

Footnotes¹

2022-2023 History Department Newsletter

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A NOTE FROM THE EDITORS

Dear reader,

At this point in 2023, it is no secret that our world is in shambles. With restrictions on the teaching of African American history, anti-LGBTQ+ bills, abortion bans, and immigration policy changes circulating local, state, and national governments daily, America feels heavy right now. To add to our national stressors, global unrest, climate change, and another year spent in the throes of a catastrophic pandemic remain in the backs of our minds as we complete our day-to-day tasks. More than ever, historians must work to peel back the layers of our past that bring about progress and regress, tracing patterns alongside individual experiences to reveal cycles of change.

As history majors, we know that our work is not just looking through a textbook, remembering dates, and memorizing war tactics. Rather, it encapsulates the breadth of the human experience, allowing us to understand the background of our current socio-political environment and act as informed historical actors. History is inherently interdisciplinary, drawing on lessons from every field of study and bridging the gap between then and now.

History is also not simply presidents, popes, generals, and aristocrats. It is understanding the stories of everyday individuals living shared experiences. As budding historians, it is our responsibility to embrace the tacility and intricacy of primary sources to amplify the spirit of the common people. We must work against the grain of traditional historical scholarship to dig deeper into the stories of the overlooked. We do this work not because it is easy or uncomplicated, but because it is important.

With this in mind, we have opted to remove the college's name from our newsletter's title—an action embracing a campus-wide shift away from the glorification of colonizers Meriwether Lewis and William Clark. This is a reflection of our views as students, not necessarily those of the department. Though we recognize that a simple renaming is an extremely small step in reckoning with our legacy of white settler colonialism, we believe that representational change remains valuable in initiating a path toward progress. By engaging with these topics in our course material and beyond, we intend to continue on this path.

As a department, LC History experienced a landmark year. With the guidance of our treasured faculty, history students explored ever-relevant themes of racial ideology, class struggle, government intervention, and social upheaval. Reiko Hillyer, History's Associate Professor and Department Chair, taught her esteemed Inside Out Prison Exchange Class this Spring Semester. Professor Elliott Young introduced students to the history of U.S. immigration and the unique experience of asylum work in his Immigration and Asylum Law course. Visiting professor and LC alumnus Stanley Fonseca taught the department's U.S. History survey course as well as a class entitled Capitalism in American Society, bringing current events into students' historical perspectives. This newsletter addresses only a few of the wonderful classes and professors of our department, but we are eternally grateful for the work of each and every member of our history community.

The following pages explore the who's, what's, why's and how's of our department. We hope that this edition of Footnotes inspires you to broaden and deepen your historical understanding to make sense of the mess of modernity. If that fails, we hope that you at least enjoy hearing about our little corner of the world.

With care,

The Footnotes Editorial Board

Emma Krall, Peter Smith, and Gemma Goette



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THE LIBRARY IS OUR LAB: RESEARCH, COLLECTIONS, AND THE WONDERS OF WATZEK

BY EMMA KRALL

Venturing into the timeless lore of the historical discipline, no love story rings as true and deep as that between the Aubrey R. Watzek Library and the Lewis & Clark College History Department. Whether it be a first-time history student crafting a primary source analysis, an anxious Historical Materials student pulling texts for annotations, a curious senior pursuing a thesis topic, or a dedicated faculty member hoping to broaden their historical knowledge, any LC historian can find a place in the library's endless stacks.

If the library functions as the lab for our department, then our scientists must be none other than the wonderful archivists, research librarians, instructors, stacks managers, circulation assistants, catalog librarians, and the many other staff members of Watzek. On February 3rd, I had the privilege of sitting down with Watzek's own E.J. Carter, Hannah Crummé, and Crystal Willer '07 to discuss library and research work, future plans, and the minglings between the library, the History department, and beyond.

I chose to interview these three as they each offer a distinct—but valuable—perspective on library, research and archival work. Crystal Willer, who completed her BA in English at Lewis & Clark in 2007, started work in July 2022 as the library's Associate Archivist. Her job entails managing and processing in-progress collections, doing inventory, answering email reference questions, and hosting instruction sessions for students across disciplines. Specifically interested in Watzek's historic printing presses and the college's institutional archive, Willer shares her passions with students in a range of disciplines.

"In a few weeks, I'm going to have a history of photography class come in," she noted, "We are going to build our holdings that demonstrate different photographic technologies."

Hannah Crummé has worked for over six years as the Head of Special Collections and College Archivist, roles in which she manages LC's special collections and archival materials, assisting researchers in utilizing them. She also teaches an English course on Renaissance Medicine, in which she encourages students to recognize the intersections between English literature and health studies. Currently, Crummé is excited to be working on a range of exhibits and collections, including one that explores the colonialist history of piracy and another curated by

Professor David Campion (History Department) and his student, Maddie Selby '25, over the summer.

