

Footnotes¹

*Lewis & Clark College History Department
Spring 2021 Newsletter*



¹ Cover art by Amelia Madarang, '22

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Faculty

Professor Benjamin Westervelt's Sabbatical Project

Emma Greenberg

Professor Benjamin Westervelt was on sabbatical this year, writing his new book on the relationship between antipopes and the Catholic Church. I sat down with Professor Westervelt to talk about what exactly antipopes are, and how they helped shape the modern papacy.

So what exactly are antipopes?

“Antipopes were people who claimed to be the pope, elected as pope, or were appointed as pope in opposition to the Church’s record of papal lineage. I like to describe them as splotches on a wall that ruin the nice symmetrical line of popes. These guys ran the gamut from the most outrageous scoundrels to being saints, paragons of piety, or normal people. They pop up between 217 AD and 438 AD. We are not sure exactly how many there are, possibly between thirty and forty, though some say thirty-eight; but there has not been an officially recognized antipope since 1447.”

“One of the fun things about this project is who an antipope is; he is defined by the Catholic Church. Historians are not the ones deciding who is or is not an antipope. [The Church] controls the list. And there is a list. The other cool question is why has there not been [an antipope] since 1447, when the Catholic Church and the papacy have continued? There is some guy right now in Wisconsin who claims he is the pope. He has taken the name, Pious XVI. The

last pope was named Pious, and became Pope Pious XII. There has been this continuing line of people who have claimed they are the pope. So why does the Catholic Church not consider them antipope? Why is it that the Church today can just brush them off? I think that says something about the maturity of this institution. The papacy became what it is today back in the fifteenth century. It stabilized and became much harder to challenge.”

“Another interesting question is why did people like Martin Luther not declare themselves as antipopes? Why did they not take control of the Catholic Church at the beginning of the sixteenth century? Because there were precedents for expressing dissent through this channel. It is fascinating that early Protestants named the pope the Antichrist, instead of naming themselves pope. So it became an entirely different critical vocabulary.”

I imagine a lot of people, like myself, have never heard of the antipopes before. How did you come across this avenue of research?

“For years, I have taught about a particular period in the eleventh century where a very powerful pope and a very powerful emperor clashed, and the emperor decided to appoint an antipope. I always knew who he was and I had known about his rival, but one day I was sitting on the bus coming down from LC and the idea that I should write a book about it just fell on my lap. I was just sitting on the bus with a notebook writing as I rode along. This was

about 2007, so it has been years of working on it off and on again.”

Many libraries and archives have been closed indefinitely since the pandemic started last March. Has this made conducting your research difficult?

“In 2014, I spent a couple of weeks working with materials at Harvard’s Widener Library that I could not access here in Portland. But it is quite astonishing how much material is available right now. I can get just about any monograph, secondary source, journal article. Not to mention, there is an extraordinary amount online. The entire Vatican library [excluding the Vatican archives] was microfilmed and has since been digitized. The issue is figuring out where it is, what language it is in, and translating. There is a very rich tradition of Catholic scholarship. Lots of

Catholics, monks, friars, priests and so on, spent their lives collecting these materials and putting them into archives. These archival monuments are digitally accessible; I probably could not have done this project ten years ago. I can sit here at my desk and reach it. Work from all over the world is on the Internet.”

This sounds like an incredibly interesting topic that I’m sure many inside and out of the history field would be interested in.

“I am hoping that a book like mine will be of interest to anybody interested in the subject. Not necessarily a Catholic or a historian; I imagine my mother reading it. I do not see it as a monograph ... well it will have footnotes.”

Getting to Know Professor Nancy O. Gallman

Madi Pastores

I sat down with Professor Nancy O. Gallman, the newest member of the History Department, to learn more about her. Professor Gallman is both a historian of early North America and a legal historian. Her research centers on the history of cross-cultural law in the North American borderlands during the eighteenth and nineteenth centuries. That is, how Native polities, people of African descent and Europeans engaged in dynamic exchanges of legal ideas and practices during the Age of Revolution.

Professor Gallman is currently writing a book titled *Law’s Borderlands: Life, Liberty, and Property in an Old American South*, centering



Professor Nancy O. Gallman

on the legal history of the Florida borderlands. “I am reconstructing the complex legal worlds of Seminoles, Spaniards, African Americans, and Anglo-Americans,” Professor Gallman

notes, “to better understand the role of law in blocking U.S. expansion into East Florida at the turn of the 19th century.”

Professor Gallman told me that she has faced numerous challenges while conducting her research during the COVID-19 pandemic. However, she has taken this time to dive deeply into the plethora of material she collected pre-COVID. Professor Gallman is also making the most of this time by focusing on the voice and direction of her book when she is not busy teaching.

So, what brought Professor Gallman to Lewis & Clark? Gallman went from being a first time visitor to making her home here in Portland in just one year. She was formerly a high school teacher in North Carolina and later pursued graduate school at the University of California, Davis. On her last spring break of graduate school, she made a visit to the Lewis & Clark campus and found the school to be not only beautiful but potentially great to work at. Half a year later, while Professor Gallman was back on the East Coast, Lewis & Clark was looking to hire.

“Teaching at LC is my dream job,” she explained. “When offered the chance to teach early-American history and do my research at a small school well-known for its emphasis on undergraduate teaching and a commitment to college access for all students, I grabbed it.”

