



## Tee-Shirts and Zippo Lighters: A Lone Traveler's Recollections about Vietnam

by Charles Blackmar

I came to Vietnam expecting to find a war. Instead I found an amazing country overflowing with a fascinating culture and rich society. Before visiting Vietnam, my knowledge of the country was scholarly. I have studied the Vietnam War in excess. In the History Department I have a reputation as "that Vietnam kid." Half of the books at my house are devoted to the Vietnam War. My locker in the library appears to house half of Watzek's holdings on the topic. I just wrote a thesis regarding the impact the Truman Administration had on Indochina policy. Regardless, I digress. My point is that despite my knowledge of Vietnamese history, I ultimately knew very little about the country before traveling to it.

It is one thing to study a country's history. It is entirely another to live there and experience its culture and its people. This piece represents my personal apex of procrastination. Since I visited Vietnam for all of July, I have attempted multiple times to put my thoughts regarding that experience down on paper. For one reason or another, this has failed each time. I attempted

to compile a scholarly comparison of my view regarding Vietnam pre and post visit. From a methodological standpoint, this was the wrong approach. My experiences and recollections of Vietnam are far too personal and emotionally charged to achieve the kind of objectivity scholarly writing necessitates. Instead, what follows are my personal, emotional thoughts and recollections regarding Vietnam. As such there will be no citations, references, or footnotes. Historical references, arguments, and theory would only detract from my experiences. This piece is not intended to be a work of academic research; instead it should be read as the recollections and perceptions of a lone traveler.

During my time at LC, I have studied in Africa and interned in Australia, yet I identify my overseas experience as having taken place in Vietnam. From the moment I stepped off my plane in Saigon

to be greeted by a wall of intense humidity, I have been in love with Vietnam. Although an outsider, I felt embraced by the amazing people of Vietnam. In the rural village of My Son, I was treated like a king. My host, an elderly Viet Cong soldier, refused to accept any compensation other than insisting I drink green tea and snake wine with him. Snake wine, considered a delicacy, is a bitter drink that stings the back of the throat and burns in one's belly. I found it to be an acquired taste, but my host slugged it back like there was no tomorrow. In My Son, the villagers were surprised to see an American take an interest in their country.



When I purchased village products like scarves and bracelets, the villagers were pleased not because I was giving them money but because I had traveled such a long way to stay in their village.

By American standards, the majority of Vietnamese people live in poverty; yet they are kind, generous, and most importantly happy. Rural villagers are forced to toil long hours in rice paddies facing intense weather that alternates between blistering sun and intense rain. They do this without complaint. In fact, it's quite the opposite; the majority can be seen with smiles on their faces. In my opinion, much of this can be traced to a very counterintuitive origin – communism works in Vietnam. Writing those words makes me feel like a heretic. As a scholar of the Cold War, I have always been led to believe that communism is a corrupt, inefficient system that destroys nations. However, in

Vietnam, communism – in its current state, from which allows elements of free market capitalism – has provided stability and prosperity. By the time Vietnam's war with Cambodia ended in 1990, the country had been at war for over 50 years. Vietnamese communism has provided the country with stability, allowing its economy to take off. In the last decade, Vietnam has become a regional power. Although its people do not enjoy the same standard of living we have in America, they are clothed, fed, and comfortable. In Vietnam, communism has provided stability, and stability has led to prosperity. One day the country may outgrow communism and demand truly open, capitalist market places, but in the here and now, the supposed great red evil is working.

During my time in Vietnam I traveled throughout the entire country. I covered over 2000 miles, all of it overland, traveling south from Hanoi all the way down to the Mekong Delta. Traveling overland allowed me to spend time in rural villages, walking through rice paddies and staring into the lush vegetation that I had previously only understood in the context of war. I stroked the backs of baby water buffalo. I walked along the

well traveled streets of Hanoi and Saigon passing shops selling lighters and tee-shirts and dodging speeding motorbikes as they zigzagged through the streets and occasionally hit me. When I needed to get somewhere in a hurry, I would jump on the back of a motorbike and hang on for dear life as my driver engaged in a real time game of Frogger. At night, I dined at local street kitchens eating amazing meals for less than a dollar.

