FOOTNOTES[1]

LEWIS & CLARK COLLEGE HISTORY DEPARTMENT SPRING 2022 NEWSLETTER

[1] *Edited by Josie Stenzel and Dor Nadler*

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HISTORY ON SITE

DOR NADLER, '24

Barely knowing anything about the Greece Study Abroad Program, I had pleaded with my professor to let me join the group two months after the deadline. Believing the Mediterranean weather will beat anything Portland had to offer, I ended up studying in Athens for the first semester of my Sophomore year in Fall 2021. Nothing prepared me, a History major, for the wonders of studying history up close.

During the first day, I walked into our classroom on the third floor of a building in Pangrati, an up-and-coming neighborhood in southeast Athens, and saw the famous Acropolis right from my window. In the second class of the day, I was already walking with a renowned archeologist through the city and looking at statues and relics which I have been reading about for years. In one class, we walked through the Agora, the central location of Ancient Athens, and the professor pointed to a shaded spot under a tree and said, "It is rumored that Socrates was imprisoned, and poisoned himself in this very corner."

As I descended on the escalator in the metro station, a wall was slowly revealed to my left, with layers of mud, bricks, and small signs. Each layer represented a civilization that built their brick road, their pipelines, or even their graves in this very spot. By going down into the metro, I was literally able to see civilizations spanning over thousands of years.

The beauty of being in Athens was the ability to not only learn its history, but see *how* we learned its history. We would stand on the steps of the Acropolis while the professor would explain the process of building the different buildings. We would walk down to the Acropolis Museum and see a huge stone with writings on all its surfaces, describing the cost of paying for each professional or artisan who was hired in the construction of the buildings. We were able, inthis way, to immediately connect the history that historians interpreted, and the evidence they used in order to reach their conclusions.

The Winter Olympics occurred during our time in Athens. Our school was located right next to a replica of an ancient stadium that stood where the original

once was, and we were able to see the torch passing ceremony. Just a few weeks afterward, we traveled to Olympia, the location of the original Olympics, and made our own little running race in the very place where the Ancient Greeks held their own races. Living in Greece for a semester was stepping into a history book, and seeing it come to life.

PANDEMICS IN HISTORY WITH PROF. SARAH VIERRA

KATIE BOUTIN, '24

When I first registered for HIST 298: Global Pandemics in History, I was honestly nervous. I could not imagine that taking a class about global pandemics while in the midst of one would be very exciting. Surely, it could not be anything other than stressful and a bit depressing. But now that we are near the end of the semester, I must admit I was pleasantly surprised by my experience.

The class covered a large number of diseases and pandemics throughout history. We began by discussing how people viewed diseases, and then we moved to talking about the Black Plague. Nearly every week, we would discuss a new pandemic or disease, from cholera to smallpox, yellow fever, and many others, ending with the AIDS/HIV outbreak in the '80s and '90s. We also discussed the COVID-19 pandemic in the last week of school. We would talk about the scientific aspects of each disease and then move on to historical context and impacts. It was fascinating to see how each outbreak both affected and was affected by what was occurring at the time.

I absolutely loved taking a class with Professor Sarah Vierra. If she was not here for just this semester, I would take another class with her in a heartbeat, and would recommend her to everyone. She is an amazing professor who clearly knows a great deal about what she is teaching. I would say she makes genuine connections with her students. I remember on the first day when we were introducing ourselves on Zoom, Professor Vierra mentioned that she knits, and I said that I also knit. A few weeks later, when we were back in the classroom, she was talking about something she was knitting, and she remembered that I had said I knit and started talking about it with me. It may seem a little silly, but I was really touched that she remembered such a little detail. I'm so thankful for having been in her class.

I truly enjoyed taking Global Pandemics. Diseases and medical studies are certainly not my areas of expertise, but I'm glad that I decided to branch out a little and take this class. So much of history occurs during disease outbreaks and pandemics or epidemics. Yet, it is not taught nearly as often in history classes as it

should be. I have a feeling that this will be one of the classes that will be with me for a very long time.

INTERNSHIP AT THE OREGON JEWISH MUSEUM AND CENTER FOR HOLOCAUST EDUCATION

GABRIEL HUERTA, '22

Senior History major Gabriel Huerta ('22) has just finished a semester-long internship in Portland. The Oregon Jewish Museum and Center for Holocuast Education, located on NW Davis, offers museum galleries and an archive that both document the legacy of the Jewish experience in Oregon teach the universal lessons of the Holocaust to the local community. Working about six hours a week during the semester, Gabriel gained experience in transcribing oral interviews and has worked intensively to catalog the letters of a local Oregon family. He has been immersed in the private correspondence of a young couple based in Portland, Leonard (Len) Barde and Goldie (Gertrude) Puziss. Their letter exchange, spanning the years 1940-43, reveals the trials, tribulations and everyday life experiences of two people living through the early years of World War II. The collection was donated to the OJMCHE by a great-great granddaughter.