Professor Gallman felt that she could accomplish serious and important work while being supported by both a strong community and the natural world. She expressed that while initially visiting here, she saw more from this campus and Portland than just an amazing job opportunity; she found connection with the natural landscape of the Pacific Northwest as well. Professor Gallman knew she could thrive in Portland, especially with the ability to easily

escape to the wilderness, the ocean, or Mount Hood to absorb the positive energy she feels from these places. Considering all of this, there was no question for her about whether or not to come to Lewis & Clark. Now, Professor Gallman loves taking hikes with her friends and family as well as enjoying a weekend brunch at Vertical Diner on Barbur Boulevard.

Professor Gallman loves connecting and collaborating with students in the classroom setting as well as during personal conversations outside of class. “What I love most about teaching is being part of a community,” she said, “connecting with students and students connecting with each other as we do our best to use history to help us make sense of the worlds we live in.”

She finds creating communities of trust to be an important resource in dealing with the stress and anxiety of everyday life, as well as life during the pandemic. She strives to make academic work a source of strength, not struggle, by finding a community where this is possible for both herself and her students.

Looking forward, Professor Gallman is excited to teach the course Native Peoples in North America again during the Fall 2021 term. She felt that the true experience of this class was cut short due to the lockdown last spring, so she is thrilled to teach it again and improve from before. Professor Gallman is also teaching the Reading Colloquium for the first time next term. She plans to make American capitalism the focus of the colloquium and sees this as an opportunity for both herself and her students to better understand the interesting history of this economic system which has become so naturalized in our society.

This interview has been edited for clarity.

Professor Jane Hunter on Retirement and Working With Fulbright

Eloise Gilbert-Fagan

Jane Hunter is a professor emerita of history who specializes in late-nineteenth- and twentieth-century U.S. social and cultural history, as well as American-East Asian relations. Professor Hunter is currently in early retirement, but she remains a member of the college faculty as Lewis & Clark's Fulbright faculty representative and a researcher. One thing Professor Hunter enjoys during retirement is her ability to work on her research regularly. "For many people retirement is completely different ... a break with the past." For Hunter and other historians, "it is often less of a break with the past because, although you are no longer officially teaching, you are doing one key part of what has been your job all along, which is doing research and writing."

Hunter works closely with the Fulbright Program, which provides grants for teaching programs and individual research expeditions to students from the United States. According to Professor Hunter, one of the benefits of receiving a Fulbright grant is that the student gains an intimate understanding of another culture that many people in the United States do not have. Students will become area specialists in their country of study, giving them an edge in any career given that few Americans have an in-depth understanding of countries outside their own.

Specifically, Hunter's role with the Fulbright Program involves helping students with the application, brainstorming projects they can do overseas and the relationships they can build, and dealing with the State Department.

Professor Hunter has continued working with Fulbright in her retirement because she enjoys engaging with Lewis & Clark students and the community.

A challenge that comes with working with students on a Fulbright application is that so few people are selected. Being chosen for Fulbright is a two-part process: the student's application first appears before a panel of American academics, then the application goes to a committee in the country that the student will potentially be working with. A difficulty that comes with this second aspect is that the deciding factors for the committees in the other countries can be less predictable. It is difficult to watch people get turned down for reasons that one may not agree with, and to not have an answer as to why that student was turned down. Even so, Professor Hunter argues that even when students are not selected, the process of applying for a Fulbright and fabricating ideas for research can be an extremely helpful exercise in envisioning what a student may want to do with their life. Professor Hunter will continue to serve as the Fulbright faculty advisor for the foreseeable future.

Professor Hunter is currently working on a biographical project about Isabel Crook, a woman born to Canadian missionaries in Western China who grew up in Szechuan Province. She eventually traveled to Canada to study anthropology, went back to China, married a British communist, and stayed in China through the Cultural Revolution. In 2020 Professor Hunter delivered the 57th Annual Throckmorton Lecture with a presentation titled "Missionary Daughter to Daughter of the Revolution: Isabel Crook's Journey to the Great Hall of the People."

Alumni

Alumni Update: Marly Williams

Gwen O'Connor

What is life like for history majors after Lewis and Clark College? I teamed up with Professor Reiko Hillyer to find out what Marly Williams, a history alum from 2015, has been doing post graduation. While a student, Marly wrote her thesis on the history of Portland strip clubs, which was later published in a condensed edition by the Oregon Encyclopedia. Inspired by her experiences in the Inside-Out Prison Exchange class, taught by Professor Hillyer, Marly has been working for a non-profit, the Vital Projects Fund. The organization works toward criminal justice reform and ending the present state of mass incarceration in the United States.

Can you briefly describe the nature of your current work? How did you arrive at this work?

“The job allows me to learn about and be involved in some of the most urgent problems facing our country today, from the opioid epidemic to voting rights to ending life without parole.”

Are there specific skills you gained from the History Program that are particularly useful for your current work?

“Definitely. The work involves a lot of research and occasionally diving into a variety of primary sources. For example, I recently read a 167-page Staff Analysis of Executive Clemency



Marly Williams

in Louisiana from 1978. I'm also always applying a keen critical eye to conversations about criminal justice that happen in the media, online, and even just in my everyday life. Thanks to the history program, I have the historical context and analytical skills to do this well.”

I know you took the Inside-Out Prison Exchange class—how did this influence the path you have taken? Are there other courses or projects at L&C that were particularly influential?

“The Inside-Out hugely influenced the path I have taken after graduating. I wouldn't be doing what I'm doing now if it weren't for everything I learned and all the amazing people I met in that class. After studying alongside the men at the Columbia River Correctional Institution, I knew I wanted to be involved in the criminal justice reform movement and do what I can to change

the way other people think about crime, punishment, and forgiveness.”

