

# Footnotes<sup>1</sup>

Lewis & Clark College  
Department of History  
Spring 2018 Newsletter



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*Front Cover Photo:* "Manor House," *Lewis & Clark Digital Collections*, accessed April 27, 2018, <http://digitalcollections.lclark.edu/items/show/34074>.

*Back Cover Photo:* "Manor House," 1945, *Lewis & Clark Digital Collections*, accessed April 27, 2018, <http://digitalcollections.lclark.edu/items/show/33854>.

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# The Light in Islam: Muslims and Liberalism in South Asia

## Dr. Ayesha Jalal

Lewis & Clark's 55th Arthur L. Throckmorton memorial lecturer, Dr. Ayesha Jalal, walked into lunch with more energy than any of the students sitting around the table. Historians are often stereotyped as stuffy and inaccessible, but Dr. Jalal's dynamic energy kept the conversation from ever coming to a standstill. She went around the table and asked about our majors, research interests, and plans after graduation, taking special interest in the students working on their theses. While most students come to the Throckmorton lecture expecting to ask questions of the guest, this year the students were the ones being questioned the most. Dr. Jalal offered more career advice in an hour than most of us had received in our lives.

Dr. Jalal is currently the Mary Richardson Professor of History at Tufts University where she teaches in both the History Department and the Fletcher School of Law and Diplomacy. After meeting Dr. Jalal, it is easy to see why she was awarded the MacArthur Fellowship, also called the "Genius award." Her lecture, "The Light in Islam: Muslims and Liberalism in South Asia," challenged Western liberalism's historical exclusion of South Asian Muslims that began during British colonial rule and has continued since then.

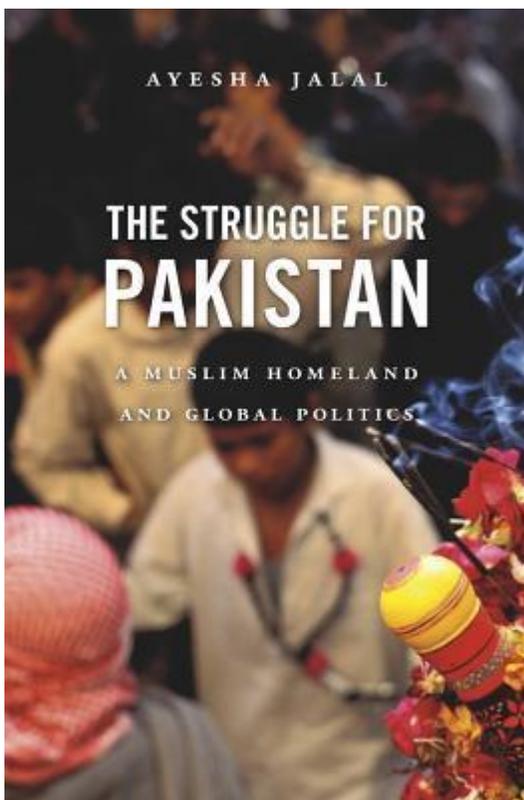


*Dr. Ayesha Jalal*

Dr. Jalal's research challenges Western liberalism's exclusion of South Asian Muslims beginning during British colonial rule.

In her lecture, Dr. Jalal exposed contradictions in Western thought concerning Islam and questioned if these were conscious misrepresentations of the religion for political purposes. She focused on one figure in particular, Syed Ahmad Khan, who was a nineteenth-century North Indian educator and social reformer. She also discussed the changing definitions of “liberalism” and their connection to the history of Muslim enlightenment. Dr. Jalal’s goal is to open up discussions to new ideas and create more dialogue with her work. The lecture inspired a spirited discussion among the faculty and students. Afterwards, the LC community joined Dr. Jalal for a dinner in her honor in the Gregg Pavilion where she was quickly surrounded by a crowd of eager students.

