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Front Cover Photo: “Campus map,” 1942, *Lewis & Clark Digital Collections*, accessed May 2, 2019, <http://digitalcollections.lclark.edu/items/show/5366>.

Back Cover Photo: “Platt-Howard,” 1940s, *Lewis & Clark Digital Collections*, accessed May 2, 2019, <http://digitalcollections.lclark.edu/items/show/34137>.

# Making Meaning of Time and History in the Pre-modern Era

## Reverend Dr. Euan Cameron

On Thursday, April 18, students and faculty gathered for the 56th annual Arthur L. Throckmorton Lecture. This year, the History Department hosted Reverend Dr. Euan Cameron, the Henry Luce III Professor of Reformation Church History at Union Theological Seminary in New York. In his lecture “Making Meaning of Time and History in the Pre-modern Era,” Dr. Cameron demonstrated how pre-modern and early modern chroniclers used religion, not science, to track time. They believed that if God created time when he formed the visible universe, studying the past was effectively an investigation of God’s purposes.



*Reverend Dr. Euan Cameron*

Dr. Cameron divided his lecture into three parts. He began with a presentation of medieval chronologies, showing how European chroniclers used the bible along with other ancient records (including, for example, lists of Roman consuls) to reconstruct historical narratives of peoples, places, and kingdoms. He then moved into an examination of the histories of the early Protestant Reformation. In this section, he argued that European chroniclers believed that the rise, fall, and recovery of kingdoms and the Christian Church proceeded according to a divine plan.

Finally, Dr. Cameron examined the early beginnings of the “scientific” chronological method that emerged in the sixteenth and seventeenth

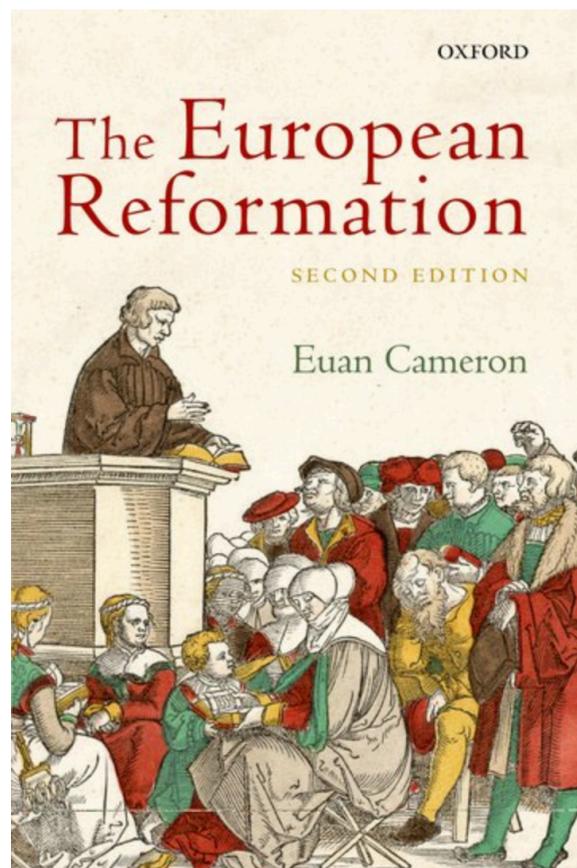
## 3 Events

centuries. He explained that new discoveries in astronomy and math inspired a more scientific approach to computing time. Nevertheless, European chroniclers still viewed the past through a divine framework. Throughout his lecture, Dr. Cameron also encouraged students to think critically about their inherited use of a “scientific” approach to time.

Students responded enthusiastically to Dr. Cameron's lecture. History and French major Mila Wolpert '19 had this to say: “Throughout his lecture, Dr. Cameron exhibited a wide array of compelling, visual primary sources. Medieval chronicles, histories of the early Protestant Reformation, and scientific chronologies lit up the screen and completely captivated students. There was not a dull moment at any point because Dr. Cameron spoke with grace, passion, and humor to ensure every audience member felt engaged. Dr. Cameron is the kind of lecturer people deserve to hear and experience because he inspires. Moreover, he makes burgeoning history majors excited to embark on their own explorations of the past.”