What have been some of the greatest highlights of your recent work?

“There have been so many highlights. Perhaps the biggest one was traveling to Philadelphia to meet with local activists and journalists doing amazing work there. I ended up meeting a man named Ghani who was one of the people who trained Reiko/Professor Hillyer in the Inside-Out program. It was so amazing to meet formerly-incarcerated individuals who are using

their knowledge and experiences to make significant change in the world.”

Is there anything else you'd like readers to know?

“I love that the history program gives students the opportunity to get outside the classroom and study in a real-world context. Classes like Inside-Out and LC's other off-campus programs prove that history is a vital and relevant major that helps us understand our current moment as much as it helps us understand the past.”

This interview was conducted during the 2019-20 academic year. It has been edited for clarity.

Alumni Update: Marc Steiner

Daniel Stumpf

Majoring in history can be daunting in terms of career prospects, but it does not have to be. Marc Steiner, a Lewis & Clark alum, is an excellent example of why majoring in history is not only a good way to break into the world of library and information science, but an important and fulfilling experience in general.

Steiner graduated Lewis & Clark in 2014 with a major in history. After graduating, Steiner spent five years at educational non-profit organizations where he worked directly with high school students, providing academic and career support as well as resources and extracurricular opportunities. After that, Steiner was admitted to the graduate program at Simmons University in Boston, Massachusetts, where he currently studies library and information science. Steiner manages to hold down two jobs while still attending classes. He works at Northeastern University as an archival assistant and at Simmons as a technology reference assistant.



Marc Steiner

As an archival assistant, Steiner catalogues recently acquired collections. He inspects materials to determine what kind of preservation and care they require while taking general notes about the collections such as size, topic, and types of material. Steiner's favorite part about working as an archival assistant at Northeastern, a large university in the heart of Boston, is being able to immerse himself in the library's rich collections, which cover the history of various Boston neighborhoods. Steiner also enjoys exploring materials that shed light on how social causes like the civil rights and anti-war movements affected Bostonians. Recently,

Steiner catalogued a collection on the Aids Action Committee, an LGBTQ advocacy group founded in the eighties with the goal of trying to raise awareness about the HIV/AIDS crisis. Fortunately, the COVID-19 pandemic has had little effect on Steiner's work at Northeastern due to the low-risk nature of his work environment. Steiner can complete most of his tasks alone in the archives.

As a technology reference assistant at Simmons University, Steiner troubleshoots for faculty and students, compiles online learning resources, and makes instructional videos on how to use various devices and software. The pandemic was more of a hindrance for this job than for his job as an archival assistant, but with strict cleaning measures and mask requirements his duties remained much the same. Now in his

final semester at Simmons, Steiner looks forward to graduation. After graduation, Steiner wants to continue his archival work at a public or academic library with the goal of making educational and historical materials open and accessible to the public.

Steiner says spending so much time in Watzek Library, especially the reference section, made him appreciate libraries as institutions and awakened a desire to seek a career in library and information science. Steiner says that "the study of history is relevant every single day." He tells us that in order to be able to navigate the world, to wade through the political turmoil of the present day, we must study materials produced throughout history.

Special Collections

Highlighting Special Collections: The Ellesmere Chaucer Facsimile

John Wallent

In the depths of Watzek Library's archives there lurk a handful of particularly intriguing items, items that only the boldest students dare to seek out in their quest for knowledge. One of these artifacts is the Ellesmere Chaucer Facsimile, a stunning 1911 reproduction of a fifteenth-century illuminated manuscript containing one of the most beautiful editions of the Canterbury Tales known to modern scholars.

The facsimile is not the real thing of course, but it gets one about as close to the original as

possible without traveling to the Huntington Library in San Marino, California. The pages are decorated with gilded text, stunning marginalia, wonderfully charming horseback portraits of each of Chaucer's thirty pilgrims, and the earliest known portrait of the poet-pilgrim himself.

Dr. Karen Gross, Lewis & Clark's resident Chaucer expert, believes that there is more to this early Chaucer portrait than meets the eye. Within the larger Canterbury Tales narrative, Geoffrey Chaucer is the author of the main collection of stories as well as the two metatextual tales within the poem's narrative, which are relayed through the narrative device of a story contest between the pilgrims. The

real-world Chaucer is referred to by scholars as Chaucer-poet, and the fictional, narrative-dwelling Chaucer is referred to as Chaucer-pilgrim.

What is so interesting about this Chaucer-pilgrim portrait is that it is positioned within the text alongside the second tale he tells chronologically. The artist chose to skip over the intentionally flowery and corny Tale of Sir Thopas, which appears first, and instead placed Chaucer's portrait next to the second tale, the Tale of Melibee—the far more serious, moralizing, and intertextual work of the two. Dr. Gross posits that this placement may indicate the artist's perception of Chaucer as a learned man with considerable wisdom to offer, placing him alongside the likes of other great philosopher-poets and asserting the power of the English language as a tongue with the power to stand alongside more prestigious languages such as ecclesiastic Latin and poetic Italian. Dr. Gross states that the very fact that the Canterbury Tales were chosen to be rendered as an illuminated manuscript indicates how the text (and, by extension, Middle English) was held in

high regard by learned aristocrats who could afford to commission and purchase such an expensively decorated book as the Ellesmere Chaucer.