"We're also building a 'Western Interactions with Asia' collection, mostly surrounding Professor Dawn Odell's (Art History Department) teaching," said Crummé. Building on Renaissance trade and art, this collection will emphasize Western contact with China and East Asia, an emergent field among the LC collections.

E.J. Carter is the library's Research and Instruction Librarian for the History, Religious Studies, Classics, Economics, Political Science, and International Affairs departments. He, along with other librarians in Research Services, is currently working on projects targeted at exposing first-year students to library-based research. Carter's position primarily entails meeting with students to provide research assistance and hosting instruction sessions with classes to build students' research skills. He also loves to engage students with Special Collections in their research.

"It's fairly typical for somebody to set up a meeting with me—especially in Historical Materials—in search of a unique manuscript," said Carter. "Sometimes I'm able to set them up with something in our collection." In regards to research beyond LC's collections, though, he encourages students to utilize the databases accessible to them via the Watzek website. He is particularly partial to Watzek's legal and governmental document databases such as HeinOnline and the Foreign Broadcast Information Service Daily Reports.

In addition to its many valuable databases, Watzek Library showcases an array of resources designed to aid students in their undergraduate research endeavors. Specifically, Crummé notes that Special Collections and the College Archive remain underutilized by student researchers.

"History students actually could delve into the history of our own institution more than they do, especially when thinking about the evolution of American culture," said Crummé. "Lewis & Clark has largely followed American curricula, and that's shaped the way that educated people have thought." Additionally, Crummé encourages students to utilize the newly created Vietnamese Portland archive, which examines the history of Portland's landscape and its Vietnamese inhabitants. For the 2022/23 school year, the Special Collections Reading Room is open Monday-Friday from 10am-3pm for students to work firsthand with the primary sources available to the LC community. Carter also mentioned the potential value of the school's microfilm collection. For history students, microfilm might be outdated or old fashioned, but there is a lot of good information in there," he said.

Watzek also offers a number of opportunities for undergraduate students to get involved with archival and library work. Students interested in getting a taste of the library sciences can apply to work at the circulation desk, a position that is usually available via LC Workday several months before a new semester begins. On a less regular basis, the library hosts a 2-credit Practicum Program for students specifically interested in the library sciences.

“Erica (Jensen) has done a practicum in Research Services, aimed at people who want to go into librarianship as a profession,” said Carter. In addition to library-specific work, Watzek provides employment opportunities for undergraduates pursuing work in the school’s archives—positions that often set students on a trajectory towards success in exposing them to archival processes.

“Many of the students we’ve employed have gone on to library schools or masters in museum studies or PhDs in history,” said Crummé. Special Collections also offers a Practicum course each Spring Semester; though it is primarily targeted at history, English literature, and art history majors, the course remains open to all students. No matter the discipline, the Special Collections Practicum exposes students to many fascinating archival practices.

“[Collections Practicum students] learn the theory of arrangement and description, they become better researchers because they have experience with actually processing a collection, and knowledge of some conservation and preservation treatments we do here,” said Willer, who works closely with Practicum students.

For history majors, the Practicum allows students to hone their historical reasoning skills and interact firsthand with primary source materials.

“Part of working for us in practicum is the experience of curation, which is a different way of engaging with history and making a historical argument,” said Crummé. “The research opportunities in Special Collections—the opportunity to work with primary sources in their original format—is the best thing we offer undergraduate students.”

Although the library widely accommodates the specific needs of history students, Carter, Crummé, and Willer all emphasized the importance of interdisciplinary work at Watzek. Willer’s story spotlights the benefits of a library-centric LC education, as she discovered her interest in archival work through her English focus. While attending LC, Willer worked as both a circulation student at Watzek and an employee at Powell’s Books, embracing her love for literature early in her college experience.

Following graduation from LC, she went on to receive a MFA in poetry at Washington University in St. Louis, where she taught for several years. She particularly enjoyed the study of revision during her time spent teaching.

“We would go to Special Collections and look at poets’ archives, where you could see the different drafts of their writing that you’d never see otherwise, because it wasn’t how their published poems are,” said Willer. This exposure to primary source material inspired Willer to pursue a PhD in library sciences, which she obtained from the University of Wisconsin in Madison before returning to LC for work.

“It’s really nice to have the perspective of using Archives or Special Collections in a creative way, and I like to think openly about how one might use these materials,” said Willer.

Whether a student of history or not, the Watzek Library provides space to engage with historical materials and research. By recognizing our access to the library’s many resources as a privilege unique to the LC community, we have the power to expand our understanding of the past, present, and future.