*Eva Love '19*

Right: Dr. Cameron's book from 2012, *The European Reformation*



# The Historian's Task in the Anthropocene

## Dr. Julia Adeney Thomas

On March 19, Dr. Julia Adeney Thomas, Associate Professor of History at the University of Notre Dame, came to Lewis & Clark to give a lecture on “The Historian’s Task in the Anthropocene.” Many, including Thomas, believe that the earth has entered a new age in which human activity is the dominant influence on the planet’s systems. Discussing her forthcoming book (which shares the same title as her lecture), Thomas asked many questions about the discipline of history and its place in a human-dominated, human-changed world. Thomas used her background in Japanese and environmental history to examine an alternative to our current consumption-oriented society: Edo-era Japan. Faced with the bleak view of the future that many scientists hold, Thomas showed that past societies, like Edo Japan, were able to live in a way that coexisted with the environment and were conscious of the closed nature of the system in which we all live.



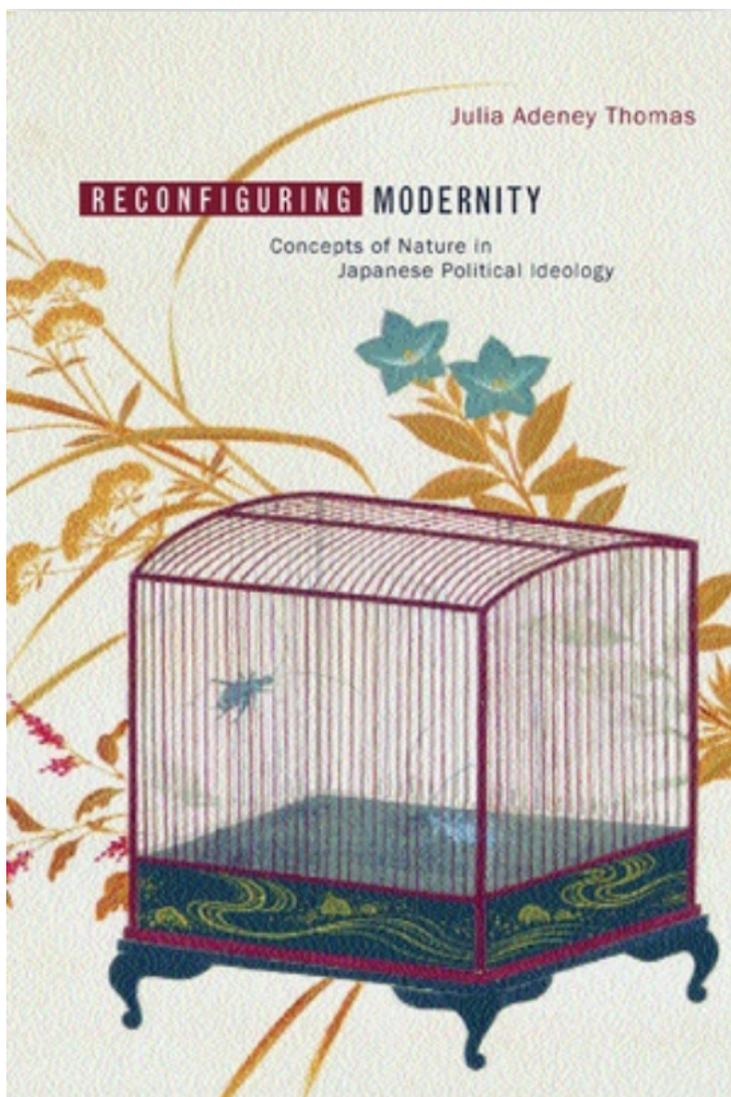
*Dr. Julia Adeney Thomas*

In her talk, Thomas detailed the many ways in which Edo-period Japanese lived in harmony with the landscape around them. For example, the city of Edo operated essentially in a closed system, with food produced in the countryside fertilized with the waste produced by urban residents. Not only did this maintain the balance of energy and nutrients in the vicinity of Edo, it also kept the city clean and hospitable, allowing Edo to become one of the most populous cities of

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its time. Additionally, Japan as a whole worked in a relatively closed system because of strict isolationist policies that prevented goods and people from leaving or entering the islands (albeit with some exceptions). This had the effect of capping Japan's population at 26 million people because that was the maximum amount of people the islands could support. Thomas concluded her lecture by stressing that although it's not practical—or even desirable—to revive specific Edo-period practices, we can at least be inspired by them to pursue a more sustainable future.