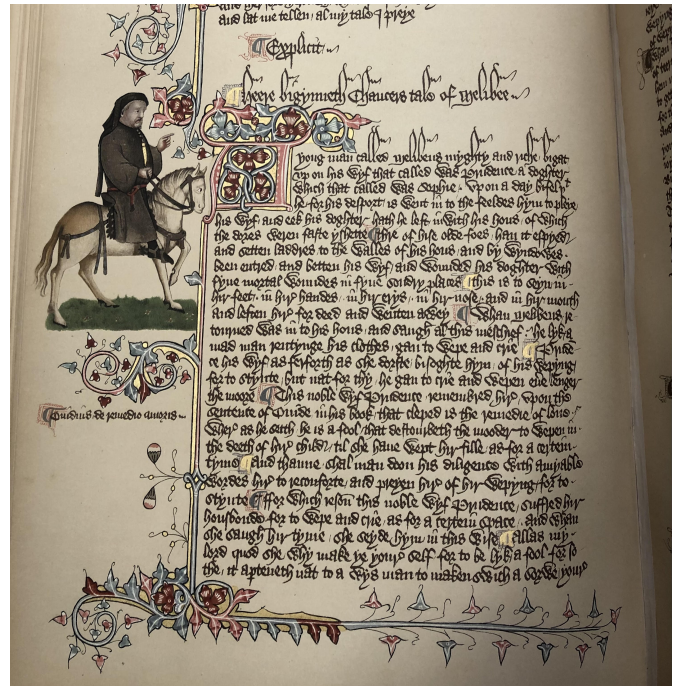


Photo of Ellesmere Chaucer's facsimile portrait alongside the Tale of Melibee, Aubrey R. Watzek Special Collections and Archives, Lewis & Clark College.

Susan Kirschner on the Kirschner-Moszkowicz Collection

Lily Schaffer

One of the most fascinating sets of materials included in the Lewis & Clark Special Collections and Archives is the Kirschner-Moszkowicz Collection, a vast collection of papers from the Kirschner-Moszkowicz family. These papers detail the life of a prominent Viennese family forced out of Austria by the threat of the Anschluss in 1938. The collection consists of thirty-one boxes filled with documents from Ludwig and Elisabeth 'Else' Moszkowicz; Elisabeth's father Otto Benndorf; Ludwig and

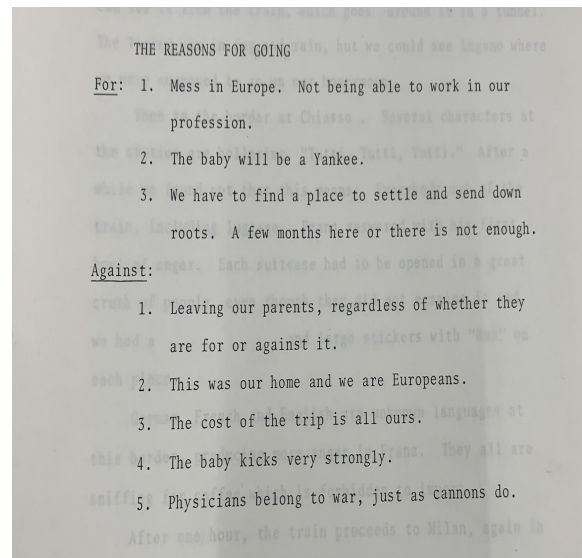
Else's children, Heidi and Otto; and Heidi's husband Franz Kirschner.

The collection is separated into four parts. The first is correspondence between Otto Benndorf and his wife discussing matters of his professional life. Benndorf was a renowned professor of archeology at the University of Vienna, and founder of the Austrian Archeological Institute. He took part in late nineteenth-century excavations in Samothrace, Lycia and Ephesus. The second follows Ludwig Moszkowicz's scientific, scholarly, and family documents, love letters between himself and Else, and an important family correspondence from the late 1930s and 40s. The third part includes Franz Kirschner's documents from his

childhood, family correspondence, and papers concerning his grandparents and great grandparents. The fourth and final part is the papers and records from the Kirschner's journey to, and time spent, in Seattle escaping Nazi persecution.

The Kirschner-Moszkowicz collection was donated by Susan Kirschner, the daughter of Franz and Heidi Kirschner, who is a retired English professor at Lewis & Clark College. The documents were coincidentally discovered in the house of Kirschner's mother during cleaning. Kirschner stated that she knew they were important, but simply did not know what to do with them. With the enthusiastic support of her siblings, she decided they would be of greatest use in Watzek Library's Special Collections and Archives so students would be able to use them for research and scholastic purposes. While Kirschner could have donated different materials to different institutions, she believed it would be best for all of the material to remain in one place, telling a full and cohesive story of her family. She also made the decision to donate documentation of her family's history in hopes that students would look at the collection to better understand struggles with identity and the situations of others.

When asked about her favorite document in the collection, Kirschner responded that it could change on any given day. During this particular conversation, she said that it is a document describing the three-week detainment of her grandfather, a renowned doctor, by the SS. Arrested in Vienna and taken to an old schoolhouse in the Leopoldstadt neighborhood converted into a sorting center, he was tasked with separating those who were healthy and able to work from those who were too weak or old, and would be sent to death camps. Kirschner relayed that this document was a relief to her



Franz Kirschner's "for and against" list for coming to America, found in his travel diary.

Kirschner-Moszkowicz Collection, Lewis & Clark College Special Collections and Archives, Series III: Kirschner Papers, box 20.

mother because she finally understood what happened to him, which enabled her to open up and have conversations that were previously off limits. Her mother needed to see her father's story in order to tell her own.