As Gabriel explains, Goldie was an undergraduate student at University of Oregon, while Leonard worked throughout the Portland area, from Eugene to Neskowin. The love letters reveal that the couple enjoyed going to the movies, which they called "picture shows." During the period of the letters, the war began and Leonard joined the army. He served as a private in the Army Reserve Officers' Training Corps at Camp Hood, Texas. Meanwhile Goldie worked at Rose's Garment Shop. At one point she was able to purchase a $600 fur coat. The preserved envelopes reveal that she lived on SW Park Ave. in Portland. Leonard's family owned Barde Steel Company on 1435 SW Harbor Drive.

Gabriel reports being surprised by the frequency with which Goldie and Leonard wrote to each other, sometimes several times a week. They seem to keep a running log of their thoughts for each other, for example beginning a letter at "9am" and returning to the same letter–"4pm"--to update the other on the day's events. They sometimes lose patience with each other. At one point, Leonard, missing a letter from Goldie, writes a one-page missive: "Where in the hell is it?" The collection also includes letters from family and friends as well as items of memorabilia, including

postcards, cloth patches from Leonard's military service and even a placemat from an old Portland restaurant.

This was not Gabriel's first internship. Earlier in his time at Lewis & Clark completed an Archives & Research Department Internship with the National Comedy Center, where he researched the life and career of Lucille Ball for an archive collection devoted to the television show *I Love Lucy*. At this latest internship he has been intrigued to gain such an intimate look into the lives of these historical figures. He has found himself quoting their letters to friends; after working for months with the writings of Leonard and Goldie he feels he really "knows the ins and outs of their lives," and has learned from his internships that he very much enjoys archival work.

UNLOCKING THE PAST TEXT BY TEXT

MILES KENNY, '23

The events of the mid-20th century and our historical memory of them exist in a liminal space. Precisely what happened, and why, is less clear to us than its profound impact on our modern world. Few historical eras exercise a more profound influence on the mind of the contemporary person than the horrors of the Great Depression and World War Two. Nazi stormtroopers and their abhorrent ideology have become our universal reference point for evil, showing their influence in pop culture artifacts such as Star Wars and Harry Potter, and shaping how we conceptualize contemporary leaders from Saddam Hussein to Vladimir Putin. But in the ultra-historicization of the fascist era we have transformed history into myth, and lost sight of the fundamental questions: what was fascism, how did it come to be, and what mark did it leave on our world?

These, among others, are the questions explored in this semester's History 400 Colloquium, taught by professor Mo Healy. The course's strength has come in its refusal to take the fascist era for granted, to avoid resting on common assumptions, or even to accept many of the basic premises the study of fascism relies upon. Among other things, the course has doggedly pursued why the 20th century can be called the fascist era, and whether it is even useful to categorize Mussolini's Italy and Hitler's Germany as belonging to the same schematic of evil. On the other hand, were the Nazis brought to power to combat the Russian red menace, or were the two ideologies of Nazism and Soviet Communism, as Hannah Arendt argued, two sides of the same totalitarian coin? How did western leftists of the "popular front" era come to terms with exploiting the resources of the colonial world in their fight against German expansionism? These are the questions that get to the heart of historical inquiry,

namely, how did the people of the past understand their time, and how should we?

Stripped of sepia toning and Ken Burns, the WWII era is still defined by unresolved questions, and at a time in which the triumph of liberal democracy does not appear a foregone conclusion, these questions carry immense weight. Professor Mo Healy's guidance in this course has been immeasurably valuable, and the syllabus she's set provides an outstanding course map to understanding the intricacies of the states and ideas at play. Beginning the course with Robert Paxton's *The Anatomy of Fascism*, students were familiarized with many of the theoretical frameworks through which scholars have understood Hitler and Mussolini's regimes. Next, Marla Stone's *The Fascist Revolution in Italy* told us what fascism was through its own propagandists, as Stone collected documents from the Italian fascist regime to understand how this government wished to be understood. Next, a study of women under Italian fascism revealed the failures of the movement's own great goals, to organize the whole society under the state's command. We examined the Nazi Party's workings in the small town of Northeim to understand the movement, not as the work of one evil mind, but rather as an active new form of political organizing all over Germany.

Along with these historical texts, Mo's course never lost sight of the importance of the immaterial and irrational to the politics of the mass era, the writings on the psychology of crowds, and the restless anger of the World War I trench generation. Examining the styles and appeal of fascist aesthetics and art allowed students to get a little closer to the inexplicable mentalities that allowed the election of fascist regimes. Understanding the decisions toward whom it is hard not to feel disgust must be one of the highest goals of historical study, and in this regard, Professor Healy's Colloquium has been a resounding success.

A PERSONAL HISTORY

JOSIE STENZEL, '24

For last semester's Historical Materials, students focused on alternative histories of Portland. I asked sophomore Asmaa Zaidan ('24) to discuss her annotations project in which she researched the Muslim community here in Portland.

Can you explain a little bit about the annotations project?