*Claire Duncan ('19)*



*Left: Professor Jalal’s latest book, *The Struggle for Pakistan: A Muslim Homeland and Global Politics* (Harvard, 2014).*

*Right: Prof. Arthur L. Throckmorton. From Lewis & Clark Digital Collections.*

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# Fast Food and Civil Rights

## Dr. Marcia Chatelain



*Dr. Marcia Chatelain*

Dr. Marcia Chatelain, Associate Professor of History and African American Studies at Georgetown University, came to Lewis & Clark College to present a lecture on her current book project, *From Sit-in to Drive-Thru: Black America in the Age of Fast Food*, that explores the relationship between McDonald's franchises and black activism. A franchising company allows individual buyers (franchisees) to purchase the right to open their own branch of the franchise company. This gives the owner rights to use the brand, but the new owner must also agree to uphold strict standards of service and cannot deviate from the franchise's business plan.

During Dr. Chatelain's presentation, it quickly became clear that she was a gifted speaker and lived up to the expectations of her numerous awards and recognitions. She is a Harry S. Truman Scholar, Ford Foundation

Diversity Fellow, French American Foundation Young Leader, and recipient of the Dorothy M. Brown Teaching Award, among others. She stated that the point of her lecture was not to judge the effects of fast food on minority communities. It might be true that fast food outlets are especially common in low-income neighborhoods of color, and it might be true that fast food symbolizes economic and nutritional shortfalls in these communities. However, her research attempts to answer a question more suited to historians: how did we get to this point? Of course, there is no one-size-fits-all answer; there rarely is. Dr. Chatelain focuses on McDonald's and why it was able to expand at a time when most other fast food franchises were shrinking.

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She discovered that McDonald's remarkable success towards the end of the Civil Rights movement was intrinsically linked with majority black neighborhoods, real estate interests, and the racism of white business owners. McDonald's, Chatelain reveals, is a real estate company that also offers food. Their primary interest is the land under each of the more than 37,000 "Golden Arches" across the globe. McDonald's wanted access to untapped real estate opportunities within majority black neighborhoods and desperately wanted to protect the properties they already owned in inner-city neighborhoods during uncertain economic times and social and political turmoil. The problem was that racist franchise owners did not themselves want to run businesses in those neighborhoods.

In a creative and bold business move, McDonald's allowed white owners to open new restaurants in the majority white suburbs where they felt more comfortable, and black entrepreneurs took their place at the inner-city locations. Other fast food franchises suffered through these times because white owners would rather close shop than continue doing business in black urban centers. So began the trend of black-owned fast food franchises and their central role as black wealth generators. Although the trend of black-owned fast food franchises may be seem linear, the disparate goals of black fast food franchisees reflect their ideological diversity: civil rights leaders catalyzing change in their communities, social activists pushing the economy forward, and capitalists finding new ways to invest their money. Dr. Chatelain presents a fascinating take on the relationship between fast food and the black community, but she makes sure that the complexities and diversity of thought within this community shine through.

*Hector Brandt ('18)*

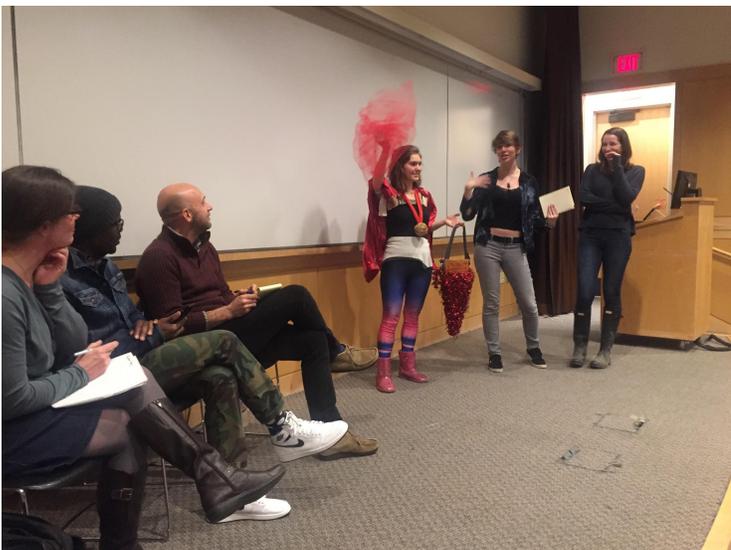


*Image: The oldest operating McDonald's restaurant, built in 1953 in Downey, California.*