Kirschner's wish was to have students puzzle through the documents since the issues to be encountered therein are still relevant today, especially in terms of Jewish identity. She states that the story of her family is very complex in that her father was Jewish and her mother was only half Jewish, causing her to question, "Am I Jewish, and to what extent?" This sense of identity crisis was felt by both Heidi and Susan Kirschner because of the belief that ethnic Jewish identity is transferred through the mother's bloodline, and Heidi's mother was not Jewish. Because Heidi was half Jewish, she did not know where she belonged and felt especially alienated in Vienna, as it was very conservative during the rise of the Nazi regime. What it meant to be Viennese at that time felt very exclusive. Heidi Kirschner felt that she did not belong anywhere. This sense of not belonging

resonates not only with people who identify as Jewish but with those of many backgrounds,

which Kirschner hopes to highlight by donating the collection.

Inside the Vietnamese Portland Project: Reviewing Accolades and Accomplishments

Gavin Patchet

Established in 2017, the Vietnamese Portland Project is wrapping up its third year. The project focuses on the significant Vietnamese population in Portland with the goal of assembling a collection of interviews, documents, and photographs to create an archive pertaining to this historically overlooked group. This endeavor has received significant financial support since 2017 via Library Services and Technology Act (LTSA) grants. Currently, one hundred interviews have been conducted by Watzek Library Special Collections and Archives staff and student workers.

The project team digitized the archives, which include thirty-five interviews, and uploaded five edited podcasts to the Vietnamese Portland Project website. The podcast episodes contain up to twenty interviews each with a thorough scripting process completed by student workers and Special Collections librarian E.J. Carter. After the script was assembled, the project's consultant, Dr. Vân H. Truong, examined it for accuracy and the editing process began. The edited and polished podcast episodes required a significant amount of work to complete; the upcoming sixth episode of the podcast took student workers over two months to finish.

Although the Vietnamese Portland Project was affected by the COVID-19 pandemic, the team managed by conducting all interviews via



The Vietnamese Portland logo

Zoom. The use of video conferencing in place of traditional sit-down interviews enabled the project to reach out to younger Vietnamese Americans in addition to first-generation immigrants. As project manager Dustin Kelley explained, “the Vietnamese community is not a monolith,” noting that the ability to add more younger and second-generation voices to the collection has made it more diverse and complete. The project utilized social media to find more interlocutors, maintaining its goal of forty interviews a year. The team intends to have collected 200 interviews upon the project's completion.

The Vietnamese Portland team has partnered with several groups to assemble this archive. The Asian and Pacific American Network of Oregon provided support by consulting for and advising the project team, as well as by conducting interviews in the Vietnamese language. Their assistance had been critical in reaching out to people who do not speak English or who are more comfortable telling their stories in Vietnamese. The project has also worked with

the Immigrant and Refugee Community Organization to get translation help. Their most recent partner organization, Hội Phụ Huynh,

supports Vietnamese dual language immersion programs in Portland Public Schools.

Events

The History Department Spring Lecture: “The Past and Future of Economic Globalism”

Aidan Bennett

In the only History Department-sponsored speaker event of the 2020-21 academic year, Lewis & Clark alum Quinn Slobodian (B.A. ‘00) gave a lecture titled “The Past and Future of Economic Globalism.” Slobodian is an associate professor of history at Wellesley College and has written two books, the most recent of which is *Globalists: The End of Empire and the Birth of Neoliberalism* (Harvard University Press, 2018). Professor Slobodian has also edited two books, authored a number of academic journal articles, and contributes regularly to newspapers in both English and German.

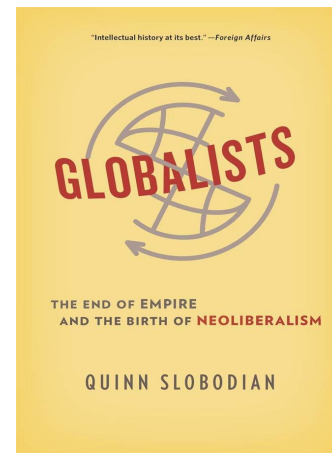
This event was co-sponsored by the International Affairs, Political Economy, and Political Science Departments, and Professor Slobodian’s lecture ranged from the history of twentieth-century neoliberal thought to current issues confronting the neoliberal world order and finally to his predictions for the future.

The lecture was held on the afternoon of April 15th, and was well-attended by students and

Quinn Slobodian, *Globalists: The End of Empire and the Birth of Neoliberalism* (Harvard University Press, 2018)

faculty from a number of departments. Professor Slobodian was introduced by Professors Mo Healy and Andrew Bernstein, the latter of whom was Professor Slobodian’s honors thesis advisor during his first year teaching at Lewis & Clark.

Professor Slobodian began his lecture by addressing the question “is neoliberalism dead.” The answer, of course, is no (otherwise the History Department would have likely had to foot the bill for this event alone). He then gave an outline of the twentieth-century history of neoliberalism, defined by two contradictory movements: there were those who sought global economic interdependence and those in favor of fragmentation and the primacy of the nation state. Spikes in decolonization during the 1920s, ‘60-’70s, and ‘90s raised the question of how to get new states to play along with neoliberalism,



the answer to which was the creation of many of the major international institutions that still exist today. As Professor Slobodian explained it, the key role of these institutions was to protect the economic rights of investors, merchants and tycoons in places where they may not have political rights (i.e. abroad). Neoliberal thinkers were also concerned with protecting the value of money by maintaining the gold standard and wresting control of money and commerce from individual states. In short, twentieth-century neoliberals sought to protect markets from some outcomes while encouraging others by creating a system with, to quote Professor Slobodian, “planetary applicability.”

