



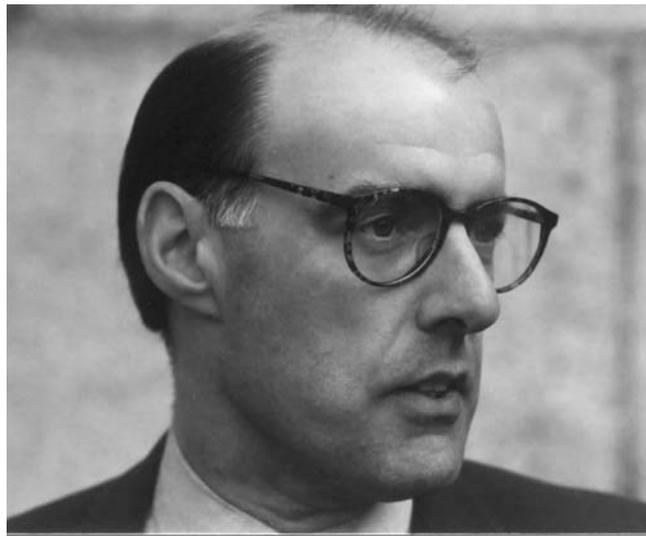
Cannadine speaks at Throckmorton Lecture

by Jodi Garrington, Editor

This past Halloween, October 31, 2001, David Cannadine, Professor of History and Director of the Institute of Historical Research at the University of London, delivered the 39th Annual Arthur L. Throckmorton Memorial Lecture at Lewis & Clark College. Entitled "Ornamentalism: How the British Saw Their Empire," after his recent book of the same name, his lecture dealt with issues of social hierarchy so important to the British at home, and how they viewed their empire within an established class structure.

As a self-described child of the British Empire, born as it neared its end, Cannadine was fascinated by this vast, detailed yet undefinable notion of class, of which there is no American equivalent. Aside from history, disciplines influencing his thoughts ranged from anthropological analyses such as Geertz's study of ritual to Schumpeter's sociological theory of empire as an attempt to recreate a feudal class system.

As the title "Ornamentalism" suggests, Cannadine's book deals with the spectacle and ceremony of the hierarchical Empire. It is also meant to pose a response to Edward



Cannadine's book, *Ornamentalism: How the British Saw Their Empire* examines the British system of class after the fall of the Empire.

Said's notable book "Orientalism." While not denying the importance race played in imperialist policies, Cannadine repeatedly emphasized the need to expand and complicate the model of history to include other factors. In the case of the British Empire, the prominent position of class in Britain, replicated by the policy of indirect

rule through native hierarchies, was just as likely to overshadow race as not.

Cannadine's last point included some thoughts on the implications of Empire in light of the events of September 11. As a student of British imperialism he asked himself whether the United States was an empire. He found that while the economic and military might enjoyed by the U.S. are traits all great empires possessed and might therefore suggest imperialism on our part, the lack of territorial dominion runs contrary to that view. He concluded that throughout its history the U.S. has been in the unenviable position of being unable to make up its mind whether it was the pre-eminent imperialist or anti-

imperialist power. He wisely left the ultimate decision for the audience to decide.

Professor Cannadine finished his lecture, stating that while politicians and journalists make the world out to be a simple place, it is the responsibility of the historian to declare unequivocally that it is not so.

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British Historian David Savage Retires

by Tricia Pearson

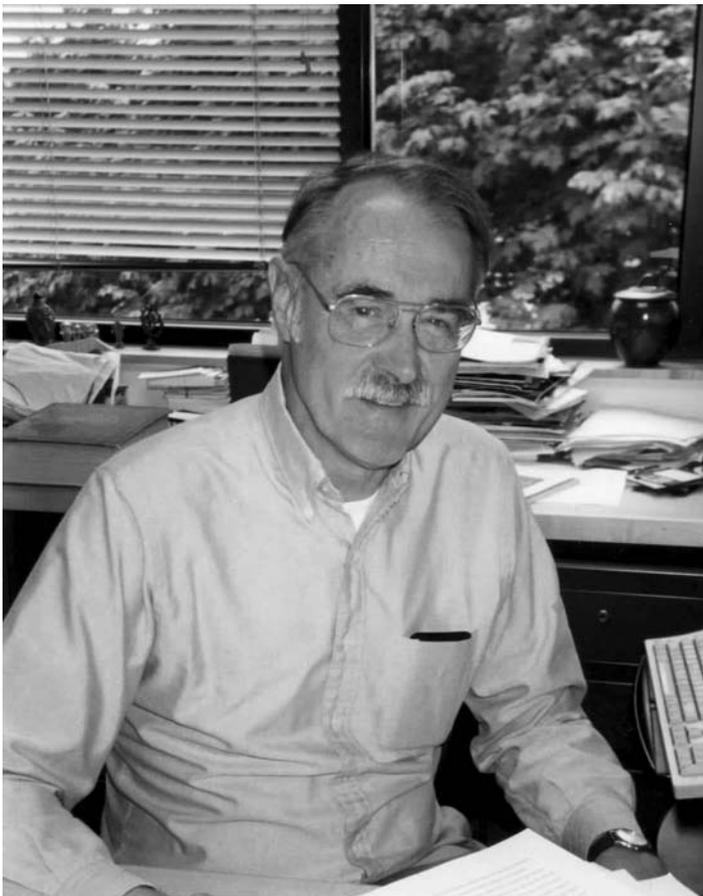
After nearly thirty years at Lewis and Clark, Professor David Savage is retiring, leaving his mark behind in the India overseas program and the nature of British history at this college. When he first came to LC in 1973, he was the associate dean of faculty, part of an older administrative structure that no longer exists, and he taught a reduced number of courses. In 1985 he transitioned to being a full time professor. At that time he had to make some decisions regarding what his research area was going to be and what courses were going to compose the British history curriculum. He took a sabbatical and went to India with his wife and sixteen year-old son. That trip helped focus his interests. He says he chose the imperial side of things "in part because I was interested, in part because it fit well here with the students' interest in international topics."