BEYOND STATISTICS: UNCOVERING THE PERSONAL STORIES OF THE MARIEL CUBANS

BY PETER SMITH

Since 2004, Professor Elliott Young has written three books relating to Latin American history, immigration history, and Latin American-United States relations. Now Professor Young is working on a new book project about the famous Mariel Cubans. Professor Young and student Anthi Sklavenitis have been going through review files on the Mariel Cubans, containing their background, criminal history, histories in the United States, mental health histories, etc. Sklavenitis and Professor Young have been creating a database out of these documents to research the types of crimes they were held for and who these people were. By examining personal stories from these documents and by meeting with Mariel Cubans alive today, Professor Young hopes that he will be able to compile these stories into a book project that can narrate the history of the Mariel Cubans. This will be no easy task as the personal stories of these immigrants (those in the US) have been very hidden by the immigrants themselves, fearing their immigration status being known. These immigrants are thus very hard to find.

“The ones reported to Cuba are very hard to find and even if you find them they may not be willing to speak... It is exceedingly hard to find these people after all these years and I think that in many cases they do not want to be found and they do not want to speak about it.” Professor Young has yet to make contact with one of the Mariel Cubans as a result. The difficulty of finding Mariel Cubans to speak to is further exacerbated by the fact that many have common names. Even when Professor Young has reached out to possible Mariel Cubans, he has yet to receive responses. Professor Young says you can talk to judges, lawyers, reporters, and activists who worked on the Case of the Mariel Cubans, but the voices of the Mariels themselves are missing. That is what he hopes to bring to this book.



Image Courtesy of Lewis & Clark Website

The implications of this book and the case of the Mariel Cubans are not limited to the historical study of immigration. Professor Young said: “In addition to being a fascinating and amazing story, the criminalization of Mariel Cubans in the 1980s is what prompted the changing of laws to connect criminal law to immigration law, which is what people call crimmigration. So, to understand the current system that criminalizes immigrants and leads to their prolonged detention and deportation... So, it's directly relevant today, and it's also relevant because there is now another huge wave of Cubans who are trying to come into the country, and they're finding themselves in similar situations of not being welcomed and being incarcerated.” A better understanding of the case of the Mariel Cubans may help us understand how to better handle new waves of immigration as well as the problem of crimmigration.



VISITING PROFESSOR FONSECA TALKS CAPITALISM, DISSERTATION BY ALYSSA SIMMS

I met Professor Stanley Fonseca for the first time in his office on the 4th floor of Miller Center for the Humanities. He spoke quietly as he'd recently lost his voice. We started off our conversation by talking about his time as a student at Lewis & Clark. Like many of us here, he came for the beauty of the Pacific Northwest and the study-abroad opportunities. I asked Professor Fonseca what led him to be a history major when he was a student here. He attributes his decision to a transformative and inspirational history professor he had in high school. Initially, he wasn't committed to history as a major, but after taking a few history classes, he recalled being hooked. He described LC's history faculty as amazing and noted that the professors were a huge part of the reason he decided to major in history.

Now here he is, almost a decade after graduating from LC, teaching as a professor. I was interested in how his perspective had changed, and I asked him what it was like to be a professor rather than a student. He said that the first few weeks were odd, since he was used to being here as a student. However, with some mental readjustment, he adapted and began to really enjoy teaching. He said that LC students are easy to work with and super engaged.



Image Courtesy of Lewis & Clark Website

Professor Fonseca is currently teaching two classes, one of them structured by the department and the other structured by him. The class he designed himself, Capitalism and American Society, examines how the economic system of capitalism is also a social and cultural system that defines such ideas as citizenship, family, belonging, and consumerism. Over the course of the semester, Professor Fonseca and his students have explored how American capitalism has evolved over time, examining material ranging from the institution of slavery to the neoliberalism of our time. In addition to

teaching at LC, Fonseca is a graduate Ph.D. student working on his dissertation. Professor Fonseca's dissertation focuses on the cruise ship industry and tourism. He recently spoke at a lecture called Coin Diving, Colonialism, and Tourism in the Caribbean, 1890-1940, in which he discussed his dissertation. One of the first questions I asked him was what sparked his interest in the cruise ship industry. He connects it back to his time at LC and wanting to study abroad, in addition to enjoying travel in general. He has done a lot of travel and, whether with his family or with LC, he learned a particular way of traveling that involved having an authentic experience of the culture where one is traveling. For him, traveling is about making oneself a better person. To Professor Fonseca, the cruise ship industry seemed like the exact opposite. That led him to ask, 'why are people drawn to travel that way?'

In his dissertation, Professor Fonseca is looking at the history of the cruise ship industry in terms of how it made mass tourism into a globally integrated market that is driven by capitalist business models. He said that we often think of traveling on very individual terms but that cruise ships flipped that, instead putting 500 people on a ship together and curating a specific experience. "You buy a ticket and you're guaranteed everything," said Professor Fonseca.

Exploring the history of the cruise ship industry was also a way to get at larger questions of capitalism and globalization through the angle of travel and tourism. It has been no easy feat working on this dissertation. He began research in 2020, right as the pandemic hit. His access to archives was severely limited, as he had to rely on digital archives. Moreover, aside from the pandemic, the cruise ship industry has a vested interest in not being researched. For Professor Fonseca, getting inside the corporations and understanding both their history and internal mechanisms has been almost impossible—which is why he has had to rely on oral history and other skills he learned here at LC. Being able to read deeply into source material that engages with deeper issues has been an invaluable tool for his research.