Although my experiences were amazing, at times they were also quite somber as I witnessed the intense devastation and destruction wrought by the war. Not all of Vietnam is beautiful; although the country has moved beyond war, if one looks close enough its signs are still visible throughout the country. At the former demilitarized zone that once divided North from South, the area is scattered

*Continued on page 2*

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with hollowed out bomb craters that have removed any signs of vegetation and life from the land. On the outskirts of Hanoi, I visited a shop where children with Agent Orange deformities made simple arts and crafts to pay for their medical bills. Outside, older beggars, their faces mangled by the terrible chemical, asked for money. I gaped in horror when a beggar with one arm and a hideously deformed face asked me for money. I felt mortified as I dumbly stared forward, horrified by – yet fixated on – the man's deformities. I gave him a few notes of Vietnamese Dong and hurriedly moved on ashamed at both the lack of respect I had showed the man and my own immaturity. In Saigon I stopped off at the intersection where Buddhist Monks had set fire to themselves to protest the repressive South Vietnamese government. The intersection's sidewalk is marked with a simple monument dedicated to all the monks who lost their lives. As Honda motorbikes flew past me, I was overcome with awe to be standing at the sight of one the most powerful protests in human history. I also spent time at the imperial citadel in Hue where bullet holes and shattered walls from the Tet Offensive are a visible reminder of the devastation the country went through in order to gain independence.

Of all the places I visited, the Mekong Delta made the greatest impression on me. Originating in the Himalayas and traveling through Cambodia and Vietnam before emptying into the South China Sea, the Mekong is the heart and pulse of the nation. The river's floods create fertile rice

paddy fields that feed the nation. Taking a boat down the river is just like driving on a major highway. The river is bustling with ships of all shapes and sizes transporting people and products. One morning when I became thirsty, I hailed a nearby boat selling drinks and fresh fruit and purchased my morning breakfast while traveling further down stream. Along the Mekong, houses are built right up to the river's edge. Villagers use the river as a backyard, and children are frequently seen waving to the passing boats. There are even floating villages in the middle of the river. These consist of floating fishing communities that have the ability to pack up and move the entire village up or downstream depending on the time of year. I stopped off at one village for tea. At one point, my host opened the floor to his living room and began tossing buckets of fish food into the river to feed the thousands of catfish that lived in nets under his house. Smelling the food, the fish flapped around as if they were having a seizure and created an overflow of water equivalent to one of the afternoon rain showers I constantly monitored the sky for waiting for it to inevitably come out of no where and soak me.

At the end of my time in Mekong, I spent several days in the Village of Chao Doc on the Cambodian border. The village is similar to other villages scattered throughout the region. However, Chao Doc has one notable feature that makes it stand out. Next to the town square is a giant, 40 foot tall statue of Ho Chi Minh, the nationalist leader who brought independence and a national identity to Vietnam. The statue

towers over the entire town and provides a obvious navigation landmark for confused travelers. Prior to visiting Vietnam, I was well aware that Ho was an important figure, but I failed to grasp just how much he meant to the country. His image is visibly on thousands of tacky tee-shirts and Zippo lighters that vendors pedal to western travelers. However, the man means so much more to the country. To this day, the Vietnamese still refer to him as Great Uncle Ho and he is worshiped as a saint. Throughout the country, signs and statues display his legacy which is analogous to a national religion.

Evidence of my trip to Vietnam is visible around my house. My room is plastered with photos from my visit and contains a Vietnamese flag, communist propaganda poster, and, of course, several tacky Ho Chi Minh lighters and tee-shirts. However, there is so much more to my time in Vietnam than the souvenirs and novelty items I brought home.

Traveling through Vietnam was the most amazing experience of my life. I visited the country central to my college studies and came to understand that there is so much more to it than just a war. Vietnam has an incredibly rich culture and society and I feel honored to have been able to experience it first hand. Vietnam captivated me in a way no other place in the world ever has and I feel compelled to go back. I have a few notes of Dong left in my wallet and my passport holds a new Vietnamese visa in preparation for a year working in Vietnam following graduation in May. After all, one can never have too many tacky lighters and tee-shirts.

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## David Champion: Off to the Clearing-house of the World

by Laurel Glasmire

Professors are disappearing left and right. Upon perusal of upcoming classes, a history student sometimes discovers that his or her favorite professor's name is missing, vanishing into the mists like the mythical Brigadoon. Where have they gone and for what purpose? This can be summed up in one familiar word: sabbatical.