The annotation project is a project and an amalgamation of various projects history students do in Historical Materials (lovingly dubbed "The Boot Camp for history students"). Most simply, students of history are asked to choose a primary source document, then annotate it with nearly 100 footnotes that shed light onto the document's content and historical context. After adding various other components, such as an introduction, images, and more, the final product is a

physical bound copy that sometimes ends up being more than a hundred pages. Each page of the primary source document is accompanied by its corresponding page of annotations.

Throughout the entire term, you do research to aid your final project. For example, much of my content derived from an oral history interview assignment I conducted with a longtime member of the North Portland Muslim community. We also researched old Portland maps, since the courses focus was "Alternative Histories of Portland."

Why did you choose Portland's Muslim community for your project?

When I got into seriously studying history, part of what motivated me is the idea that if we do not tell these stories, no one else will. Nobody will know our stories fifty or a hundred years from now if we do not keep the record. Originally, I picked this project for very personal reasons. After all, I am both Muslim and a lifelong Portlander. I wanted to cover my community, which centers around the Assaber Mosque in Southwest Portland, established in the late 1980s. I know what being Muslim in post-September 11 America is like. From the ugly—the collective experience of state surveillance in our religious spaces—to the beautiful—a thriving immigrant and Muslim community in the heart of Portland. However, as I dived deeper into the history it became increasingly clear the Portland Muslim community was much older and more deeply ingrained in Portland than what I knew. It had not, as I had previously assumed, been established with the arrival of Muslim immigrants in the 1990s. In reality, it had roots thirty years before my own mosque was established in the 1960s with the arrival of Muslim members of the Nation of Islam (NOI). The Black Muslim community in Portland not only predated the immigrant one, it had paved the road for Islam in Portland. The heart of that community lies not in Southwest Portland, but in the North, in their mosque The Muslim Community Center of Portland (MCCP). From there, I started over. To answer the question, I chose it for two reasons: to learn the history that needs to be learned, and to tell the stories that need to be shared.

Were there activities or strategies from History 300 that helped with your research?

The archive is front and center of History 300. We learned how to find and search digital archives, a skill every student of history needs. I found my primary source document, an oral history of one founder of the Muslim Community Center of Portland, in a Reed College archive. We also learned to look at nontraditional archives and sources, and one of my sources was Google Maps. I also got to engage in some exciting hands-on research, like calling local businesses to ask what the area looked like fifty or sixty years ago.

Finally, the course readings were so well curated to teach us why we do what we do. One reading in particular stuck with me for a long time. We read *On the Concept of History*, by Walter Benjamin, a German Jewish philosopher. One iconic quote in particular continues to guide my work. He wrote: "The only historian capable of fanning the spark of hope in the

past is the one who is firmly convinced that even the dead will not be safe from the enemy if he is victorious." Although he was speaking mainly about the class struggle, he put into words why I study history. Storytelling, and telling the (many) truths of history holds an inherent value. As a student of history, I have come to learn the basic acknowledgment that historians have come to terms with is that we get it wrong, all the time. People in power write history and determine what makes it into the collective memory centuries later. Even the archives we create are not neutral actors in history, they are often created by powerful people with specific motives. In studying history, the most important thing we can do is find and tell those underlying, forgotten stories. In that, we may provide posthumous justice to victims. However, we are not only righting the wrongs committed by people in the past, we are also, in that process, undoing the oppressive structures that exist to this day which were constructed all those years ago. By telling these stories they tell a forgotten narrative, which has value in it of itself, and allow us to remedy the injustices today, which originate in the past. The annotations project, in a small way, teaches us how to do that.