*Scott Stewart-Rowden '20*



Left: Thomas' book *Reconfiguring Modernity: Concepts of Nature in Japanese Political Ideology*, which won the AHA John K. Fairbank Prize in 2002.

## Tim Gunn, Germs, and Steel: Sixth Annual Historical Project Runway

The sixth annual Historical Project Runway was held on Thursday, November 1st. This year's theme was Tim Gunn, Germs, and Steel. Six teams of three students were given forty-five minutes to design a look based on historical violence, innovation, or disease with materials the History Department purchased from the notorious Goodwill Bins. Archivist Hannah Crummé, Dean Bruce Suttmeier, and Kevin Komos judged the competition. Professors Reiko Hillyer and Andy Bernstein reprised their roles as Heidi Klum and Tim Gunn to assign challenges and give the teams advice on design and presentation. Inspirations included the Internet, Aviation, and the Compass. Birgitta Danielson, Rachel Levine, and Sophie Gauthier took first place with their Great Emu War of 1932-inspired look. Second place went to seniors Bradley Ralph, Claire Duncan, and Will Sarvis for their outfit based on the 1883 Chicago World's Fair. Maya Winshell, Charlotte Powers, and Marian Harpe took third place for their reimagination of Patty Hearst.

*Sally Goldman '20*



Above: Maya Winshell wearing her team's reimagination of Patty Hearst.

Right: Birgitta Danielson sporting the winning look, Emu War of 1932.

## Vietnamese Portland: Memory, History, Community

The project I'm now working on, "Vietnamese Portland: Memory, History, Community," was first conceptualized in the fall of 2017 by Lewis & Clark's Head of Special Collections and College Archives Hannah Crummé and Special Collections and Archives Librarian E.J. Carter.



*Rose VL Deli owner William Vuong*

The goal of the project is to document the history and experiences of Vietnamese Portlanders. In addition to interviews, we collect documents, photographs, and ephemera. We hope to contribute to a more rounded, inclusive history of Portland and create a space for people of Vietnamese descent to tell their stories. There is a lot of Oregon history about white settlers and colonizers, but Oregon is more diverse than people often think. For that reason, I think this project is important. I've been working in the archives since I was a sophomore, which is how I initially got involved with this project. I'm now one of the project managers along with students Jordan St. Peter and Lucy Hamill. Jordan, Lucy, and I attend and help conduct interviews, transcribe recordings, and manage the interview schedule.

Interviewing folks and project managing have been valuable learning experiences. We have a default interview template that we modify for each

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individual. We are constantly adjusting the ways in which we ask questions and the order we ask them to elicit responses. Keeping in touch with dozens of people and reaching out to complete strangers has been challenging and interesting. I have been tweaking the way I correspond and introduce myself to interviewees so that they remain interested in our project. I really enjoy project managing and would be happy to do something like this in the future.



*Jordan St. Peter '19, Azen Jaffe '19, William Vuong, E.J. Carter, and Hannah Crummé at Rose VL Deli.*

Throughout my work, I've learned a lot about the processes people went through to leave Vietnam during and after the Vietnam War. One main takeaway is that patterns of immigration are complex and people have had a lot of different experiences. Some people came directly to Portland. Others resettled here after initially immigrating to a different state. Depending on when it occurred, one person's journey from Vietnam to the United States could have been very different from others. Some folks, like those who fled Vietnam by sea, share very harrowing experiences.

I've learned from a lot of our interviewees about what it was like to resettle in Portland. We've talked to business owners and monks as well as representatives from the Vietnamese Community of Oregon (VNCO), the Asian Pacific American Network of Oregon (APANO), and the Immigrant and Refugee Community Organization (IRCO). Additionally, I've learned, and am continuing

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to learn, a lot about the process of Vietnamese refugee resettlement. In fact, my senior thesis is about Portland's response to Vietnamese resettlement during the 1980s. This oral history project is a large component of my research.

*Azen Jaffe '19*

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### **Amanda Mihalke '19 Interns at the Smithsonian National Postal Museum**

This past summer, I had the opportunity to intern at the Smithsonian National Postal Museum (NPM) in Washington, D.C. NPM is inside the original D.C. post office and features exhibits related to philately and postal history through displays of mail, letters, and stamps. The National Postal Museum has six million total artifacts, the second largest collection of any Smithsonian museum! While I was there, one of the main exhibitions was about Alexander Hamilton, the first Secretary of the Treasury. The exhibit showcased his letters and detailed his impact on the postal system, which was originally under the Treasury Department. This exhibit even featured the original dueling pistols used by Hamilton and Aaron Burr in 1804.