In spring 2006, Assistant Professor of History, David Champion will join his peers in this academic tradition. The start of the New Year will take Champion to his hometown, New York City, and then to the hub of his British history specialty, London, England. Champion, in his third year as the resident British imperial historian at Lewis and Clark, believes that the purpose a sabbatical is to "sink yourself into your research."

In addition to teaching, professors are expected and encouraged to conduct research in their field for further publication and knowledge. Although some research can be accomplished while simultaneously teaching, the bulk of the research material must be collected outside of the Portland area, especially for professors with foci outside of the Pacific Northwest. For Champion, London is the haven of his interest, for it is not just where he will find his most useful primary and secondary sources, but it is the site where he will be surrounded by scholars in his field.

Being in the company of historians of British history will allow Champion to become more saturated in his interests and thereby aid both his research and writing process. As any student understands, sporadic hours between classes and meetings rarely allow a cohesive idea to be formed or valuable writing to be accomplished. It is usually when we give ourselves a long period of time to sit at a computer surrounded by literature, notes, photographs and, as Champion put it, a "strong pot of coffee" that the real writing begins. Lewis and Clark College is "serious about supporting the faculty in their research" and the sabbatical serves this purpose.

What topic, then, is of interest to Professor Champion as he ventures to London to soak himself in that scholarly world? In

the near future, Champion anticipates the publication of his book *Watchmen of the Raj: The Dilemmas of Colonial Policing in British India, 1870-1931*. In keeping with common practice, this book will be an extension of Champion's doctoral dissertation from the University of Virginia. Such a practice is generally the next step for all doctoral dissertations for, as Champion realizes, only "six or seven people have read my dissertation, eight if you count my mother." Therefore he hopes that by expanding his dissertation into a book his scholarship might reach a wider audience. Not surprisingly, after several years of focus on this particular subject, Champion is eager for the publication process to be completed so that he can focus more of his energy on additional areas of historical research during his sabbatical.

Following his more specific interest of the relative study of the British Empire in India and Ireland, Champion will be writing a cross-cultural analysis of Irish nationalist Patrick Pearse and his influence on the Indian nationalist movement, specifically in the person of Subhas Chandra Bose. Such is the topic of a lecture Champion will give next spring at Trinity College in Dublin entitled "War Patriotism and the Romanticism of Patrick Pearse and Subhas Chandra Bose." In addition Champion hopes to continue researching for a thematic biography of Charles Cornwallis, a British general and colonial governor, with particular focus on how Cornwallis' career "spanned the empire."

As a professional historian, it might be presumed that Champion would encourage all history majors soon to graduate to follow in his footsteps. However, like most professors of a liberal arts college, Champion believes that history majors from Lewis and Clark College will possess a degree that "isn't just training you to be historians," but that is broadening intellectually and is "applicable anywhere."

Champion clearly enjoys teaching and understands that researching and teaching "go well together." He jokes that often the best way for him to read an important book himself is to assign it for a class. However, as with any profession, a break is needed, well-deserved and will prepare Champion upon returning to Lewis and Clark with even more books to assign. For those of you not graduating, get ready.



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Questions? Suggestion? Please mail comments to *Footnotes*. History Department, Lewis & Clark College, 0615 SW Palatine Hill Rd, Portland, OR 97219 or email: [history@lclark.edu](mailto:history@lclark.edu).

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**online.**

**Check us out at**

**[http://www.lclark.edu/  
dept/history/](http://www.lclark.edu/dept/history/)**

## 2006 Throckmorton Lecture: Dr. William Cronon

by Rebecca Ortenberg

This year on Monday, February 6, Dr. William Cronon of the University of Wisconsin, Madison will be our guest for the forty-third annual Throckmorton Memorial Lecture. As an expert on environmental history and the history of the American West, he will be discussing his upcoming publication, *Saving Nature in Time: The Past and the Future of Environmentalism*, based on a series of lectures he gave at Queens University in Belfast in May, 2001.

Held every year at Lewis and Clark since 1964, the lecture series was founded in honor of Dr. Arthur Throckmorton, faculty member of the history department from 1950-1962. Among other accomplishments, he helped to establish the Lewis and Clark chapter of Phi Alpha Theta, a national history honorary society, chaired our department for five years, and published the book *Oregon Argonauts: Merchant Adventures in the West Frontier*. Since its inception, the Throckmorton Lecture has hosted speakers in a wide variety of historical research areas, including in recent years, Andrew Gordon of Harvard University, Lynn Hunt of University of California, Los Angeles, and Carolyn Merchant of the University of California, Berkeley.