THINKING ABOUT HISTORY

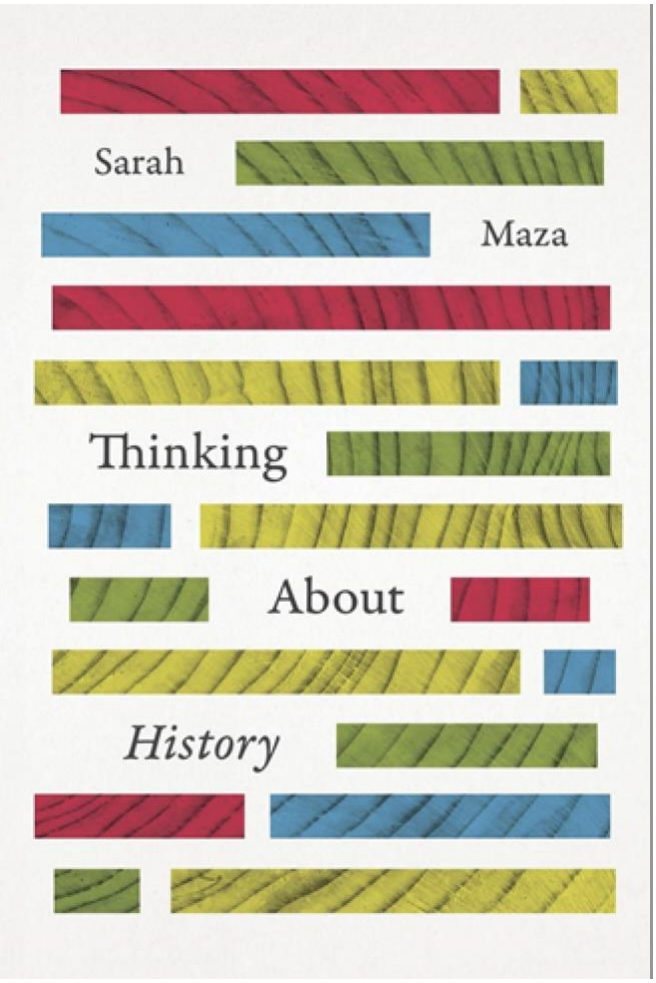
JOSIE STENZEL, '24

For Historical Materials in the fall of 2021, we read Sarah Maza's *Thinking About History*. In it, Maza breaks down the development of the genre, study, and discourse surrounding how scholars and enthusiasts understand what happened in the past. Maza begins with a simple question, "History of Whom?" and builds the complexity of her analysis to the last chapter of the book, which addresses modern and postmodern arguments concerning objectivity in the field. She also discusses how location, methods, and time period can all affect how a "history" is written, and what material is included.

Professor Elliott Young structured our discussions in the class in a similar way, beginning the semester with a discussion of "what is history?" As we explored alternative histories of Portland in particular, we were able to see the strengths and weaknesses of various methods of maintaining records and keeping information. For example, archives are great places for stories that states and institutions deem important to preserve, but what about the ones that aren't considered relevant? Maza points out similar flaws, and explains how historians can read against the grain to parse further details from what can be limited resources. She also notes that the most "popular history" books continually fall into the category of the "great man," with what Maza calls an "endless stream" of writing about the American Founding Fathers and the World Wars, whereas academic history tends to be more diverse and novel, but less accessible.

Another area Maza addresses is the focus of history shifting as society does as well. She explains how early histories focused on great leaders, before moving towards the history of common people and workers. She also discusses the rise of areas of study like women's history and historical study that goes beyond traditional geographic borders. Additionally, Maza points out that Marxist assumptions about history, such as material factors being critical to shifts in power or that unequal social groups will have an "antagonistic" relationship, have been so absorbed into historical theory they often go unquestioned. With each facet of historiography she presents, Maza provides examples to make the theoretical discourse more concrete. She also does an excellent job of providing as many points of view as possible, while acknowledging from the beginning that any historical text will have its limitations.

At the end of the semester, we returned to the question we began with, this time paired with Maza's insight. My understanding of what history "was" had evolved greatly, from "a record of what actually happened," to trying to see all the pieces that were in play when a history was documented. The best part of Maza's book, however, was not just the analysis or thoughtful organization. The greatest achievement of *Thinking About History* is its accessibility. Maza herself highlights how important it is to make well researched, up to date historical writing as jargon-free as possible. Despite the complexity of the themes, I found her writing easy to understand, her examples helpful, and deeply appreciated her brevity. The book itself is quite small, another reason this text has quickly become one of my favorites among texts I've read for class. Maza's book has significantly changed the way I conceptualize the study of history. If you have not read *Thinking About History* yet, I would highly recommend
it.



PROF. GALLMAN ON HER SABBATICAL PROJECTS

DOR NADLER, '24

Assistant Professor Nancy Gallman, who specializes in Early North America, Borderlands, and Law, had the honor of being named a 2022 American Council of Learned Societies (ACLS) fellow for her book project, *Law's Borderlands: Life, Liber*ty, and Property in an Old American South. In addition, Prof. Gallman has been awarded a grant from the National Endowment for the Humanities (NEH). Finally, the American Philosophical Society has awarded her a Franklin Research Grant. These grants will allow Prof. Gallman to take a sabbatical next year to solely focus on the research and writing of her book. As a curious history student, I decided to enquire about her upcoming projects.

Could you tell me what you will be working on during your sabbatical next year?

This twelve-month sabbatical is going to give me protected time to work on a book, which is the first book I have ever written. The idea is to convert my dissertation into a manuscript, which I have been working on in bits and pieces over the last few years. In the summer, before the sabbatical actually starts, I will be traveling to do some research in Florida to develop the material that I need for some of the new work that I am writing for the book.

Can you give me an overview of the book itself?

The title is *Laws, Borderlands, Life, Liberty and Property in an Old American South*. It is a cross-cultural legal history of the Florida borderlands at the turn of the 19th century. What I am doing is reconstructing the legal world of the Florida borderlands after the American Revolution. This is a region that encompasses the Florida/Georgia border, Spanish-Florida, but also Seminole and lower Creek country, which are indigenous polities in this area.

I am studying how indigenous peoples, Spaniards, people of African descent and Anglo-Americans created a plural legal order in this region, that was highly contested politically, economically, culturally and militarily. I am making an argument about the role of law in the history of attempts by the United States to expand to Florida.