*Amanda at the NPM*

I worked in the Department of Education and Visitor Services as an assistant to

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the School Programs Coordinator. I was one of three interns in our department, and each one of us worked on our own separate project for the summer. In my ten weeks there, I developed two new school programs for Pre-K and Kindergarten aged students which were introduced in the fall. I adapted an existing program model and integrated new themes, tours, and activities. One of my other responsibilities was to help the department prepare for other public programs and events. This included a workshop for teachers held in collaboration with Smithsonian Gardens as well as a weekend-long family festival in August.



*Amanda at the NPM*

In a typical day, I would arrive at the museum and set up for the school group that was coming in. NPM is one of the only Smithsonian museums that has staff-facilitated school programs, and I loved working with new school groups each week. I helped my supervisor guide the groups through the museum and also co-facilitated the classroom activity. I even had the opportunity to lead a session myself during my time there. After this, I would usually work on developing my program before enjoying lunch with staff members from other departments.

In the afternoon, I would typically staff the welcome desk at the museum. This responsibility was connected to the Visitor Services part of the department and allowed me to talk with visitors about the museum. Other days, I would lead visitors through a gallery where we demonstrated the old process of printing stamps using a printing press from the late nineteenth century. In addition to my time at the NPM, I also spent a lot of time exploring D.C. My supervisor gave me one day each week to explore the city and see other museums. This gave me the opportunity to learn about the different educational programs in each museum and enjoy my time in D.C. My favorite museums were the National

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Museum of African American History and Culture and the Renwick Gallery. I also attended a few larger Smithsonian events, such as the annual staff picnic on the National Mall and a panel presentation about provenance. One of my favorite parts about my internship was meeting so many visitors and talking about the museum with them. This experience taught me a lot about working in museums, and I now hope to continue in this field.

*Amanda Mihalke '19*

## Mila Wolpert Interns at US Embassy in Paris

This past summer I interned at the US Embassy in Paris through a program called “Tri-Mission France: Cultural Heritage Program (CHP).” The office I worked for maintains the Heritage Collection of fine objects, including historic finishes and furnishings of the Embassy Tri-Mission.



*Mila at the Ambassador's residence*

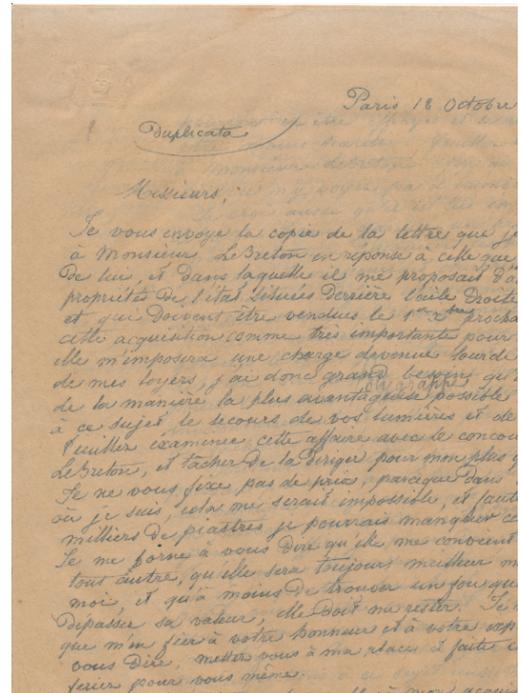
Since the Embassy is a Tri-Mission, which includes the Bilateral Mission, UNESCO, and USOECD (U.S. Mission to the Organization for Economic Cooperation & Development) in Paris, I spent my time in five different embassy-owned buildings during my

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internship. Cultural Heritage is in charge of the management and preservation of all the decorative objects in these five buildings. The CHP also manages the Art in Embassies Program as well as the Docent Tour Program. My boss was the manager of Cultural Heritage at the embassy, which meant that I worked with these fine objects daily.

Before starting my 10-week internship, I had no idea that I would have such a hands-on role with the magnificent objects owned by the embassy. My job description included information on translations and research for which I would be responsible, but by noon on the very first day of the job, I was already working with nineteenth-century furniture. My task that day was to keep track of and update the inventory, and in the process, I came in contact with furniture similar to that in museums. I felt mature, in-charge, and responsible as an intern. Even on the first day, I already knew this would be a unique experience.