*Photo by Northwalker, licensed under [CCo 1.0](https://creativecommons.org/licenses/by/4.0/)*

# Scandalous Students Strut Their Stuff

The theme of the fifth annual Historical Project Runway was scandals. Under the guidance of Heidi Klum (Professor Reiko Hillyer) and Tim Gunn (Professor Andy Bernstein), seven teams competed within short time limits to craft distinctive fashions inspired by historic scandals. These included the 1984 Rajneeshee bioterror attack, the abdication of King Edward VIII, and the trial of Oscar Wilde. The first place look was designed by Coltyn “The Rock” Cody (‘20), Amelia “Brick” Sommer (‘20) and Bryan “Annotation Annihilation” Miller (‘20). The biggest scandal of the night? None of the members of the winning team are history majors.



*Left Top: Enron, 1st Place  
Left Bottom: Russian Olympic team doping, 2nd Place, being judged by Mo Healy (History), Daymond Glenn (Ethnic Studies), and Joel Martinez (Philosophy)  
Above: Facebook Cambridge Analytica Scandal, 3rd Place*

# Slave Religion and Sainthood

## James Padilioni, Jr.



*James Padilioni with a statue of St. Martin de Porres*

The complexities of Saint Martin's story demonstrate how religion is remade in the lives of people in the New World.

On April 3rd, 2018, Consortium for Faculty Diversity Dissertation Fellow, James Padilioni, Jr., shared his research on Saint Martin de Porres (1579-1639), a friar, slave, and minister in a Dominican Hacienda in Lima, Peru. Three hundred twenty-three years after his death, Martin was canonized by the Catholic Church as the patron saint of social justice, just two years before the passage of the US Civil Rights Act in 1964.

Utilizing a wide variety of sources, including the accounts of other slaves, James has re-examined the life and legacy of St. Martin de Porres and the ways in which the hagiography and his later canonization elucidates the complexities of religious cultures among the African slaves and indigenous peoples of the New World. James began and ended his lecture with a hagiographic passage that depicted St. Martin's penance and piety through self-flagellation. Moving between and beyond the life of St. Martin, James contextualized the dynamic nature of the slave religion of the Middle Passage. He described the interweaving of indigenous American, Congolese, and Spanish Catholic traditions from slave ships to the Haciendas run by the Dominican order of priests and brothers.



Throughout James' lecture, the persona of St. Martin became less one-dimensionally Christian and his ministry more multifaceted. James' analysis interrogates the paradoxical nature of St. Martin's self-flagellation and acts of mortification as visceral acts of Christian piety. At the conclusion, James once again brought the listeners' attention to the hagiographic account of St. Martin's self-flagellation, in which he stated, "voluntary flagellation appears particularly paradoxical or ironic in light of the pain already present in the daily life of the poor and enslaved." Here, and throughout his lecture, James traced the complexities of religious cultures in a way that complicated the multivalent passage of St. Martin's self-flagellation. The friar's faith and ministry to other slaves, both indigenous and African, becomes more complicated and his later canonization by Pope John XXIII in 1962 more convoluted.

In sum, James' detailed research about the complexities of St. Martin's faith, ministry, and behavior captures the ways in which religious cultures do not just move in an orderly fashion, but are continually made and remade. This is seen in the life cycles of mixed-race friars, slaves, and indigenous people as much as Conquistadors, priests, and colonial officials of the New World. Moreover, in the wake of the film *Black Panther*, as well as the contemporary trends in black media, I found James' lecture regarding the African Diaspora and the Middle Passage especially relevant and enlightening.