I am interested in how this history tells us something about how different systems of law governed the very diverse societies in the Southeast. I have a historical question about the role of law in blocking US expansion into Florida, as there were multiple attempts that various settlers, mainly in Georgia, made to invade and take over Florida. I am also interested, more conceptually, in how to use historical sources to get a

stronger sense of the complex nature of American law during the Revolutionary Era. Using the really dynamic history of the Florida borderlands to study how multiple peoples interacted around law, we might be able to understand not just these historical patterns of the relationship between the United States and Florida, but how that legal experience actually helped define law itself in this space.

How will you incorporate the findings of this research and your book into your teaching at Lewis & Clark?

I am teaching a class right now called Cross-Cultural Law and Justice in Early America, and this class reflects a lot of my research interests already. It takes a comparative look across various legal borderlands in Early America, looking at indigenous British borderlands, indigenous French and indigenous Spanish, for example. I do already incorporate pieces of the research that I do, including some of the questions that I have about this history as a way of creating a framework for the class.

What I really would like to be able to do is to get to a point with the book where I can come back to that class and see how working on the book at this stage will reshape and reframe some of the questions, concepts and discussions, particularly the role that the Florida borderlands play in the legal history of North America, Turtle Island, and even more specifically the legal experience of people of African descent in Florida and how that changes our understanding of the complexity of law.

THROCKMORTON LECTURE: UNSETTLED: CITIZENS, MIGRANTS AND REFUGEES

JOSIE STENZEL, '24

This year, for the 58th annual Arthur L. Throckmorton Memorial Lecture, LC students and faculty were able to meet speaker Jordanna Bailkin before her talk, titled "Unsettled: Citizens, Migrants, and Refugees," the evening of March 17. Bailkin is the Jere L. Bacharach Endowed Professor in International Studies and Professor of History at the University of Washington in Seattle. She teaches British, European, and imperial history. This semester's 450 Thesis Seminar, "Britain and the Empire in the 20th Century," read her third book *Unsettled*: *Refugee Camps and the Making of Multicultural Britain* (Oxford, 2018) , which discussed the often forgotten refugee camps in Britain. The topic of displaced peoples seemed especially appropriate, both for the class and the lecture, in light of the invasion of Ukraine just a few weeks prior. I talked to Gavin Patchet ('23), a student in the seminar who was able to talk to Professor Bailkin in a small group session held before the main lecture. Gavin recalled:

> Our class discussed the book's strengths and adopted components of Bailkin's approach as we developed our theses. We were fortunate enough to meet with Professor Bailkin during one of our class periods in which we discussed our subjects with her, in addition to a question and answer segment. Among other topics, we asked her questions regarding her employment of historical wording. Bailkin explained that she went to great lengths to ensure that every historical term is appropriately defined, contextualized, and even problematized to demonstrate her research's strengths and weaknesses. In addition, she touched on the construction of historical narratives and different organizational approaches to presenting research. The valuable insight she provided was constructive for organizing the structure of my thesis, and although I can't speak for the rest of the class, I would imagine it was of great benefit to them. I am thankful Professor Bailkin took the time to meet with our class and enjoyed discussing historiography with her.

During the lecture itself, Professor Bailkin explained the waves of refugees who arrived in Britain, how each group interacted with each other, and the many people she encountered during her research who had no idea about the existence of the camps. She also explained how some of the people who lived in the camps were in fact British citizens, whether through the commonwealth or locals who already lived there, but found housing and other resources with refugee groups. Bailkin also discussed how residents of camps were able to find a sense of normalcy, despite their displacement. She ended the lecture by discussing modern camps for displaced peoples and refugees, before opening the floor up for questions from the audience, sparking a lively discussion with both faculty and students.