Dr. Cronon was born September 11, 1954 in New Haven, Connecticut. He received his B.A. from the University of Wisconsin, Madison in 1976, his M.A., M. Phil., and Ph.D. from Yale, and his D.Phil. from Oxford. He has earned a large number of prestigious awards, including the Rhodes Scholarship and the MacArthur Fellowship, and was elected a member of the American Philosophical Society in 1999. He currently teaches for the history, geography, and environmental

studies departments at the University of Wisconsin, Madison.

Through his research, Dr. Cronon seeks to understand the historical interactions between people and the natural environment, both in terms of how we depend on the natural world and how we manipulate it. His first book, *Changes in the Land: Indians, Colonists, and the Ecology of New England* (1983), explored the ways in which the landscape of New England changed as control shifted from the Native Americans to English colonists. Other publications include *Nature's Metropolis: Chicago and the Great West* (1991) and *Uncommon Ground: Rethinking the Human Place in Nature* (1996). The book he is currently completing explores the relationship between environmental history and environmentalism, and what the two disciplines might learn from each other. He is also in the process of writing a history of Portage, Wisconsin, from the end of the last Ice Age down to the present.

"William Cronon has shaken perceptions. Far from a virgin land, he has documented North America as a dynamic, manipulated landscape," observes Professor Stephen Dow Beckham. Cronon is a unique scholar with a fascinating background and much to share with our community. His lecture is sure to add new dimension and insight to the study of history here at Lewis and Clark.



## Professor Jane Hunter: Women with a Mission (ary)

by Deanna Oothoudt

In April of 2006, Professor Jane Hunter will be presenting the keynote address at the University of Oxford's Rothermere American Institute international conference, *Competing Kingdoms: Women, Mission, Nation and American Empire, 1812-1938*. It will be hosted by Dr. Kathryn Kish Sklar, the 2005-2006 Harmsworth Professor of American History at the University of Oxford. Hunter was invited to speak because her first book, *Gospel of Gentility: American Women Missionaries in Turn of the Century China*, has become a classic in the field of missionary studies since its publication in 1984. She said, "They want me to think about how the research has changed, and I see this as an opportunity to

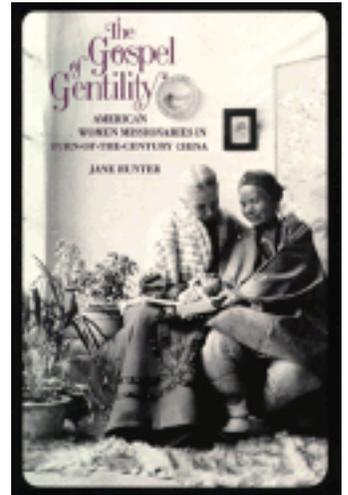
think about what missionary work has become. Missionary work is a global movement filled with both promise and peril. This is an opportunity to think about its internationalizing impulse and its role and its dangers in the world today."

Although Hunter's PhD is in American Studies, she has had a strong interest in the international academic scene for many years. In 2003-2004 she taught American History abroad in Shanghai on

a Fulbright Fellowship. She had opportunities to talk and work with Chinese students and scholars that have influenced the way that she thinks about international feminism and the missionaries themselves.

"I did go around China some and talk about the missionaries from an earlier period. It's a fraught topic in some circles because Chinese Communist response to Christianity has been unwelcoming, and association with Westerners and Christians has cost people their lives sometimes. However, Chinese intellectual circles are now thinking about topics again that they last really thought about during the Cultural Revolution."

In addition to her work to prepare for the conference, Dr. Hunter is researching gender in the Peace Corps in the Philippines during the 1960s & 1970s. She said that it is her "writing project for the summer, after this other matter is taken care of."



More information about the conference can be found online at <http://womenandmission.binghamton.edu/>.

## His & Her Dark Materials: A Candid look at the Seedy Underbelly of the History Department's most notorious class

by Kyle Morgan

Ah Historical Materials...<sup>1</sup> Words cannot adequately express... No, wait, never mind. If this article is going to work at all, words are going to have to express. Let me begin again: Ah Historical Materials, words *can* express the horrors you bring to poor Lewis & Clark History majors (and minors), but only words in the hands of a grizzled, master word-smith. Luckily, I just so happen to be one of those,<sup>2</sup> so let us begin, shall we?