*Samuel Johnston ('19)*

# Mila Wolpert's Spring in Paris

*Mila Wolpert ('19) is in Paris, France, from January through August 2018, studying French and interning at the US Embassy. She is a History and French Studies double major.*

**In which particular program are you participating?  
What are you studying mainly and what classes are you taking?**

I am studying at a center run by the Institute for the International Education of Students (IES Abroad). IES Abroad promises full-immersion in the French language and French society. All of my classes are taught in French by accomplished French professors. Generally speaking, I am taking courses that can count for my French Studies major. That being said, I have the choice to have them count for other credits, such as history and art history. I have the wonderful opportunity to take classes that are not offered at Lewis & Clark, my favorite being Phonetics.



*Mila Wolpert in Giverny, Claude Monet's garden outside of Paris*

**With whom are you staying?**

IES Abroad partly facilitates its full immersion experience through homestays. I am living with a retired couple. They are welcoming and generous and they have offered a unique view into what French culture can be like. I live in the eighth *arrondissement* (district) which is in the heart of an historic district.

**What has your experience living in Paris been like so far?**

I have absolutely loved living in Paris. It has not been easy all of the time; I definitely had to adjust to cultural differences. Generally speaking, French people interact differently with others compared to American people: the French can come off as rude, brusque, or unkind to Americans. It is hard to say if this is necessarily true or not across the board. But, most of the time, I have overcome these problems through simple communication because it has usually been a question of misinterpretation on my part. Many French people I have met, both young and old, have been warm hearted and good-natured.

**What is the internship you're doing this summer?**

I will be interning at the US Embassy Paris in a program called Tri-Mission France; Cultural Heritage Program (CHP) for the Summer 2018 session. My internship lasts ten weeks and I will provide support in research and documentation of art and high value decorative items that the Embassy owns in various collections. I will also draft summaries of research and help with translations. I am excited since this internship is the marriage between the international affairs career that I see myself pursuing in the future and the interest in art that I have cultivated over the course of my life.

**When did you start studying French? Did anything in particular draw you to it?**

I started learning French seven years ago in eighth grade—I was fourteen years old. I had to choose between Spanish and French, and, embarrassingly so, I chose French because I thought that it was a pretty language. Little did I know that this decision would sculpt the rest of my life. Almost every academic and professional decision I have made in the past seven years have been tied to the fact that I can speak French. Whatever the future holds for me, I know it will somehow be related to French society, French culture, or to the French language.

**In terms of areas of history, do you have an interest in French history? Any aspect or period in particular?**

While I have enjoyed studying many regions and periods, I have a particular interest in Francophone history, both for its content and my ability to read primary and secondary documents in French. This gives me a more profound outlook on what I am studying. During my semester abroad in Paris, and thinking ahead to my internship, I have become interested in the relation between the French State and French art.

*Left: "Les Invalides," a historic military memorial and museum in Paris. Photos provided by Mila Wolpert..*

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(continued from p. 10) What has been your favorite experience in Paris so far?

My favorite experience in Paris has been a conceptual one more than a literal one; I have enjoyed seeing myself transition from a proficient speaker to a fluent speaker. I have become less timid when speaking to native or fluent French speakers as well. Before, I was always worried about little grammar mistakes or the fact that my accent could be improved, but now all those fears have subsided. About ninety-five percent of each day is spent speaking in French and I do whatever I can to maximize my intake of French radio, music, or news.