NIXON'S WAR AT HOME

JOSIE STENZEL, '24

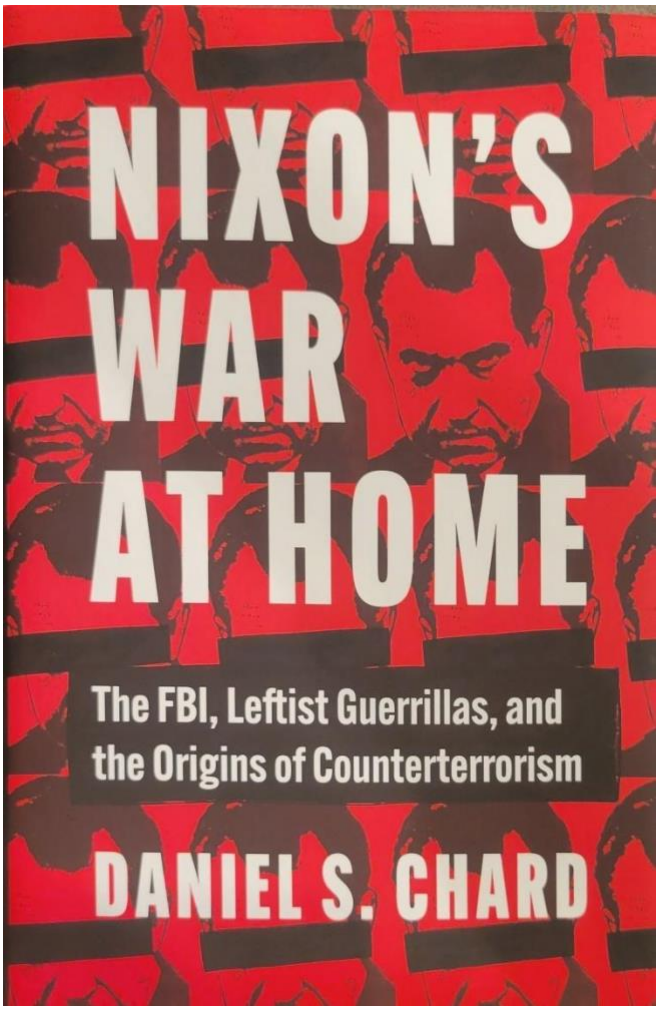
On November 4, 2021, the Lewis & Clark community had the opportunity to listen to Professor Daniel Chard as he discussed his book, *Nixon's War at Home: The FBI, Leftist Guerillas, and the Origins of Counterterrorism*, which he published earlier that year with University of North Carolina Press. Professor Chard is a Visiting Assistant Professor of History at Western Washington University, and drew on his personal experience within leftist political groups to inspire his research surrounding the interactions between radical groups, the United States government, and mainstream populations. The book itself discusses how American guerrilla groups affected the end of Nixon's presidency, and the beginning of the FBI's use of mass surveillance as a means of national security.

In his lecture, Professor Chard began by establishing the origins of the term "terrorism" as we know it today. He explained how the phrasing began in the 1970s, as the White House shifted its focus from "anti-communist" to "anti-terrorist" measures, introducing new policing tactics and pouring funds into mass incarceration. As leftist guerrilla groups became more active during this time period, the Nixon administration employed new methods of infiltrating these organizations to prevent their demonstrations. For example, Professor Chard said that the FBI claimed they had insiders in every leftist and Black Power student organization in the country. He then moved on to the modern effects of this shift, specifically how these early counterterrorism efforts laid the groundwork for a post 9/11 America.

Students in last fall's History 300 class were able to speak with Professor Chard one on one, as he attended their class to discuss his research process for *Nixon's War at Home*, and also the work he has done with various Indigenous groups in Washington. During this

period, students were able to inquire about specifics in his work, such as working with bureaucratic institutions to gain access to information and the ins and outs of gathering oral histories. Students whose research for the class pertained to American radical leftists in particular were able to ask about using FBI files for research and how to access previously inaccessible documents.

The Question & Answer portion of Professor Chard's lecture was lively, as students and faculty brought up a variety of topics, ranging from more in depth discussion of the 1970s to a resurgence of cultural paranoia surrounding the 2020 presidential election. The audience was enthusiastic, and many students stayed after the conclusion of the lecture to speak to Professor Chard and to purchase a copy of *Nixon's War at Home*.



PROJECT RUNWAY: HOAXES IN HISTORY

DOR NADLER, '24

When I declared my major as History, I had no idea I had accidentally stumbled upon one of the most creative and fun departments at Lewis & Clark. After two years of lack of social events (due to covid restrictions), on March 3rd, I finally had the pleasure of attending the 8th Annual Project Runway, a unique staple of our department's offerings. I had never attended before, so I came early in order to see the participants preparing and to talk with some of the organizers. This year, as an ode to our fake news-loving former President, the event was themed "Fake News: Hoaxes in History."

Lily Schaeffer and Sarah Leonard, two of the main organizers, told me that there were four groups participating this year, and that each one was required to create a runway outfit under time constraints based on a famous historical hoax. The four hoaxes the

organizers gave the contestants were: phrenology, witches, “War of the Worlds,”, and the “Alien Autopsy.” Teams were able to use a random assortment of clothes that the department had purchased from the Goodwill bins.

I then talked to Andrew Bernstein, a professor in the History department, who played the role of Tim Gunn from the original Project Runway. He guided the contestants through the process of designing.

What made you want to take on this role?
“I have been doing this since the inception eight years ago. It’s a fun way for students to do something creative based on historical inspiration. My job as Tim Gunn, who is the mentor, is to make sure that students create outfits that are inspired by historical events or phenomena but are not too literal. Outfits that are fashion-forward.”

I then spoke to Reiko Hillyer, another History professor, who actually came up with the idea years ago and led the first Annual Project Runway.