If I had to sum up Historical Materials in one word it would be this: Fear. Fear is the driving force behind materials. From the moment you step into class on the first day (or, if you are like me, the moment you mistakenly charge headlong into a French class which meets in the same room as materials, only fifteen minutes earlier, because Materials has rattled you to the point where you can no longer correctly tell time, and for one terrifying moment you wonder if not only are you late, but that the entire section of Materials you signed up for will be conducted in a foreign language) until the moment you drag what is left of your sorry carcass out of class on the last day, your mind a shuddering blank and you unshaven and unkempt, fear is really the only emotion you will feel.<sup>3</sup> It's a good damn thing, too, because otherwise no one would get anything done. Only a barely controlled fear of complete disaster could make any one – history student or not – complete the course objectives as such. I mean, *really*: would anyway *willfully* spend days on end in the library reference section? Don't get me wrong: I'm such a history nerd that I could see spending a few hours in the reference section ("Oh! So *that's* why we got involved in the Spanish-American War), but the time that the editing project (the capstone of the Materials experience) takes a great deal of dedication.

It doesn't help that being surrounded by all that information can be horribly distracting. I don't know how many times I was frantically searching for a term—Protected Cruiser,<sup>4</sup> for example, and something completely unrelated would catch my eye ("Oh, look, there's Sydney Poitier!"). And although some of these detours last only seconds, others result in very lengthy 'mini-projects' where your mind cannot help but want to know more, and even though you should be focusing on your project, you get drawn in anyway ("I *knew* Aaron Burr was America's first super-villain!"<sup>5</sup>).

Assuming one can resist the siren song of off-topic research, there are yet greater challenges awaiting you. I think now is the time to explain the Hist.Mat. Table. If you have ever been to Watzek Library, then you have no doubt seen the Hist.Mat. Table, just beyond the atrium, nestled in the reference section. It is, itself, an unremarkable rectangular table, just like the innumerable other tables in the library. Whenever a deadline approaches, however, the Hist.Mat. Table becomes a savage country, where Materials students will stab each other in the back for oh-so-valuable table space. Books, as you may guess are one of the key staples upon which any good student of history relies. Being able to organize and quickly access these books is of vital importance. Getting that done, however, can be difficult when your fellows all need the same spaces to do the same thing. Savagery ensues: teeth are bared, empty soda bottles are knocked over, books are shoved, laptops are delicately relocated, music is cranked, and tension hovers in the air.<sup>6</sup>

For some, this sudden competition for resources can prove too much, spurring on a minor mental break. I know this from experience: I too have suffered at the hands of HMMBS.<sup>7</sup> About three weeks from the end of class, another frenzied scramble for a certain book<sup>8</sup> left me in a bad state. For the next hour, I was convinced that I was Theodore Roosevelt, leading the Rough Riders during the Santiago Campaign in the Spanish-American War (incidentally, this was what my document was on). Only the determined efforts of three of my fellow Materials students kept me from leading my (fictitious) men against San Juan Hill (the circulation desk).

Don't worry too much, though: I came to my senses a few minutes later ("Is there a particular reason you three are holding me down like this?") and was quickly back to research as if nothing had happened. You learn to let a lot of strange things go when you spend beyond a certain amount of hours in the library.<sup>9</sup> You also find out such things that perhaps were better left unknown. Dark things... *vile* things about history that can change your entire opinion on a person/group/event in the blink of an eye. Or you could find out such things as Aaron Burr's final plan for conquest of the United States.<sup>10</sup> It really goes both ways, I guess.

But that time is, finally, past me. The classes are finished, the final editing project has been bound and turned in, and all that is left are memories... So what has Materials gotten me, personally? The complete destruction of my sense of time ("Seriously... what day is it?") and an undying enmity against Kinko's (don't ask). Oh, and the uncanny ability to quickly and efficiently research people, places, and events that occurred in the past. But, really, when would *that* ever be useful?<sup>11</sup>

1 Historical Materials, HIST 300. A course at Lewis & Clark College, which educates majors and minors on methods of historical research. But if you're reading this, you probably already knew that. And also, this will probably be the last footnote with anything resembling correct/helpful information. You know, uh, just so you know.