The second portion of Professor Slobodian’s lecture addressed the present state of neoliberalism, especially as it has been affected by the rise of China. As Professor Slobodian argued, the United States remained a supporter of international institutions because, as world hegemon, it could control them. The rise of China has seen the United States abandon the language of free trade and turn inward. Anyone reading this article will remember the furor over President Trump’s trade war with China, a trade war that President Biden has continued. Rather than pouring money into international institutions that include China, the United States is now interested in building institutions that contain its rival.

Finally, Professor Slobodian began making predictions for a dark future. He argued that the

COVID-19 pandemic has drawn great attention to the resiliency of supply chains, leading to a push for increased self-sufficiency by many countries, including the United States. This attitude will define the future of globalism (which, if Professor Slobodian is correct, will have no future at all). During the pandemic, cooperation both between and within countries has not been a priority. Subnational competition will continue as regional actors vie for larger pieces of the economic pie. (An example, for those confused, is Texas tempting Elon Musk to move Tesla out of California.) Additionally, the world will operate based on a system of what Professor Slobodian rather bleakly referred to as “triage.” That is, the reality of limited resources will create a hierarchy of human beings. We have already seen this with the affirmation by the World Trade Organization of patent rights for COVID vaccines, a move that hinders vaccine production in poorer nations. Professor Slobodian also predicts that citizens will begin to become customers, turning increasingly to corporations for services previously provided by the state in which they hold citizenship. Those who have not paid their dues will find themselves at the bottom of the waitlist for essential services.

The lecture was followed by a robust Q&A during which Professor Slobodian took questions from students and faculty on the exact nature of neoliberalism.

Curriculum Highlights

Thesis and Coronavirus

Alex Knutson

I spoke to Professor Andrew Bernstein about teaching the thesis seminar during Spring 2021. From what Professor Bernstein told me, the thesis seminar, surprisingly, remained mostly unscathed by the pandemic. Despite the fact that social distancing rules and regulations limited the ways in which students and professors could interact with one another, Professor Bernstein told me the syllabus was quite similar to what it would be in a typical year. Many aspects of the seminar were out of his control, such as students' individual research processes.

Because of the pandemic, many archives and libraries were closed to the public. Luckily, many resources are digital and easy to access through Watzek Library. Alongside these online resources, Watzek remained open, and thanks to the phenomenal staff students were accommodated in their research needs. Still, one must visit the library in person to access physical resources, which, for virtual students, was impossible. I spoke with one of Professor Bernstein's online-only students, who could not access Watzek resources in person. Even so,

with their resourcefulness, this student communicated with friends on campus and had them ship the books he wanted checked out.

This student described the realities of taking the seminar course online. He said his "experience in thesis was pretty satisfactory despite being the only online student. [Professor Bernstein] was super accommodating to my situation, so I did not feel left out or minimized ... " This student also touched on how the community aspect of the thesis seminar changed due to his being online. "The major downside of being remote," he noted, "was how talking informally or conversationally with the class was basically out of the question. I did feel like I am part of the group, but I could not necessarily be part of casual discussions before or after class, and that was probably where a lot of the camaraderie happens." Despite his absence, he made it clear that while there were bumps in the road, his experience had been relatively smooth.

COVID-19 radically altered the ways we engaged inside and outside the classroom, and there were bound to be some learning curves in a difficult class like the thesis seminar. And yet, Professor Bernstein and his students made it work.

Professor Elliott Young's New Course: Immigration and Asylum Law

Miles Kenny

This spring semester, history professor Elliott Young taught a new class titled "Immigration

and Asylum Law: Innovations in Social Justice." The course was unique among the Lewis & Clark History Department's offerings because of its focus on actively applying historical knowledge to a specific goal. Throughout the semester, students prepared expert witness reports to be presented in several ongoing immigration cases. I spoke with

Professor Young about the class, how it came to be in this unusual year and the important work it is allowing Lewis & Clark students to partake in.

Professor Young began preparing expert witness documents for immigration cases in 2014, and to date he has assisted in over 400 cases. Around the same time, he began researching the history of immigration and asylum law for his latest book, *Forever Prisoners: How the United States Made the World's Largest Immigration Detention System*, published by Oxford University Press in January 2021. These two projects came together to form the class, and Professor Young's newest monograph is featured on the course's reading list.

Many of the course texts are almost as new as Professor Young's. All of the books were published after 2016, which is perhaps indicative of a renewed interest in the topic during and after the Trump presidency. When I asked Professor Young about teaching the class in the immediate aftermath of the Trump presidency, he confirmed this observation. While literature on this topic existed prior to 2016, the Trump presidency's politicization of immigration precipitated an explosion of research and writing on immigration studies. The end of the Trump presidency affected the class's content as well. One of the many factors making this class difficult to schedule and plan ahead of time was the influx of new executive orders by the Biden administration actively changing the laws students were studying. This was not the only way the class had to deviate from its planned course, and Professor Young believes that students benefited from learning to work on the schedules of judges and courts, where deadlines frequently change and academic calendars are irrelevant.

In some ways, Professor Young believes the course benefited from its concurrence with the COVID-19 pandemic. The class included frequent guest lectures from immigration experts around the country, as well as conversations with the defendant in one of the four asylum cases the course is engaging with, who currently resides in El Salvador. While these opportunities were possible before the pandemic, Professor Young believes the inclination towards virtual communication during the past year made them more accessible. On the other hand, the pandemic took away students' opportunity to understand the enforcement of immigration law close to home. Planned trips to ICE facilities in Portland and Tacoma were canceled.