How and why did you come up with the idea for Project Runway?
“For my 40th birthday, I decided to host a Project Runway party with the theme of 1969, which is the year I was born. It was a way for my friends who did not necessarily know each other well to interact in a more fun way. Then the idea was created to make it a more historical-themed event for the department, and encourage different ways of interacting with history. I am a huge fan of the show, but what I really appreciated was the problem-solving aspect, and having certain types of parameters that induce a certain type of imagination, and in the classroom we don’t really get to be in these types of situations. Having this type of event allows us to engage in history in a more creative way. We wanted to have more events that bring students into the major, but also for students already within the major to interact with each other and with the department.”

After speaking with the organizers, I decided to engage with a few of the contestants who were putting the final touches on their outfits to see how they felt about participating in Project Runway.

Peter, who joined Project Runway with two of his roommates, reflected that it was a great bonding experience for them. Since none of them have the same major, they don't really get to work together, and so this was a unique and fun opportunity.

Anthi, from the group representing “War of the Worlds,” reflected that she was completely unfamiliar with the topic, and one of her friends had to explain everything to her as they got their assignment. But in this way, their outfit was able to remain both objective and informative. It apparently worked very well, as this group ended up receiving first place.

Before the show, I caught the incoming audience and asked them what made them come to the show. Burton and Hailey, both non-History majors currently taking a

history class with Reiko, heard about the event from their professor, and thought it sounded really interesting and fun.

After the show, I found some audience members still lingering about, and asked what they thought of the event. Tessa, an Art History major, had been invited by one of her friends who was organizing the event, and she and her friends had immensely enjoyed the comic relief it provided in such trying times, calling it “the best event we’ve been to in a hot minute.”

MATERIALS MEET ALUMNI

DOR NADLER, '24

A new semester, a new batch of History majors conducting their Historical Materials Alumni interviews! This semester, each student in the class shared a short biography of the person they interviewed and their experience in creating a historical document.

Izzy Huggins, Class of 2024

Brian Street works as a Foreign Service Officer in Belgium as the refugee liaison for the United States. Specifically, he works in communications and public policy. Growing up, his father was also a Foreign Service Officer, so Brian moved all over the United States and abroad before coming to college. When he first came to Lewis & Clark, he struggled to fit in with the popular culture since he had been abroad for so long, but also did not feel at home with the international students. Eventually, he joined the track team, met his future wife, decided to major in International Affairs, and felt more at home in Oregon. After college, he got his Law degree and worked on many two-to-three year Foreign Service Officer jobs.

Interviewing Brian Street for my Oral History Project was incredibly interesting. Brian is a Foreign Service Officer who focuses on refugee issues in the EU right now. He talked at length with me about his time at Lewis & Clark and how he debated for a long time between majoring in International Affairs and Political Science. I have just recently decided to major in History, but was also thinking about IA or PoliSci. It was interesting to talk with someone who chose the other path and to have him reflect on how he got to where he is today. I am also specifically interested in the history of US foreign aid and intervention and would have loved talking to him for longer to see how his current job fits into the complicated and often misunderstood history of the United States's foreign aid programs.

Mika Kamendatyan, Class of 2024

A.J. O'Connor graduated from Lewis & Clark College in 1987. He double majored in Political Science and History. After working in an organization for some time, he returned to Lewis & Clark to earn his Master's Degree in Public Administration. He was in the last class of Master's in Public Administration in Lewis & Clark College. Mr. O'Connor is currently working as a Director of Intelligent Transportation Systems in Trimet, Portland, OR.

Interviewing Mr. O'Connor was a great pleasure for me for various reasons. First,, this was my first time conducting an oral history interview in an official format, and it helped me get a tangible experience of one of the many skills that a historian acquires.

Secondly, I found out that Mr. O'Connor and I both chose to double major in Politics/International Relations and History, instead of just majoring in one of the two. It was fascinating for me to find out that we shared a similar rationale for double majoring, namely, we both think that history is the politics of the past, and a social change-maker should be armed with that knowledge to shape a better future. Third, it was surprising to me to find out that Lewis & Clark College was almost as inclusive and diverse 25 years ago as it is now, having international students from all over the world, and Americans from all parts of the country and from different socioeconomic backgrounds.

Assessing the historical significance of my interview, I would argue that I learned about the college students protesting against the administration's investing in a certain industry in South Africa with an exploitive characteristic, and the students were ultimately successful because the college divested from South Africa. The fact that the student body was so united as to make such a big difference is really motivating, and indicates the true character of the social reformers and leaders that our college has been bringing up for decades.

Ultimately, my interview helped me practice the skills that are vital for a historian, as well as helped me make closer ties with an alum, thus having a primary source for understanding the experience of a Lewis & Clark College student almost thirty years ago. My interview may serve as a means to compare the experience of studying at Lewis & Clark now and a generation ago.

Molly Gibbons, Class of 2024

Mila Wolpert graduated from Lewis & Clark College in 2019 with a B.A. in History and French Studies. After completing her undergraduate degree, she received a Master's Degree in Heritage Studies from the University of Cambridge. She then began working as Assistant Curator for one of England's premier historic houses called Althorp. Mila is now preparing to embark on a 2022-23 U.S. Student Research Fulbright in Paris, France.