2 Well, you can't prove I'm *not* a grizzled master word-smith, can you? Nyah-nah!

3 I guess that isn't strictly true... You'll also feel frustration, and a queasy sense of impending doom. Really, it's a lot like eating at that one run down, unsanitary Mexican restaurant that you know you shouldn't frequent, but can't help because it costs *sooo* little.

4 Protected cruiser was a designation of ship class of the US Navy of the late 1890s/early 1900s. It was basically a ship with armor plating, but smaller than, say, a battle ship. It frightens me that I still remember this stuff.

5 No, seriously: Aaron Burr was America's first super-villain. After shooting Alexander Hamilton, Burr attempted no less than three times to take over the United States.

6 The author makes no guarantees that these things actually happen.

7 Historical Materials Mental Break Syndrome

8 Lamar's *Dictionary of the New American West*. It's a real book. Really! Go look it up.

9 I personally think the cut-off is around 57 hours, myself, but that's probably skewed because I work there too.

10 The final plan was, if I do say so myself, sheer brilliance. Burr planned to release butterflies into the US Capitol while the Congress was in session. He would then move in his henchmen (dressed as butterfly catchers) ostensibly to remedy the situation. But what the congressmen didn't know was that the henchmen wouldn't capture the butterflies with their butterfly nets, but the congressmen themselves! Thus bound, Burr would then force the members of Congress to make him King of America! This plan almost came to fruition, but was foiled when an early frost meant gathering enough butterflies for the project was impossible.

11 Probably next term when I start writing my thesis.

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## An Alumnus Recounts her Hurricane Katrina Experience

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by Kathleen Mertz  
Class of 1997

After spending nearly a year traveling through Central and South America in 2003-4, I returned to San Francisco ready to embark on the next phase of my academic career. Prior to the trip, I was working at the Presidio of San Francisco, documenting the rehabilitation of historic buildings in the National Historic Landmark district. When I returned, I realized that I wanted to continue my career with historic buildings, as it seemed the perfect blend for my interests in history and architecture. I took a position at a small non-profit housing association and began the graduate school application process. I was happy to be accepted to Tulane University in New Orleans, LA. In mid-August of this year,

I ended my job, packed the belongings from my San Francisco apartment into a Uhaul and headed to the Big Easy with my sister as my roadtrip companion. We arrived without incident and unloaded everything in the 95 degree/97% humidity of Louisiana. I poked around the city a bit, caught up with a college friend/LC alumni who is native to the area, and settled in to my new life. Four days after arrival, I attended my first graduate school class, Preservation Law, and anxiously awaited the official start of school the following week.

Five days later, I found myself at the Home Depot in the 9th Ward with my college friend, buying sheets of plywood to help board up his family's house – a Mandatory Evacuation was in order. On the way back from the store, we stopped into a cafe only to see on the news that Katrina was covering the entire Gulf of Mexico and headed straight at us. When we got back into his truck, the radio said “yep, it looks like this one is gonna be a map changer.” We stopped at my new apartment so I could grab a couple of things (book bag of clothes, laptop, camera and my lease), headed to his

house to board up windows and then hit the highway. As much as we wanted to stay - this was the first time in 25 years that his family had ever evacuated the city - we knew it was best to go; it was our civic duty, right? We sat in traffic for 12 hours on our way to Alexandria, LA, a drive that under normal conditions takes about 3 hours. We were held up there for next 5 days, glued to the television as we watched chaos ensue. By the end of the week, my father offered to fly me to his house in North Carolina, an offer I quickly accepted. I stayed there for about 3 more weeks, faced with different issues each day as to what the next leg of the adventure would be.

There were moments of elation and moments of destitution - it's an emotional roller coaster when the rug that you think is your life is pulled right out from under you. Needless to say, the support of friends, family and strangers has helped me to land on my feet again. I had given up on studying this semester until I found a blog on the emergency Tulane website from a student who took refuge at the University of Oregon. They had not started their quarter yet and they have a program that is comparable to the Preservation Studies program at Tulane. I called the director of the program and the dean of the graduate school to inquire if they were taking in displaced students. The answer was affirmative so I booked a flight to Oregon and started classes the following week.

It was a difficult decision, but I decided that it would be a wise choice to stay at the University of Oregon rather than return to New Orleans. I formally applied and was accepted to the Master of Historic Preservation program at the end of October. I finally returned to New Orleans last weekend to gather my belongings, nearly 3 months after I had arrived. Now I call Eugene, OR my home and reflect fondly on my 9 day stay in the wonderful city of New Orleans, LA.