While a lot of my time was spent outside of the office, I also spent a fair amount of my time writing translations and researching. I translated documents on furniture restorations, book excerpts, and news articles related to the historical background of embassy events, but the most interesting paper I translated was a handwritten letter in French from 1848. This letter was written by Micaela Almonester, Baroness de Pontalba, a New Orleans-born aristocrat, businesswoman, and real estate designer and developer. This translation was central to my internship experience because it helped the Cultural Heritage Office better understand the primary figure who was celebrated at the 2018 Fourth of July Celebration at the Ambassador's Residence. I felt well prepared for this and other tasks because of my experience as an LC history major. The research skills I learned in Historical Materials, such as how to decipher handwritten documents, were especially helpful.



*A portion of the Micaela Almonester letter that Mila translated*

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Each year, the embassy hosts a Fourth of July Celebration with a specific theme. This year, the embassy chose to celebrate the tricentennial of New Orleans. The original Louisiana Purchase and other priceless documents were on display at the Ambassador's Residence for all the guests to see. Baroness de Pontalba was central to the residence's history because she built the first home on that site, so there is a room dedicated to her. Leading up to the party, I got to prepare and set up objects that have not left the Pontalba family's property outside of Paris in over 150 years. My hands were the first to touch amazing silver artifacts and family photos in almost two centuries. I was in awe. I got to shine the silver myself, which was exciting because I liked to do physical work with artifacts outside of just doing work on my computer. My job at this party was to inform guests about Baroness de Pontalba's past as well as her importance for Franco-American history. Thus, not only did I get to conduct riveting research about her life, I got to take that knowledge and interact with the Ambassador's guests while sharing what I learned.



*Mila polishing silver*

This internship was amazing because I was involved in an array of events outside the embassy itself. Apart from the Fourth of July Celebration, I also volunteered at Hôtel de Talleyrand's Tour de France event at the George Marshall Center. Once a week leading up to this event, I walked across Place de la Concorde to Hôtel de Talleyrand, which is also known as the George Marshall Center because the Marshall Plan was conceived there, to help the manager of this building. Her work focuses on fine objects, art, and furniture, so she asked me for help, and because I made a good impression on her, she also asked me to volunteer for her event. I got to watch the final eight laps of the Tour de France from the best view in Paris. Moments like these I

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will never forget. This goes to show how many people you meet through the State Department internship, and how diverse your job opportunities are.

I wish I had all the time in the world to reminisce and inform people about this internship. There is so much I could say, but all in all, it was an experience like no other. The people who work for the State Department at the US Embassy in Paris showed me nothing but respect and warmth. You meet wonderful people of all ages who want to share their knowledge with you and hear about your hopes for the future. The support I felt during this internship was lovely and I hope that future LC students try to embark on similar journeys through one of the State Department's many opportunities. I finished my summer believing that one day I could see myself returning to Paris to work in the embassy, or perhaps heading to Washington D.C. to work at the Cultural Heritage Office there. All I know is that this summer prepared me for whatever lies ahead—no matter how challenging it might be.

*Mila Wolpert '19*



*Mila in front of the ambassador's residence*

## Getting to Know Visiting Professor Ashley Black!

**What is your area of research and how did you get interested in this topic? Are you doing any research right now?**

I completed my doctoral studies at Stony Brook University in August 2018. My research examines the international and transnational politics of the Americas through a variety of lenses, from culture to revolution and political resistance. A number of central themes define my work, including migration, humanitarianism, and the



*Dr. Ashley Black*

relationship between states and individuals who lack full citizenship. I am primarily a historian of modern Mexico, but my work encompasses Central America, the Spanish-Speaking Caribbean, and U.S.-Latin American relations.

My dissertation examines Mexican asylum policy between World War II and the Cuban Revolution. It highlights the relationship between the Mexican government and political exiles from the Caribbean Basin to whom they granted protection. I use asylum as a lens onto Mexico's international relations and as a way to gain a deeper understanding of the relationship between foreign and domestic politics at a time when Mexico's ruling party was rolling back the gains of its own revolution (1910-1920). It was through Spanish classes that I first became interested in Latin America as an undergraduate. After I completed my B.A., I ran away to Central America where I traveled and studied Spanish. I had a transformative experience in

Guatemala when I witnessed the extent to which people there continue to live their history as a central part of everyday life. It was my love of Guatemala and a growing interest in migration that eventually brought me to Mexican history and to the theme of asylum. Studying Mexico's role as a site of immigration allows me to engage with a much broader regional history. Researching in Mexico, meanwhile, has the added benefit of enabling me to indulge in a love of Mexican food and fine textiles!