Elliott Young, *Forever Prisoners: How the United States Made the World's Largest Immigration Detention System* (Oxford University Press, 2021)

The course's main project was the creation of expert witness reports, which Professor Young explained are documents intended to substantiate claims of asylum based on either previous harm to the detainee, or potential harm should they return to their home country. Many seeking entry into the United States lack the documentation to prove the dangerous conditions from which they are fleeing, and courts utilize experts on the entrants' home countries to validate claims. Following a study of conditions in four countries, students helped

prepare reports that Professor Young will later present in court.

Professor Young believes the course's real-world applications attracted a wider range of students than many other advanced history courses. Many international affairs, political science, and sociology and anthropology majors were enrolled. On the other hand, the real-world issues the class engaged with were sometimes deeply disturbing, and Professor Young sent out reminders at the beginning of the semester that some of the content could be emotionally

difficult for students to engage with. In regard to his own extensive work in the field of immigration law, Professor Young said he has found it easiest to intellectualize the cases he is involved in to prevent self-immobilization. The work Professor Young and the class were engaged in is incredibly important but emotionally exhausting, and students and professors alike must take steps to insulate themselves emotionally so as to continue with the essential research and work they are engaged in.

How Studying Renaissance Medicine Can Teach Humility

Max Morrish

I had the opportunity to interview Dr. Hannah Leah Crummé, the Head of Special Collections and Archives at Watzek Library. This past spring, Crummé taught a class titled Renaissance Medicine, Health-151. While falling under the category of a health class, Dr. Crummé made the distinction that the class was, in essence, a literature class investigating the themes and experiences of medicine during the European Renaissance. The class centered on several works of literature ranging from the years of 1580-1630, the most prominent being *Macbeth* and *The Merchant of Venice* by Shakespeare, *A Journal of the Plague Year* by Daniel Defoe, *The Anatomy of Melancholy* by Robert Burton and *Religio Medici* by Thomas Browne. Given the course's wide range of material, it appealed to a diverse array of students ranging from health studies minors, to biology and psychology majors, and more.

Unsurprisingly, many of the medicinal practices analyzed in the course have now become

subjects of great critique and even condemnation. The course illuminated the evolution of medicinal practices throughout history, thereby giving students the unique ability to think about the greater narrative of western medicine and science. One example that Dr. Crummé noted was the practice of bloodletting, a method now deemed archaic and outmoded. A modern day equivalent, however, may be the practice of chemotherapy, which can be broadly described as the injection of poisons in order to shut down cell production and stop cancer. Dr. Crummé presumed that within several hundred years, it is possible this method may be considered just as outdated as the practice of bloodletting. However, while the Renaissance has undoubtedly become an era of present-day medical scrutiny, it can also be characterized as a time of progress in the understanding of human anatomy. Prior to the Renaissance, Western society lacked a developed understanding of the human body. One of the driving factors Dr. Crummé identified as contributing to this shift was the increased exploration of and comfort with dissection during the Renaissance. In this sense, analyzing Renaissance medicine provided a valuable perspective on the progress that has



Rembrandt van Rijn, *The Anatomy Lesson of Dr. Nicolaes Tulp*, 1632, Mauritshuis (Hague, Netherlands), <https://library-artstor-org.library.lcproxy.org/asset/27077997>.

been made in medicine and science. The course highlighted the discoveries this era developed, and that remain prevalent in modern day Western medicine. By contextualizing themselves in this way, it gave future scientists and medical students a greater degree of humility knowing that their practices may someday be archaic too.

To conclude our conversation, I asked Dr. Crummé what similarities she recognizes between the Renaissance era and the current era of the COVID-19 pandemic. Not surprisingly, *A*

Journal of the Plague Year by Daniel Defoe was the first point of discussion. Resonating with our current pandemic era, Defoe's book recounts quarantine, avoidance of transmissible diseases, and the many superstitions that arose out of the plague. Robert Burton builds on these similarities in *The Anatomy of Melancholy*, in which he analyzes ties between mental and physical health and the consequences that can arise from sacrificing one for the other. These examples remind us of continuities between Renaissance-era medicine and our own.

Remembrances

Remembering Sunil Kumar, Historian of India

Dr. David Campion

On January 15th, Professor Sunil Kumar, one of the preeminent historians of Medieval India, passed away unexpectedly at his home in Delhi. For over two decades, Professor Kumar was the lead instructor of the Lewis & Clark India program. The many history majors who spent a semester in India recall him as a beloved figure who was like an additional member of our department in exciting their imagination and developing their skills and sensibilities as historians.

Professor Kumar earned his doctorate in history at Duke University under the supervision of the guru of Mughal Empire historians, John F. Richards. He was the longtime head of the history department at Delhi University and a distinguished visiting scholar at universities around the world, among them Berkeley, SOAS, and the Sorbonne. Professor Kumar's research and insights changed the way historians view the early centuries of Indo-Islamic civilization. His scholarship explored the intersection of political and administrative institutions, social and religious networks, and the built environment. In the process he challenged long-held assumptions about the arrival of Islam in South Asia as a rupture from a glorious Hindu civilization of late antiquity. His magnum opus, *The Emergence of the Delhi Sultanate*, is a pathbreaking work of scholarship



Sunil Kumar. Photo: *The Wire*

and now regarded as a classic text in the field of Medieval Indian history.