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## University of Hawaii Press to Publish Bernstein's Book

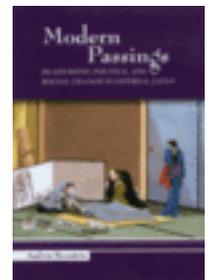
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By Nicole Kaupp

In February, Professor Andrew Bernstein will have his first book published by the University of Hawaii Press. The book, titled *Modern Passings: Death Rites, Politics and Social Change in Imperial Japan*, looks at the modernization of death rituals (including funerals and cremation) in the nineteenth and twentieth centuries. According to Bernstein, “A funeral service today is much different from what it was one hundred years ago.” Modernization can also be seen through the role of Buddhist priests in death rites. The book looks at political, social and religious history to investigate modernity and the struggle modernizing societies have with choosing what to hold onto from the past.

For more information visit the University of Hawaii Press website:

[http://www.uhpress.hawaii.edu/cart/shopcore/?db\\_name=uhpress](http://www.uhpress.hawaii.edu/cart/shopcore/?db_name=uhpress)



**“Bernstein explores the invention of a ‘traditional’ Japanese way of death in modern times in this fascinating and challenging work. He elucidates the complex dynamics of the process with careful, balanced attention to the interactions among the state, organized religions, the funeral industry, and individual families. The writing is crisp, in places lyrical. The book is a pleasure to read and offers much to ponder.”**

**— 2005 Throckmorton Lecturer, Andrew Gordon, Harvard University**

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## Beyond Teaching: Professor Glosser Establishes her own Press

In the summer of 2005 Professor Susan Glosser established her own press, Opal Mogus Books. The press will specialize in translations of unique Chinese documents and materials that have been edited and annotated for use in the classroom. The first publication, *Li Fengjin: How the New Marriage Law Helped Chinese Women Stand Up*, is a lively example of government propaganda in the People's Republic of China. Professor Glosser is currently editing a collection of Shanghai street vendor songs

For more information visit the website:  
[www.opalmogusbooks.com](http://www.opalmogusbooks.com)



Postcard taken from: *Li Fengjin*

## Alumni Footprints

**Satya Byock '04** worked in Sri Lanka after the Tsunami as Field Coordinator of Missoula Community Tsunami Response, and Director of Education for Development. Since her return, she continues her work with Education for Development. She is also working as General Manager at Mississippi Studios in North Portland...mostly, however, she is excited about a project that she is not ready to disclose.

**Kristin Fabbe' 01** After leaving Lewis and Clark, Kristin completed a Masters degree in the History and Theory of International Relations at the London School of Economics and Political Science, graduating with distinction. Following the LSE, She moved to Greece and worked as a research associate at the Kokkalis Foundation for 2 ½ years. At the Foundation she was engaged in research on the politics and economics of Southeastern Europe. In the fall of 2005 She joined the PhD program in Political Science at the Massachusetts Institute of Technology. At MIT she is specializing in the fields of comparative politics and international relations.

**Sarah Griffith '99** Sarah accepted an offer from UCSB, beginning their PhD in History Fall 2005. She spent a month relaxing, hiking and camping, in Oregon before heading south to prepare for that next phase of her life in Santa Barbara.

**Sylvia Hu, '98** Sylvia Hu received her MA in History in 2000 and MLS (Master of Library Science) in 2001 from State University of New York at Buffalo. She is currently working as a Reference/Instruction Librarian and Subject Specialist for Women's Studies at University of California, Riverside.

**Robert Rynerson '68** helps people with research projects regarding Berlin during his time there in the U.S. Army (1969-71), preparing his photos for publication in Germany, and finding other veterans for research projects. (His "most interesting was cajoling elderly veterans and their wives to provide material for a Fall 2005 program that the Allied Museum in Berlin is organizing to tell the "untold" story of the 1945-50 marriages of U.S. soldiers and local women. These couples who won out over their respective countries' bureaucracies and prejudices did not see why their stories were exceptional." Robert returned to Berlin in March "to participate in a memorial service in nearby Ludwigslust and do some more learning."