### **What brought you to Lewis & Clark?**

A native of British Columbia, I came to Portland after many years of longing for the West Coast, and so far, it has not disappointed. People here have been incredibly kind and welcoming, and the coffee is just as good as I knew it would be. I am at Lewis & Clark for a one-year visiting position, filling in for Elliott Young, who is on leave this year. Next semester I will be teaching two introductory classes.

### **What are the names of the courses you will be teaching in the spring, and what will they be about?**

My course on Modern Latin America spans the period from independence in the 1820s to the present. We will explore themes such as nation-building, populism, and state repression through a variety of media that include novels, memoirs, and film. I am also teaching a class on 19<sup>th</sup> century U.S. history that will focus on the evolution of the country from an infant nation to a world power. In addition to examining political transformations of the era, we will pay particular attention to processes of exploitation and dispossession that were central to the rise of the United States. Finally, I am teaching a senior reading colloquium on the history of the global sixties. This class will examine the social, political, and cultural upheavals of the decade, paying particular attention to transnational currents that drew together youth from all parts of the globe. We will read about student protests and countercultural movements from Harlem to Havana, and Berlin to Dar es Salaam.

## Getting to Know Visiting Professor Rasha Soliman!

**What is your area of research and how did you get interested in this topic? Are you doing any research right now?**

I was born in Cairo, Egypt but traveled all around different countries because of my father's job. Being away from Egypt had me read all about it and talk about it with my friends. Upon my return to Cairo to get my college degree, I decided I wanted to focus on Ancient Egyptian studies, and thus decided to do Egyptology.



*Dr. Rasha Soliman*

I attended undergraduate and graduate school at Helwan University in Cairo. My area of research is Ancient Egyptian Archaeology with emphasis on Theban tombs, and the research never ends! Currently, I am working on documenting Theban tombs at a site called elTarif. These tombs have been neglected because of their lack of mural scenes and treasures. I hope I can record them for future scholars.

**Where were you teaching before you came to Lewis & Clark?**

I have been appointed at Misr University for Science & Technology ever since the inauguration of the faculty and school of Archeology in 2007. I started off as an assistant professor (2007), then got promoted to associate professor (2013). My last administrative job (2016) was Vice Dean for Educational & Students' Affairs. Lewis & Clark's Middle Eastern and North African Studies (MENA) program is hoping to start a new students' overseas program at my home institution. Hopefully sometime soon.

## **What brought you to Lewis & Clark?**

Lewis and Clark college and the MENA program applied to host a Fulbright Scholar in Residence (teaching scholar) and here I am only for the 2018/2019 academic year. So it's the Binational Fulbright Commission in Egypt that offered me this teaching grant.

## **What are the names of the courses you will be teaching in the spring, and what will they be about?**

In the Spring of 2019 I'll be teaching "Ancient Egypt" (CLAS 298), which is a history course that will survey major aspects of ancient Egyptian civilization that extended over a period of some 3000 years, one of the most successful and enduring civilizations in world history. Coursework will highlight the changes and developments of Egyptian civilization over a long span of time from the early dynastic period to the end of the Pharaonic civilization. Topics explored will include history, concepts of kingship, political development, and religious organization, as well as literature and art. My second course, "Ancient Egyptian Archaeology" (CLAS 398), is an introduction to archaeological techniques and their application to ancient Egyptian archaeological sites. We will examine both archaeological methods and documentation as well as a brief history of archaeological investigation. We will focus on major ancient Egyptian archaeological sites to explore the architectural ingenuity of this ancient civilization.

*Interview by Eva Love '19*

### Getting to Know EJ Carter, Watzek Library's History Liaison!

EJ Carter, who received his Ph.D. in History from the University of Illinois and decided to become a librarian to continue engaging with academic research, has worked as one of Watzek's Special Collections and Archives librarians since May 2014. Last summer, he became the library liaison to the History Department. Students can come to EJ with any questions they might have regarding a research topic, sources, or technical questions about databases and accessing ebooks online. However, EJ says that his favorite part of the job is simply listening to students brainstorm ideas for their research projects.