Apart from his brilliant contributions to scholarship, Professor Kumar was a dedicated and passionate teacher. He inspired legions of students to reimagine the past in new and innovative ways, whether these were his undergraduates at DU, his masters and doctoral advisees, or the scores of LC students and faculty who over the years had the privilege of attending his lectures and walking tours among the great historical monuments of his beloved Delhi. Like most great historians, Professor Kumar was a mesmerizing storyteller and he leavened his teaching with his signature charm, empathy, and irreverent wit. He challenged his students to examine the past from a wide range of perspectives and never to accept received narratives at face value but to probe beneath the surface for a deeper and more critical understanding of historical processes. Indeed, it

was an amazing feat for Lewis & Clark to have acquired the services of such a prestigious academic for one of our overseas programs, but Professor Kumar really did love LC and its students and that feeling was definitely reciprocated.

Sunil Kumar's passing is a great loss to the historical profession and to Lewis & Clark especially. He is survived by his wife Anjali and sister Nita (also a scholar and LC India program instructor) and his children, Sikander

Remembering Nola Lund Long, Former Administrative Assistant for the History and Religious Studies Departments

Aidan Bennett

The Lewis & Clark community was recently informed of the passing of Nola Lund Long, former administrative assistant for the History and Religious Studies Departments (although, I am told by those who knew her that she proudly referred to herself as a secretary). Those who worked alongside Nola Long during her tenure at Lewis & Clark share their memories of her below.

Professor Emeritus Stephen Dow Beckham:

I offer some memories and words about Nola Long.

Nola Lund Long came to Lewis & Clark in 1972 to work in the campus bookstore. She liked the setting and eventually moved from that position to become secretary to the History Department. Her service was pre-computer when we used typewriters and a liquid-driven copy machine to duplicate copies of course syllabi, quizzes, and exams. Nola was highly skilled in accurate typing and helping us do the

and Shefali. He is also mourned by countless students and former students, among them a rising generation of young historians of South Asia that he trained who can now be found in colleges and universities around the world. Yet, in the midst of this grief, for those of us who knew him there is some consolation in having been able to call him our mentor, colleague, and dear friend. Though he has passed, he remains alive in the hearts and memories of all those he touched.



"Nola Long, 1986" Lewis & Clark Digital Collections, accessed May 7, 2021, <http://digitalcollections.lclark.edu/admin/items/show/822>
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necessary "paper work." Whenever there was a typo, it was necessary to remove the duplication sheet from the typewriter, use a razor blade to scrape off the mistake, and use a new tab of "inked" paper to replace the missing letter or letters. Nola was a pro at all of this and made our work tidy and efficient.

Nola assisted the department in other ways, especially when there were position openings. One year when I was chair we had two simultaneous searches. The applicant pool amounted to more than 600 candidates. Nola processed all of that information, acknowledging receipt of materials submitted, filing it in folders, and setting up the records for

the two search committees to review and winnow the candidates. She booked lodging for the candidates who came to campus for interviews.

Nola and her husband, Jim Long, loved their beach home in the small village of Manzanita. She booked the local community club building for the History Department for perhaps a dozen or more years for the annual fall retreat where we laid out the curriculum for the coming year, anticipated off-campus duty leading student programs, and booked the speaker for the Throckmorton Lecture. She was often our hostess in Manzanita when we spent the weekend there for the retreat. Above all, Nola was a friend. She had a great interest in history, especially her Swedish ancestry, and was an eager researcher. She is missed.

Professor Emeritus Henry Bair:

Nola Lund Long was a long-term member of the college staff, that permanent part of the campus community that keeps fundamental things operating smoothly, while students—as well as administrators and faculty—come and go. Nola had worked in the bookstore before she joined History and Religious Studies, and she brought with her many links to other people and activities, as well as a sense of devotion to the College.

Apart from her employment on campus, she and her husband, Jim, were a host family to about forty international students, some from LC, others from high schools around the Portland area. Their friendships with these former students, some of them now retired from careers in their own countries, continued over many decades down to the present.

Two of her children, Jonathan Long and Jennifer Long Brion, graduated from LC.

After her retirement, Nola maintained active engagement with members of her extended Lund family in Sweden.

And, for many years after I retired, she always had up-to-date stories to tell me about life and people on campus. Down to the time of her death, she and I had a continuing friendship that I'll sorely miss.

Professor Ben Westervelt:

When I first got to LC—first job, I hadn't even finished my dissertation, so as green as green can be—Nola was the one who welcomed me and made sure that on a day-to-day basis I learned the ins and outs of the College. She was cheerful, extremely capable and very kind. I associate her with Bodine, because she retired before the History Department made the move to Miller. She worked in a large room that also contained the lunch area/sink/coffee machine and which led to a smaller room with the copy machine and other stuff. So she was literally in the middle of much of what went on in the day-to-day workings of the History and Religious Studies departments. The History Department's annual retreats took place in Manzanita because that was where she and her husband, Jim, had a cottage. Even after she retired, she attended and helped organize the retreats, so she remained a force to be reckoned with. I guess that's how I remember her—a kind, generous, smiling, cheerful force, if there is such a thing!

Footnotes 2021

**Edited by Aidan Bennett &
Charlotte Powers, '21**

**Advisor: Mo Healy,
Department Chair**

**Department of History
Lewis & Clark College
615 S Palatine Hill Rd.
MSC #41
Portland, OR 97219
(503) 768-7405
history@lclark.edu**