**Stacy Skiffenes '04** joined the Peace Corps July 2004. In a small village in Ecuador she was trained in the field of Public Health—proper nutrition, disease prevention, infant care, alcoholism, income generation (more money = better health), and other basics of major public health issues in Ecuador. She improved her Spanish skills and moved to an even smaller Chiguinda village (pop. 400), for a two-year stint. From the high paced society of Lewis & Clark to the relaxed, small-town happenings of a village in the jungle of Ecuador was quite a change. Stacy teaches basic public health in elementary school and sexual education in the high school. She started a legal counseling center for abused women, and worked with the local health center gauge the level of malnutrition in the village before beginning a nutrition campaign. For entertainment, Stacy spends spare time reading, gardening, and running. She will apply to grad school when she returns to the US.

**Christine Turk Stransky '87** taught Texas history at Wharton Junior High School (Wharton, Texas) for twelve years, and was student council sponsor, teaching sign language, and coaching 8th grade girls' athletics for two years. Because she found Dr. Beckham's classes to be particularly inspiring, she chose to teach history. She wanted to share his passion and enthusiasm for history with secondary students, instead of the boring, dry recitation of meaningless facts remembered from high school history. "For the most part, my students thought I was the most interesting history teacher they'd ever have and continue to send me graduation announcements. [When] our kids are in school, I intend to return to teaching because I LOVE IT!" Christine

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## Footnotes cont.

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married Bill Stransky in June 1995 and for their ten-year anniversary went to Costa Rica to celebrate. They became foster parents to Elizabeth, Nicholas and Sarah (triplets born October 1999) in June, 2001 adopting them in November 2002. Christine is now a stay-at-home mom busy with three five year-olds and volunteer activities. She is passionate about education and civil rights (her school district wasn't integrated until 1968) and, through her church, is beginning a mentoring program for high school students to encourage them to graduate and attend college.

**Michael Wellman '79** has spent most of this life since LC in Asia developing language, business and interpersonal skills. After kicking around Taiwan and China for many years he found his career in the Sport and Fitness Industry in 1992. After nine years developing the Taiwan and China Sport markets he made a move out of Chinese-speaking environments - in late 2000 he was sent to Thailand where he completed a four-year job assignment as Managing Director of Adidas Sales and Marketing. Now, having gone full circle, he and his family are back in Taiwan where Michael is Country Manager for Adidas in Taiwan. Michael wishes the department Good Luck in this year of the Rooster. You may correspond with Michael: [Michael.Wellman@adidas.com.tw](mailto:Michael.Wellman@adidas.com.tw)

**Travis Litman '01** is finishing his final year of law school at the University of Colorado School of Law. Amongst his many activities at CU Law, Travis has worked as a Director of the Silicon Flatirons Program, [www.silicon-flatirons.org](http://www.silicon-flatirons.org), a program designed to discuss the issues facing the telecommunications industry. In fall 2006, he plans on moving to Washington DC to work at Cole, Raywid & Braverman, LLP- a law firm specializing in communications

**Izora Everson '00** currently teaches 9<sup>th</sup> grade World History and 10<sup>th</sup> grade World Geography at Potomac Senior High School in Woodbridge, Virginia. In addition to her teaching duties, she coaches forensics, leading the team to State championships two years in a row, sponsors the Red Cross Club and also the Senior Class. In her spare time, she studies Italian and Art History. Last summer she visited 13 European countries, mainly former Soviet Bloc countries. Next summer she is applying to the Teachers at Sea Program, which is a 65 day cruise ship adventure to Eastern and Southeastern Asia.

**Sarah Caylor '00** recently completed her coursework towards a PhD in Art History from Duke University and hopes to be ABD by the end of the academic year. She lives with her husband in Brooklyn, NY where they recently bought an apartment and are expecting a baby boy in late January.

**Nathan Dexter '98** returned to Portland in Spring of 2005 after studying and practicing Indian law for nearly five years in Boulder, CO. Nathan currently works with the Native American Program of Legal Aid Services of Oregon in downtown Portland. His legal practice includes federal and tribal Indian law, in addition to economic development and advising non-profits serving the low income Native American communities in Oregon.

**Mary Wheeler '91** works at the Center for Columbia River History, a public history partnership of Portland State University, Washington State University Vancouver and the Washington State Historical Society. She lives in North Portland, and recently auditioned to be on the American Inventor, which is like American Idol, only for inventors, and maintains a blog called [www.marysgreatideas.com](http://www.marysgreatideas.com)

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