TIM CHEEK BRINGS FUN, COMEDY TO 2023 THROCKMORTON LECTURE

BY JACQUES PARKER

On February 20th, history professor of the University of British Columbia Timothy Cheek presented his paper "The Powers of the Past: What Do

China's Communist Leaders Have in Common with Confucius?" for the 59th annual Arthur L.

Throckmorton Memorial Lecture. Professor Cheek, in answering the question of how China is governed, discussed the persistent concept of "community compacts" (xiangyue) from the eleventh-century Song Dynasty to the present in Xi Jinping's China. He argues that xiangyue, and the Jiaohua ("thought reform") that comes along with it, persisted as a means of governing China. Beginning in the Ming Dynasty, xiangyue developed a key difference from its Song predecessor: these "compacts" would focus on the maxims of the Chinese Emperor, whereas previously they focused on the maxims of Confucius himself. Later into the twentieth century, the Chinese Republic and Chinese Communist Party reoriented xiangyue to promote moral development in order to solve administrative problems. Xi Jinping's China similarly rejuvenated the moral development aspect of xiangyue.

Timothy Cheek, certainly constrained by his time limit, compacted one thousand years of dense history into an approximately one-hour lecture. Cheek's personality definitely stood out in his talk. Now and again, Cheek cracked jokes and made witty remarks in order to communicate his ideas. When explaining what a "community compact" was, he described them as "group therapy for your village." The informal setting of the Q&A at the end of the lecture, as well as the small personal history he gave at the Bon Appétit-catered dinner in Smith Hall, showed even more of his personality. Undoubtedly, it is a welcome sight for the LC community and beyond.

When I spoke with her following the event, Associate Professor of religious studies Jessica Starling complimented Cheek on his humor. She noted how academic talks like this one tend to be dry and boring, but this one was not only entertaining, but it opened up students to be far more comfortable with the speaker. She recalled one student in the front of the lecture hall who, when Cheek forgot the name of a particular person, told him to "...make it up! No one will know anyway!"

Professor Starling found that Cheek made a good case for the importance of history. She told me that Cheek's position as an educator for public policy research makes learning and understanding history important—even premodern and local history. She admired his gumption to demonstrate the importance of history in current affairs to others. However, she believed that the amount of history he was covering was a bit ambitious—she asserted that one thousand years of dense Chinese history is a lot to cover in about an hour.

Starling had some light, constructive criticisms as well, but did understand that the time constraints affected Cheek’s presentation. Starling wanted more details about the sources for his arguments; she was curious about where his sources were coming from. She also thought that some more specific examples for his presentation could have made the argument feel a bit more grounded. A strong, demonstrative example, with his detailed explanation of jiaohua and “community compacts,” would have even more effectively shown his point: that the form rather than the content of the “community compacts” is what is important for us to understand about how China is governed today.



Image Courtesy of Asia Pacific Foundation of Canada

WHAT PODCASTS ARE LC'S PROFESSORS LISTENING TO?

BY GEMMA GOETTE



Images Courtesy of Apple Podcasts

Since I was a kid, podcasts have consistently been a part of my life. I grew up hearing them in the background of long car rides, and a few of my friends’ parents worked in the industry—meaning elaborations on the making of various episodes were common when our families got together for dinner. As I got older, I myself became an avid listener, and have consistently listened to at least one episode of *This American Life*’s expansive archive every day for the past couple years.

Podcasts exist as a subsection of entertainment that, though broad in variety, have the power to engage their audiences with new categories of information and lived experiences. For me, many podcasts feel like auditory documentaries, broken into easily digestible sections, and can act as both a mental escape, and the perfect way to expand our knowledge on a variety of niche subjects.

A significant element of any form of entertainment—podcasts included—is the expansiveness of what is available to us. This can be both overwhelming, and a blessing, as podcasts in particular are often free. So, it is often easy to find someone discussing almost any subject you’re interested in.

As a history major, it is common for me to take advantage of this whenever I want to better understand elements of what I’m learning in class, but am short on time. As I have explored the depths of what Apple podcasts and Spotify have to offer, I have found that podcasts, like most forms of media, vary vastly in quality. Though I have my own set list of podcasts on rotation that I listen to consistently, I am always curious to hear what others listen to, and am eager for suggestions.

With this in mind, it felt fitting to ask members of the history department what they listen to, and what their current favorite podcasts are. Though not everyone listens to podcasts, this was still a wonderful opportunity to look into the minds of our professors, as well as get suggestions for new shows for any podcast enjoyer to check out.

