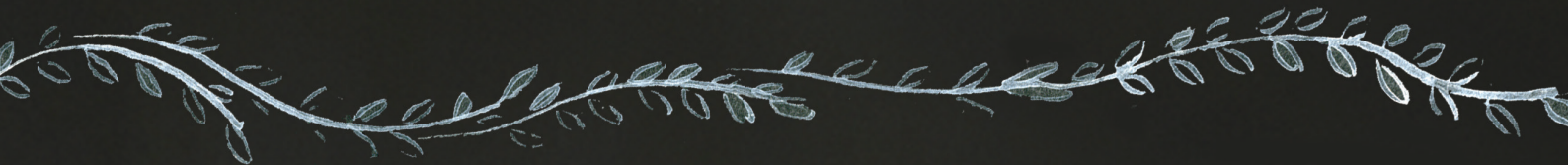
Film: *Imitation Game*

Faculty favorites list compiled by Olivia Davis ('16)

Footnotes 2016

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