*EJ Carter*

When he's not helping students, EJ works in Watzek's Special Collections and Archives. His favorite collection is the Eugene Kovalenko papers. Kovalenko was a professor at Lewis & Clark in the early 1970s who organized a symposium around the work of Immanuel Velichovsky, a scholar who used world mythology to try to debunk the accepted laws of physics and astronomy. While EJ recognizes that the collection may be controversial, he finds the letters between Kovalenko and Lewis & Clark's then-president John Howard to be fascinating. EJ enjoys working in the archives because there is always something to discover that no one else has noticed or fully appreciated before. Outside of Lewis & Clark, EJ enjoys reading, playing basketball with his son, and both cooking and eating food. When asked about his media preferences, he admitted he favors movies to TV shows and recently rewatched *Her* on Netflix.

## Catching up with Quinn Slobodian BA '00

### **What did you study and what organizations were you involved in at LC?**

I was a history major at LC but rather than European history (which is what I ended up specializing in) I focused on East Asian history, specifically Japanese and Japanese immigration history. I was lucky enough to be there right when Professor Andrew Bernstein arrived and he was a great mentor. I wrote a bit for the *Pioneer Log*, briefly managed the Plattform, a student-run cafe, and played soccer with friends on lower campus.

However, my main activity was working at KLC Radio, where, funny enough, I worked alongside another future history professor, my good friend Andrew Daily, now at University of Memphis.



*Dr. Quinn Slobodian*

### **What did you do between graduating LC and attending graduate school? What were some of the jobs/experiences that you had?**

After graduate school, I worked for a non-profit organization in Victoria, British Columbia (where I'm from) that specialized in community mapping and community planning, making links from neighborhoods and ordinary people's lives to the planning worlds of City Hall and bureaucracy. It was great work and I considered graduate school for Community and Regional Planning at the University of British Columbia but the draw of books ended up being too great and, after a year and a half or so of "real" work, I returned to university.

**What did you study in graduate school and where did you attend? Why did you decide to pursue what you did?**

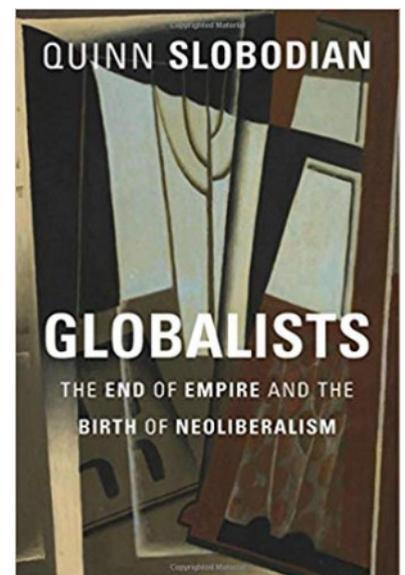
I studied modern European (specifically modern German) history at New York University. I spent some time in Berlin after graduation and was fascinated by the city. My original proposal (which, like many of these things, changed almost immediately) was to compare the role of informal economies and black markets in knitting back together the urban fabric of Berlin after the Second World War and then after the fall of the Berlin Wall in 1989.

**I read that your research focuses heavily on activism and political action in modern Germany. Could you explain why you were drawn to these topics?**

The emphasis on activism came out of my own activism during graduate school. Like many of my cohort, I was politicized by the U.S. invasion of Iraq and joined hundreds of thousands of others in some of the biggest demonstrations the world has ever seen to stop the war. I also worked for the graduate student union at NYU and organized with the United Auto Workers (UAW). The mobilization against the war did not achieve its immediate goal and, as an historian, I was curious how dynamics of solidarity and resistance played out in the past—hence the turn to the internationalism, Third-Worldism, and antiwar activism of the West German New Left in the 1960s and 1970s.

**You've written three books, with the most recent publication being *Globalists: The End of Empire and the Birth of Neoliberalism*. The book has been described as the first intellectual history of neoliberal globalism. What inspired you to study the origins of neoliberalism?**

As I was researching left-wing internationalism in the 1960s, I was also attentive to its right-wing equivalent. I noticed that the group of intellectuals, think tanks, and politicians we call the neoliberal movement (which has its roots as



Dr. Slobodian's new book

far back as the 1930s) was rather more attentive to the global context than scholars had thought. I realized the opposition to social democracy and the welfare state was not just a domestic struggle for neoliberals but one they saw in global terms. The dissolution of empires from the end of the Second World War into the 1960s presented both an opportunity and a threat to them—the chance to advocate for a supranational system that would lock in capital rights and free trade, but also the danger of the redistributionist project based on principles of social justice being taken to the next level. This is the clash I track in the book, from the end of the Habsburg Empire to the founding of the World Trade Organization in 1995.