David Campion

My first interviewee was Professor Campion. The majority of the podcasts he enjoys are comedy based, as he appreciates the occasional break from history. These podcasts are as follows:

☆ WTF with Marc Maron

Marc Maron conducts interviews with members of various areas of the entertainment industry, including actors, directors, writers etc. Maron provides a space for unique conversations that are both comedic and informative.

☆ Gilbert Gottfried's Amazing Colossal Podcast

Another interview based podcast, the late Gilbert Gottfried delves into the depths of the entertainment industry, while examining the ways his own comedy was shaped by others. Professor Campion emphasized the way history and comedy intersect through this podcast, as it has become an archive of memories of the entertainment industry through the decades.

☆ The Dana Gould Hour

Comedian Dana Gould is as Professor Campion described him a “savant.” He has worked as a voice actor, screenwriter for shows including the Simpsons, and among numerous other jobs, is the host of the podcast “The Dana Gould Hour.” Gould is joined by various guests each episode, and discusses comedy, pop culture, and many things Hollywood related.

☆ Whisky Ginger with Andrew Santino

Andrew Santino, another comedian, conducts interviews with those both in and out of the entertainment industry, while also recording his own stream of consciousness. Stories and reflections are shared over whiskey.

Stanley Fonseca

In addition to Professor Campion, adjunct instructor Stanley Fonseca noted that he, too, listens to many comedy based podcasts, with a number of history focused ones as well. He noted that “history has the power to make the world a more interesting place,” and what better way to engage with the subject than through podcasts including his first suggestion, “You’re Wrong About.”

☆ You’re Wrong About

“You’re Wrong About” host Sarah Marshall dives into the history of people and events that have been previously misunderstood or “miscast” by the public. Her treatment of these subjects is unique, and an interesting example of the ways history can be understood and analyzed. Fonseca made note of the particularly fascinating and important nature of the show’s episode on cancel culture.

☆ Scene on Radio

Another history-based podcast, “Scene on Radio” delves into pressing issues in this current moment. The show features guest historians and overall historical deep dives which work to analyze why we are the way we are.

☆ My Brother, My Brother And Me

“My Brother, My Brother And Me” is a comedy podcast hosted by brothers who converse with one another to answer both submitted questions and those found online and provide comedic advice to their listeners.

☆ Radiolab

“Radiolab” has hundreds of episodes in which big questions about a wide range of topics are answered through in-depth investigative journalism, and presented in a digestible, yet compelling, manner.

Susan Glosser

The podcasts suggested by Professor Glosser are as follows:

☆ This American Life

Professor Glosser described “This American Life” as a good alternative to regular news, as producers often explore current events and issues through both investigative journalism and storytelling. Each episode explores a specific theme, and through a number of acts, the theme is explored in this manner. Hosted by Ira Glass, “This American Life” has been running since the 1990s, and has an archive of over 700 episodes.

☆ The Lazarus Heist

“The Lazarus Heist” centers on North Korean hackers, particularly members of the Lazarus Group. This cybercrime group allegedly hacked both Sony Pictures Entertainment and the Bank of Bangladesh, and “The Lazarus Heist” details what unfolded. After many months on hiatus, the podcast has returned with a second season, as of March 26, 2023.

☆ Watching America

Host Dr. Alan Campbell provides his listeners with a British perspective on America’s social and cultural issues, as he analyzes them with the help of scholars, intellectuals, and various artists.

☆ Bagman

MSNBC’s Rachel Maddow dives into the depths of the Nixon years in her first original podcast, “Bagman.” Professor Glosser refers to the show as “absorbing,” as elements of history that have often been covered up and rarely discussed are brought to the surface.

Reiko Hillyer

The podcasts suggested by Professor Hillyer are as follows:

☆ Running From Cops

“Running From Cops” analyzes the long-running reality television series COPS, and its cultural and political impact in the United States. Through “Running From Cops” one is given insight into how the show is made, and the serious ethical issues surrounding COPS. “Running From Cops” focuses on the way COPS has been presented as a popular culture phenomenon, without registering the political implications and fallacies it promotes about policing in the United States. Professor Hillyer describes the show as “well researched” and “lively” and emphasized her interest in it as a historian of carceral policies and prison systems.

☆ In the Dark

“In the Dark” currently has two seasons, both of which use investigative journalism to explore the details of legal cases. Professor Hillyer discussed the second season in particular, which focuses on the case of Curtis Flowers, a man who was tried six times for the same murder. With the work of the journalists working on “In the Dark,” Flowers has been exonerated after decades in prison. “In the Dark” is a powerful show which analyzes the complexity of the legal systems in the United States.

☆ Dolly Parton’s America

“Dolly Parton’s America” discusses the immense cultural influence country singer-songwriter Dolly Parton has had on the United States. The show works to answer questions regarding Parton’s ability to appeal to such a wide variety of audiences and attempts to make sense of her as a cultural icon. Professor Hillyer emphasizes the complexity of Parton’s character by saying one could teach a whole course on the subject, as it intersects with many topics, including queer theory, feminist theory, and musical analysis.