I was really grateful to have the opportunity to speak with and interview Mila for this Oral History Project. Since Mila graduated only a handful of years ago, we found through the interview that we have had very similar experiences at L&C in general, but more specifically in this History Department. We both initially intended to study International Affairs, however, Prof. Elliott Young's Colonial Latin American History course drew us both to History. I was able to learn so much from the experiences and stories that Mila shared with me, which will hopefully help me shape my final three semesters on the Lewis & Clark campus. One thing that I think is on the minds of many undergraduate students is what they will do post-graduation with their degree. Mila shared with me her experience attending graduate school, and how History in undergrad sparked a new passion for her in Heritage Studies, which she pursued for her graduate degree. This interview and conversation reminded me of the many different paths one can take after graduating from Lewis & Clark with a degree in History.

Katie Boutin, Class of 2024

Emily Katzman was a history major at Lewis & Clark College, class of 2012. She came to Portland from Conifer, Colorado, and now resides in Yampa Valley, Colorado. She has had jobs in an independent bookstore and in historic preservation, but she now works for the Public Housing Authority in Yampa Valley.

I really enjoyed this history project. This was the second oral history project I had done for a class, and I truly hope I get to do more in the future. It is just such a fascinating way of connecting with people. I feel like history often gets caught up in the big picture stuff, such as what triggered this event or what came about from that event. But to me, history on a personal level is so much more interesting. I love being able to see how people experience things, even if it is just as simple as how someone went through college. I also simply really enjoyed talking to Emily. I wish that the interview could have been conducted in-person, of course, but had Zoom not been available, I would not have been able to actually conduct the interview, seeing as Emily lives in Colorado. Honestly, oral history projects have been something that I have dreaded, but both times I have done them, I was always so happy for the experience.

Dor Nadler, Class of 2024

Linn Clawson was born in 1945, the youngest of three sons of Rev. W.E. Clawson, Jr. and Ruth Linn Clawson. He grew up in Livermore and San Francisco, California, until relocating to Reno, Nevada, where he finished high school. Both of his brothers attended Lewis & Clark College. Linn attended Lewis & Clark from 1963-67, and participated in the first overseas study program to Germany in 1965-66. After graduating, Linn served in the Peace Corps in an agricultural program. In the fall of 1969, he returned to Lewis & Clark and earned a M.A.T. degree. In 1972, after a few years of working in Reno and traveling with his retired parents, Linn worked for Lewis & Clark as an assistant in the German study abroad program for a year. Afterward, Linn did firefighting training, and went to Alaska, first as a firefighter and then as a teacher at the University of Alaska Southeast due to his M.A.T. training. In 1996, he returned to Washington and married Laura Smith, who attended Lewis & Clark at the same time he did. He continued working with UAS from afar, but eventually left to teach in local a prison for juvenile felons. When the program was shut down, he worked for Boeing as a technical writer, but due to a reduction in airplane purchases after the September 11 attacks, Linn returned to work for the Alaska Fire Service, and eventually retired in 2013. During his retirement, Linn has written a dozen books of text and photos covering the first fifty years of his life, and he hopes to write more.

When I was assigned to interview a graduate of 1967, I was sure the interview would become a chore; what could he and I have in common? When I interviewed Linn, I was amazed at how fascinating the life of a person could be, especially one I did not know. The focus of my interview was how Lewis & Clark and the liberal arts education affected his life choices and views. It was incredible to discover to what extent it did. In his college career, Linn studied abroad in Germany, a program that not many colleges had.

There, he developed the travel bug, which led him to a life of constant movement and interaction with different peoples. At L&C, Linn came into contact with a large international student body, and developed a better ability to understand and accept different cultures. Conducting this interview as a part of my Historical Materials class allowed me to understand the significance of personal stories, and how to ask questions that will reveal the similarities and differences between my experience today and others' experiences in the past.

Reid Fong, Class of 2023

Mr. Michael Shiffer is a graduate of Lewis & Clark College from the class of 1969. I had the privilege to ask a variety of questions regarding the time before, during and after Mr. Shiffer's time at Lewis & Clark. At Lewis & Clark, Mr. Shiffer was a Math major as well as a student worker in the origins of the computer department. Being from the Portland area allowed for the welcome adjustment of meeting new people when he moved on campus sophomore year. As well as obtaining a vast amount of memories and skills at Lewis & Clark, the impact of the school was so profound that Mr. Shiffer now acts as vice-chair of the Albany society which is made up of graduates who graduated more than 50 years ago. Mr. Shiffer moved on after Lewis & Clark to work in the computer industry and IT, although now he is retired.

Mr. Shiffer was so interesting to interview because of the fact that he has a different experience at the same college as me due to the circumstances of both our times. It was incredible to take a journey down the path that Mr. Shiffer followed at Lewis & Clark, with a particular interest being the origins of the computer department at Lewis & Clark. Overall, I have gained perspective and appreciation for the beauty and history of Lewis & Clark College and what it has to offer now and then.