**Did you find that the origins of neoliberalism differed from the origins of other political and moral philosophies?**

Every political philosophy has its own story, but I think it's fair to say that they all come out of moments of class conflict and power struggle. My intention was to show how neoliberalism was both an intellectual project, pursued through books, talks, pamphlets and conferences, as well as a class project, enabled through alliances with global groups of businesspeople, pursued through formal international institutions, and given a platform by self-interested “individuals of means” (as Howard Schultz has recently requested we refer to billionaires).

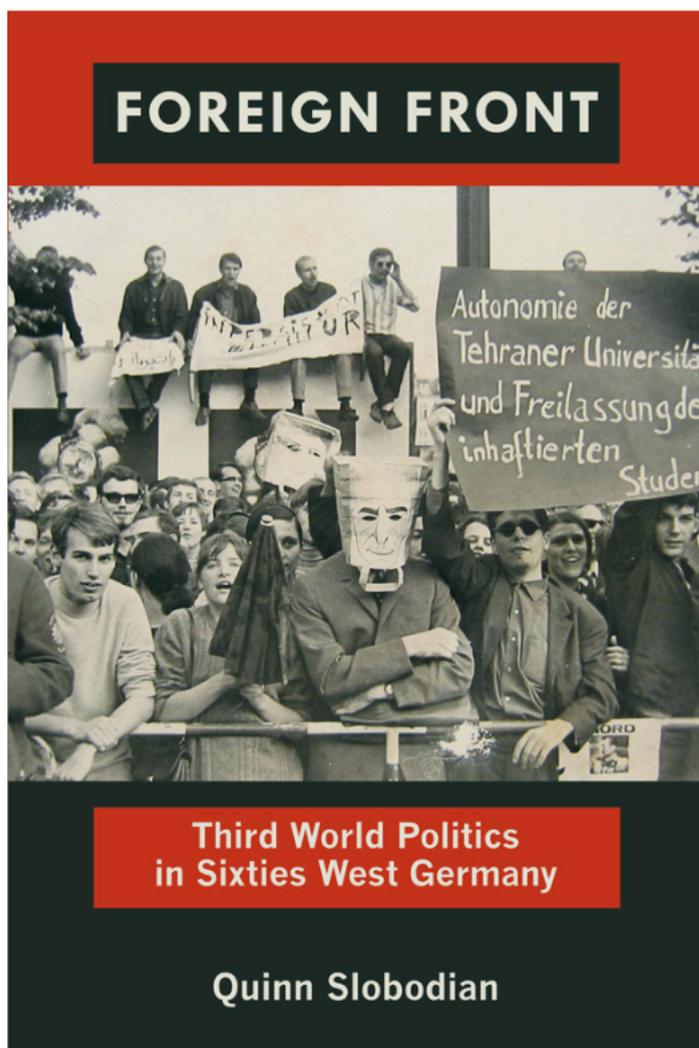
**Do you have any new projects in the works?**

My new project is definitely in the works. It's a kind of sequel to *Globalists*, following the cohort of thinkers and politicians who rejected the idea of a supranational architecture of institutions to protect capitalism and opted instead for exit, secession, escape, opting out, and disengaging, from libertarian homelands in South Africa to the fetishization of city-states like Singapore to Brexit and the alternative globalization of the current wave of the far right. Parts of the project have appeared as op-eds in the *New York Times*, *New Statesman*, and *Foreign Policy*.

### **Lastly, what sorts of things do you do in your free time?**

I'm the parent of a young child and an inhabitant of New England so the rotating seasonal roster of apples, pumpkins, snowmen, baby farm animals, and beaches occupies much of my time. My family and I also spend as much time as we can in cities we love, including Berlin, Hong Kong, and Montreal.

*Interview by Eva Love '19*



Left: Dr. Slobodian's book from 2012, *Foreign Front: Third World Politics in Sixties West Germany*



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## *Footnotes 2019*

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