☆ The Americans Podcast

“The Americans Podcast” works as an intersection between media and history, as it details the making of The Americans, a spy drama set in the 1980s. As a historical drama, the show required intense research, an element of the show that the podcast looks at in depth to help its audience understand how this type of series is created.

Elliott Young

The podcasts suggested by Professor Young are as follows:

☆ Mother Country Radicals

Host Zayd Dohrn discusses growing up with parents who were on the run from the FBI due to their involvement in the “Weather Underground Organization,” a leftist radical movement from the 1970s. Dohrn discusses the history of the movement, his parents' involvement, and his own experience as their child.

☆ The Trojan Horse Affair

“The Trojan Horse Affair” centers on a complex story regarding potential Islamic extremism. The show works to unfold the story and is revealing of the way people working on this type of investigative podcast interact with their subjects.

☆ The Apology Line

In six episodes the story of an apology line set up during the 1980s in New York by Allan Bridge, “Mr. Apology” unfolds. People were given the opportunity to call in and anonymously apologize for things. Soon, Bridge began receiving increasingly intense calls, and was faced with what to do morally.



PROFESSOR BERNSTEIN ON MT. FUJI, ENVIRONMENTAL HISTORY

BY HENRY ARTHUR

Andrew Bernstein is an Associate Professor of History at Lewis and Clark. He specializes in Japanese and environmental History. Professor Bernstein published his first book in 2006, *Modern Passings: Death Rites, Politics, and Social Change in Imperial Japan*. His second book, focused on Mt. Fuji, is newly under contract with Princeton University Press. In this interview, Professor Bernstein discusses topics such as: his research and writing processes, his shift into environmental history, and experiences visiting and studying Mt. Fuji.

HA: How did your most recent sabbatical lend itself to the writing of your book?

AB: I was not in Japan for this sabbatical— I was in Japan before that, multiple times. Because of Covid, Japan had really strict regulations on who could come in and out. Secondly, I had all the research done. My priority was just to sit down at my desk and write.

When I go to Japan, there are all these things I want to do, and I want to keep researching. But, there’s a point in any research project where eventually you have to say: ‘Enough! I’ve got everything I need. Now I just need to write.’ The last time I was in Japan was the summer of 2017, when I led the Mt. Fuji study abroad program.

HA: Can you tell me about what inspired the writing of your book?

AB: My first book is about the modernization of death in Japan. In the process of writing that book, I became interested in graveyards and tax policy—which I know sounds strange. Tax policy in the late nineteenth century affected where people could bury the dead. Graveyards were tax exempt. The government became concerned with people cheating. Claiming ‘oh this land has graves and so forth.’ There was this push to consolidate. Graveyards were and still are usually the property of Buddhist temples.

This got me more interested in the question: ‘What is the relationship between tax policy and the property of religious institutions?’ So, for my next research project I thought I would look at this question both in the late nineteenth century, and then again right after World War II, when the Americans occupied Japan between 1945 and 1952.

When I went to Japan during one of my prior sabbaticals, I went to the part of the National Diet Library that has all the records for the US occupation. In the course of doing that, I found a folder with documentation about who owns the top of Mt. Fuji... A Shinto shrine? Or the government? I was fascinated by the question of who owns a mountain. The shrine claimed it because it was the 'godbody' of the deity—the abode of the deity that the shrine worshiped. The state declared the mountain was state property.

Then, I decided that instead of doing this project on religious property and policy changes, Why not write a book on Fuji? That's something people will want to read. I decided to learn about Fuji not just as a site of conflict between a shrine and a state, but as a physical volcano. I wanted to look into its eruptions. I wanted to look at it on a cultural level. I'm glad I made the switch.

HA: Was this the beginning of your concern with environmental history?

AB: Yes, in graduate school, I was trained in religious history—specifically the Buddhist history of Japan. This was a big pivot for me. In order to teach myself environmental history, I decided to teach environmental history. When you teach something, it's when you're really forced to learn about it.

HA: A class you're currently teaching focuses entirely on environmental history, correct?

AB: That's correct, I've been teaching it for a while. That sabbatical I told you about, where I stumbled upon who really owns the top of Fuji, was back in 2006. Right after that sabbatical, I created a colloquium focused on environmental histories greatest hits, you could say. Then, I developed a core class on environmental history. Later, I developed a class that I have now: Global Environmental History—a 200 level class I teach every fall now. That started in 2010.

HA: What other sources did you use that were guiding in the writing of your book?

AB: That's a big question. Just to start, I used a huge variety of primary and secondary sources. The biggest challenge was to educate myself about ancient Japanese history in regards to Fuji. Specifically, archeology going back to the Paleolithic Era. I had to read lots of archeological reports. That was a huge challenge to teach myself, having been trained in early modern and modern Japanese history.