*Interview with Amanda Mihalke ('19)*

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## Student Interns in Watzek Library

*During the past year, history majors have participated in internships and practica in Watzek Library. Their work has included working at the Reference Desk and creating exhibits. Here are some of their stories.*

### Glenna Gee-Taylor ('18)

I focused on making an online interactive map of the Lewis and Clark Expedition. My role has been primarily focused on the history. I have written, edited, and revised synopses of important events and descriptions of important landmarks that the Corps of Discovery encountered. It's been an interesting departure from the historical writing that I've done before. The target audience of this writing is not a professor with expertise in the area, but, for this project, the audience could be anyone with internet access. We wanted to make sure that the writing would be accessible to middle and elementary school students, so I had to ensure that my writing was not too technical and did not assume any prior knowledge. What was really interesting was helping to choose some of the events and sites to include on the map. History is so interpretive, and even with a project like this, a project that we want people to be able to use as a reference, we get to help decide what events are important. We looked at the scholarship and the diaries, but we still are shaping the historiography with the events that we choose to include or exclude. To have that real sense of the construction of history was a crazy experience. It has been fantastic, particularly getting to work closely with our librarians, who are the unsung heroes of the history department.



## Sarah McDonagh ('18)

I participated in a library practicum hosted by reference librarian Dan Kelley. From perfecting search terms to touring other types of libraries to a weekly shift at the reference desk, I was introduced to the day-to-day operations of libraries and the political debate about the purpose of libraries today in a fun and challenging way. One of the most challenging parts of this course was also its most unique: each year, Special Collections dedicates two weeks to the practicum to help students design and display various items from the collections. This year, Professor Joel Martinez from the philosophy department joined us to create an interdisciplinary exhibit that examined anthropologist Edward S. Curtis' famous renditions of Native Americans. Curtis' depictions were an attempt to salvage what he and many other Americans saw as a fading culture that needed to be preserved through photography. Our exhibit grappled with an ethics-based question of the impact of Curtis' work. We hoped to inspire conversation among library visitors as to whether these works served as important historic value because of their ability to demonstrate what most American settlers knew about natives at the time, or if the damage to Native American ways of life through ahistorical representations rendered them more harmful than informative.



## Katie Warden ('19)

While working as a research assistant at the reference desk this semester, I've gotten a small glimpse into the inner workings of Watzek Library. Here are some of the perks of this position: I get to adjust the height of the high-tech reference desk, gain access to the librarian email account, and wear a fancy pin that says "Student Research Assistant." What a power trip! My main responsibility involves assisting students with research questions. The most common questions are regarding how to find a book in the stacks, how to navigate Primo, how to order books through Interlibrary Loan (ILL), and how to schedule a research consultation with a librarian. Having received invaluable assistance from the reference librarians in the past, it has been really nice attempting to fill that role for my peers. This library internship has been a wonderful experience that has greatly enhanced my appreciation of the services that libraries and librarians offer to the academic community. Librarians truly are doing the Lord's work!



## Welcoming James Padilioni, Jr.

James Padilioni, Jr., Lewis & Clark's 2017-18 Consortium for Faculty Diversity Dissertation Fellow, is currently earning his Ph.D. from the College of William & Mary in Williamsburg, Virginia. His dissertation, *Black Ecstasies: Re/membering the Diaspora Through St. Martin de Porres*, tells the story of St. Martin de Porres, the first Catholic saint of African descent in the Americas.

James grew up in Philadelphia, Pennsylvania, and was interested in history from a young age. Driving down the road and seeing old Quaker farmhouses in fields filled him with wonder about the past, and he remembers the reenactments in the PBS documentary *Liberty! The American Revolution*, which helped set his imaginary world to a time before the twentieth century. James studied at Temple University before transferring to West Chester University, where he graduated with a major in history and a minor in music. His thesis, *Emergent Harmony in a Discordant Land*, examines the creolization of Tidewater Virginia music and the origins of minstrel music. For James, music became a way of both listening to and performing the past.

Living history was another way of performing the past. James worked as a tour guide at Colonial Pennsylvania Plantation, a site that interprets Pennsylvania farm life from 1760 to 1790.



James' scholarship attempts to magnify the existing humanity of its subjects.