I've had to use art as a primary source—particularly in analyzing woodblock prints of the Edo period. I've also had to look at government reports, newspaper articles, diaries, and short stories... A huge array of sources. Pretty much everything under the sun because it's such a multidimensional project.

HA: How do you engage with these woodblock prints? What are you drawing from the art?

AB: You examine: 'How is Fuji being represented? What's being juxtaposed with Fuji?' For example, you can see certain practices surrounding pilgrimage. You can observe pilgrims coming to the mountain. I was fascinated by the ways that Mt. Fuji was integrated into everyday life in these prints. Hokusai was a famous print artist, and a lot of the time, he depicted Fuji with activities in the foreground—usually taking place in Edo. For example, carpenters at work, just people engaged in everyday activities. He plays around with human bodies where you can see echoes of Fuji in the curvature of the arms and so forth.

HA: Did you have any favorite shrines that you got to visit?

AB: I think the most fascinating shrine is one that was built at the entrance of the Tainai (the womb cave). This cave is actually a collection of lava tree molds formed from a lava flow. There's enough water content in these big trees that they burn relatively slowly, so a gap forms. There's a number of these trees that criss-crossed when they fell and formed this network.

It's called the womb cave because it's believed that, when you enter into this womb, you exit it reborn. The water dripping from the stalactites was imagined to be breast milk, interestingly—very female imagery. With Fuji, you have this juxtaposition of male and female imagery. You have this shrine when you enter the womb cave and crawl through on your hands and knees. It's extremely small and narrow. When you go inside, you see these little places to worship. I took my students through it several times when I led the Mt. Fuji study abroad program with Liz Sufran.

HA: Is Fuji thought to be inhabited by multiple deities?

AB: Over the years the identities of these deities have changed. The deity that most of the Fuji-oriented shrines worship today is called Konohanasakuya-hime, a goddess who appears in the imperial myth histories. But, that's relatively recent.

HA: Are there any monasteries on Mt. Fuji?

AB: There are no Buddhist temples on Fuji. Today, there are Buddhist temples not far from Fuji. You may recall from class Shinbutsu bunri, the separation of Kami and Buddhas that happened in the early Meiji period. At that time Buddhist structures were destroyed particularly on the summit. For example, there was a hall on the summit dedicated to Dainichi Buddha, the Sun Buddha. The shrine had these different statues of not only the Sun Buddha but also Bodhisattvas. Interestingly, some of these were saved from destruction by a sake brewery at the base of the mountain.

If you go to the brewery today, there are statues guarding vats of sake. Some of these statues depict the medicine Buddha, Yakushi. Sake is traditionally considered kind of medicinal. There's this altar with offerings on occasion and there are prayers made to ensure the quality of the sake. It reveals this history of trying to 'shintozie' Fuji.

HA: When you first came to Mt. Fuji, were there any aspects of it completely different from your expectations? Any major cultural shocks?

AB: I remember being shocked the first time I went to Fuji and heard gunfire and artillery booming in the distance. I didn't realize there are these vast grasslands at the base of Fuji used by the Japanese and US militaries for artillery practice and various other kinds of military exercises. It was jarring to hike up Fuji and hear 'BOOM, BOOM, BOOM.' In my book, in the last chapter I address the militarization of these grasslands. To the North and east you have military installations and target ranges. The U.S. has a Marine base there called Camp Fuji. These grasslands are the biggest areas for the Japanese and U.S. militaries to use outside of Hokkaido. It's not that far from Tokyo, it's really convenient for them.

HA: Is the land around Fuji relatively preserved and undeveloped?

AB: No, the least developed land is on the north side of what's called the Fuji Five Lakes. There are caves there you can visit. People have second homes there. It's developed in the sense of tourism. Not nearly as developed as the south of the mountain. To the south, you have industry. A lot of industries use spring water that originates from Fuji. If you go, you'll see factory after factory in Fuji city. Even the places that look natural like the forests of Fuji. You'll see it's really influenced by humans. A lot of the forests are plantation forests; it's not wild forest. So you'll see trees regimented in these rows. Unfortunately, it's become more economical to import wood from overseas. A lot of these plantation forests are going untended. You're supposed to thin them out to allow sunlight in for healthier trees. A lot of these now are unmaintained causing ecological problems. Even when you don't see a factory, and you see a forest, a lot of what appears to be natural is actually human-made.

HA: Unfortunately I think we're running out of time; I need to cut this short. Thank you so much for your time. I really appreciate you doing this for me.



A LOOK INTO PROFESSOR HILLYER'S SPRING 2023 *INSIDE OUT* COURSE

BY MALCOLM PARISI-MARCOUX

On the surface, this year's "Inside-Out" course, entitled Crime & Punishment in the United States, offers students a chance to understand the history of incarceration in America, from its roots in slavery to its utilization today. Below the surface is where its purpose really lies. The class is conducted inside Columbia River Correctional Institution and comprised of members of the correctional institution, dubbed 'inside students' as well as members of the Lewis & Clark community, dubbed as 'outside students.'

According to Professor Reiko Hillyer, who teaches the current iteration of the class, a goal or take away from the class is to "defamiliarize what seems familiar in the sense of it appearing to be natural, unchangeable, inevitable, common sense." The prison system and its constituent institutions have existed for as long as anyone currently living has remembered,



Image Courtesy of Lewis & Clark Website

awarding it a special place in the public consciousness.

From childhood, we as Americans understand what prison is and are taught various reasons for its existence. What "Inside Out" accomplishes is a reframing and re-understanding of these institutions, which, according to Professor Hillyer, examines whether "prison as we know [it], has [...] always been this way," and asks if "it [needs] to be this way."

Professor Hillyer notes that the students form a special bond with one another. At the beginning there, she says, was a level of tension between students, though "immediately the tension melt[ed] away."

Hillyer recounted a moment between the inside and outside students. Following the snowstorm in late February, during which no classes were being conducted, the inside students mentioned how much they had missed both the class and the outside students, making clear the familial nature the two groups shared. This sentiment was shared by the outside students as well. Hillyer characterized the class as a close knit group of people.

According to Hillyer, an important aspect of the class is shared humanity. When discussing topics such as policing, incarceration, and the judicial system, it's very easy to think of those involved like statistics. But due to the closeness of the class and its face-to-face nature, "[T]here's a lot more compassion flowing, [...] they're not just statistics, [...] they're flesh and blood people." Inside students are allowed the chance to understand the underlying causes, effects, and purposes of the institutions that hold them. And for outside students, the class enables them to put faces to statistics and gain a better understanding of the lives of incarcerated people in the US.



BRINGING HISTORY INTO FASHION

BY PETER SMITH

Anticipation was high as the three design teams presented their looks to the highly esteemed judges at the History Department's annual Historical Project Runway. Historical Project Runway has been an annual event for over 10 years. Each year, a theme is chosen and participants must make a look that reflects the topic within that theme. This year's theme was "A Revolution." One team was assigned to the revolutionary style known as Bauhaus, another was assigned to the Conservative Revolution of the 1980s, and the last team was assigned to the Green Revolution of the twentieth century. Each team picked various garments and began to stitch, sew, cut, and glue their designs together. As time wound down, Professor Andrew Berstein, acting as a television personality and former faculty member of the Parsons School of Design, Tim Gunn, gave his own historical and aesthetic advice to the designers for their looks.

After giving their looks their final touches, the designers presented them to the enthusiastic audience in attendance. The Bauhaus team's model wore a red jacket with a star on the back, a black hat, and a scarf.

During their time with the judges, the Bauhaus team expressed how the use of primary colors and squares reflected the aesthetics of the Bauhaus movement and in particular was inspired by Piet Mondrian's paintings. The Conservative Revolution team decided to make a statement with their design, as they depicted what a liberal future would look like if the conservatives did not prevail. Their model sported a sleeveless "Wall Street Shirt," with a red star to represent communism and a skirt with fragments of the American flag to represent the "disrespect liberals have for our country." This look was full of symbolism. Judge Amy Baskin said that the look "captured the confusion of the time."

The Green Revolution team went for a futuristic-yet-rustic look entitled "Farming Forward." Their model wore a toolbelt with pockets—a feature the judges especially loved—a basket with crops to symbolize productivity and a skirt that the judges said was "chic."

When it came time to give the judges verdicts, Bauhaus took 1st place, Green Revolution took 2nd, and the Conservative Revolution won the avant-garde award. Josie Stenzel of the winning Bauhaus team said that she was ecstatic to compete in this year's competition. While the Historical Project Runway is a fun event for the department, it also allows students to creatively apply their historical knowledge. Stenzel said she wanted to use the Bauhaus Revolution because she is very passionate about the Post-World War I time period and Aleena's knowledge to present a look that accurately conveyed the Bauhaus Revolution. This was very clear in the design as Stenzel referred to real pieces of Bauhaus art.

While this event is a fun time for students to get together, it is also a way to engage with history in ways that one might not have inside traditional history classes. Professor Hillyer said after the event, "I believe in a really holistic engagement with history." Professor Hillyer went on to say that she enjoyed how Historical Project Runway requires students to engage with history with "more imagination, irony, humor, and aesthetics." Historical Project Runway allows students to think about the ways they can apply history to their lives in new ways and have a few laughs while doing so.



CONGRATULATIONS TO ALL GRADUATING HISTORY STUDENTS!

May you all go on to accomplish great things in history and beyond. We are so proud of you!



We would also like to acknowledge our honors graduate, Frances Schlageter, for completing her honors thesis entitled "Morality and Female Sexuality in the Writings of First World War VAD Nurses." Schlageter plans to move to New York to pursue a career in publishing.



Image Courtesy of Frances Schlageter