While the work schedule was tough, it was enjoyable and allowed James to show the school groups that came through the “best glimpse of history” they could experience. The summer before his senior year, James had an internship at Colonial Williamsburg, which was more critical of the past than Colonial Pennsylvania Plantation. At Williamsburg, he interpreted the life of an enslaved person. While as a younger scholar he conceived of his work as attempting to give voice to enslaved people, he has since changed his perspective. Rather than give humanity to subjects who were always already human, James’ scholarship attempts to magnify the existing humanity of its subjects. Archival sources of slavery always haunt James—his work calls attention to the gaps in the archive and sits with the existing fragments of the story. Additionally, he attempts to center the experience of enslaved people rather than free people’s experiences of enslaved people. For example, he came across the testimony of an enslaved woman named Francisca in his research. Because Francisca spoke Spanish, she could record what other enslaved people were doing. However, the descriptions of Francisca in the records were generic and did not reveal much information about her as an individual.

In April, James delivered a lecture titled “*But how could we sing the Lord’s song in a strange Land?*” *Slave Religion and Consciousness in the Afro-Peruvian Diaspora* (see pages 7–8). In the fall, James taught a course on African American History since 1865. Outside of Lewis & Clark, he is the co-host of the *Always Already* critical theory podcast and a contributor to *Black Perspectives*, the peer-reviewed blog of the African-American Intellectual History Society. In his spare time, he enjoys hiking (in warmer weather) and playing the piano. The show he most recently binge-watched is *American Horror Story: Roanoke*. While he acknowledges that it is not historically accurate, he appreciates the show’s playful execution.

Sally Goldman (‘20)



James dressed as a soldier in the Continental Army in Colonial Williamsburg.

# London Humanities Study Abroad

*Sophia Warner ('19) took part in the London Humanities Study Abroad program in fall 2017. She has written about her experience and spoken with the next trip leader, History Department Chair, David Campion.*

Last fall was the first London Humanities Semester Abroad. I was lucky enough to go on this inaugural venture with Professor Karen Gross and several other Lewis & Clark students. Throughout the semester, we went on small trips all around the country, but for most of the program, we lived in Mile End, a lovely little neighborhood in London's East End. London is a phenomenal city with a wide array of opportunities. I went to museum after museum, visited tons of sweet little cafés with home baked goods, and made a host of new friends at Queen Mary, University of London (QMUL). This was the school we attended while in the UK. All of the students on our program took one class with Karen and three classes at our educational institution. Out of the three classes I took at QMUL, I probably got the most out of a course on London's architecture. Every other week our class went on a site visit, and these gave me the tools to analyze London's built environment. Karen's course was focused on Ricardian literature, but also included much discussion of the history of London as context for what we read. Many of our assignments for the class required us to engage with our surroundings by exploring London and other parts of the UK. On one occasion, we were sent to the tapestry section of the Victoria & Albert museum and on another we went on a class trip to the peak district to see where the Gawain poet is thought to have been from. After reading *The Canterbury Tales*, we went to Canterbury to see where the pilgrimage would have ended. I had a such a lovely experience with all of my fellow students and Karen on this trip and could not more highly recommend the program.



*Sophia Warner ice skating at Somerset house!*



I sat down with David Campion, the next London program leader, to hear about his plans for the coming fall and he could not be more excited to share London with a new group of Lewis & Clark students. He will teach a course, *London Through the Ages*, that traces 2000 years of the city's history from the earliest Roman settlement up to the twenty-first century. He plans to look at how London developed over centuries to become, among other things, the center of a world empire and will use the many resources available in the city to make this history more tangible to his students. He also has several day trips planned, such as going to museums, archives, and few large estates outside London. Continuing with tradition, the students will travel to the Scottish Highlands for the first two weeks of the program. They will travel from London to Edinburgh, then spend some time in the lovely little highland town of Glenelg, and finally head to Glasgow before returning to London. I am so excited for the students who get to go with David on this program and hope that they love London as much as I did.



*Sophia Warner ('19)*

*Top: Prof. David Campion in London in 2001.  
Middle: Observatory Hill in Greenwich in 2009.  
Bottom: Royal Navy College in 2009.*

*Photos provided by David Campion.*



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