Before Savage's arrival at the College, the India

program was sporadic. Savage led his first overseas program to India in '87-'88. It was modified from the previous program--instead of being all in the south, visits to northern cities were added, and learning some Hindi became a part of the trip. When Savage led the trip he made many contacts, and evaluated the success of his innovations. This was back when Lewis and Clark was on the quarter system, so the trip lasted two quarters, or twenty weeks. When the school changed to semesters, the programs were shortened to fifteen weeks. At that point, the southern part was eliminated altogether. Since 1988 the India trip has been, as Savage says, "pretty much the program I created." He has led the program three times himself.

Professor Savage has enjoyed teaching and working at Lewis and Clark. His favorite courses to teach are the colloquia, because by that point students are more committed and classes usually involve a high level of analysis and discussion. In addition, "I love teaching the Tudor-Stuart period and I enjoy teaching my India course." He has particularly enjoyed the atmosphere within the department, "what I think has been the collegiality of the history department." He says that faculty relationships are supportive rather than competitive. They work together to craft a curriculum that people like, which is an ongoing process of tweaking and refining. "We've worked well together. It's been a delight."

As to what Savage will be doing after he leaves, he intends to write and travel. He has things he needs to finish up and intends to go back to India to do archival research. His project is to write the history of British missionary educational enterprise in India, which is currently a work in progress. He may continue teaching, but not at the college level. He thinks he might "tutor little children, or do volunteer work of that kind." Savage is really pleased that the department wanted to completely replace his position with someone who would teach similar courses on the British Empire, India, the Tudor-Stuart period and so on. "It's nice to think that I was able to put together a curriculum" the department wants to maintain. He intends to leave some of his materials--old issues of the English magazine *Punch*, for example--to David Campion, just as he inherited them from the professor before him. After thoroughly enjoying his time here, David Savage is looking forward to life after Lewis and Clark.



Professor Savage plans to write and travel, and perhaps continue teaching as a volunteer, "tutoring small children."

Meet David Champion

by Diana Wiener

This coming fall the History department will welcome a new professor, Dr. David Champion, who will be filling retiring Dr. Savage's shoes teaching the history of Britain and the British Empire. Dr. Champion recently received his doctorate from the University of Virginia, finishing up a dissertation on Colonial policing in India during the British Empire. I recently had the pleasure of interviewing Dr. Champion; the following is a brief excerpt from that interview.

Where are you from?

I was born in Madrid but grew up mostly in New York City. I attended Georgetown University where I majored in history and English. After college I served for four years as a surface warfare officer in the US Navy. My main tour of duty was aboard a destroyer and I made overseas deployments to the Middle East, Mediterranean, Adriatic, North Atlantic, and Caribbean. After completing my active duty obligation to the Navy, I entered the graduate history program at the University of Virginia.

What initially brought you into the field of history?

I have always had a fascination with history. When I was growing up, my family used to joke that I went through books like termites go through wood. Although my reading

interests as a youngster leaned heavily toward history, I also developed interests in music, art, and especially literature. Yet history, more than any other discipline, I believe, forces us to grapple with the question of who we are as a society and as individuals within society. My experiences in the military increased my interest in the cultures and historical development of different regions of the world. It also gave me a first-hand look at the cost to humanity when the lessons of history are forgotten or overlooked. Although I am an historian by training, I have made many close associations with scholars outside my discipline. Their perspectives and intellectual interests have expanded my appreciation of the contributions that other fields can offer to the study of history.

Tell me a bit about your research.

My research interests focus primarily on the British Empire in the 19th and 20th centuries - particularly in North India and Ireland. I wrote my master's thesis on the influence of Irish revolutionaries on the development of Indian nationalism and my doctoral dissertation is about the Indian police during British colonial rule. My scholarly interests tend to focus on the effects of cross-cultural contact, particularly in a colonial setting. I settled on colonial policing as the subject of my dissertation since it was one of the most controversial aspects of the

colonial experience, as well as the most revealing. In British India, policing was the function of colonial control in which Europeans interacted most closely with Indians. It could also be the most bitter point of conflict. My research on the topic has included visits to over a dozen archives in India and Britain - including Scotland Yard - as well as interviews with present-day officers of the Indian Police Service and surviving British police officers and wives from the days of colonial rule.

Any advice for the graduating senior and alumni thinking of going into the field professionally?

Being a professional historian can be an extremely rewarding job. Sometimes I feel as if I am being paid to do what I would do in my leisure time if I had another career. However, like most good careers, it requires a certain amount of dedication, patience, and sacrifice from the outset. You really must have a passion for what you do and a willingness to constantly learn. As a historian, you are in many respects a student for life. I am fortunate to have been mentored by excellent historians in college and graduate school. I would definitely encourage anyone seriously considering graduate work in history to search out programs that are strong in his or her area of interest and to seek the advice and assistance of professors with whom he or she has studied.

Savages hosts Senior Career Counseling Session

Every spring the History Department sponsors an informational session on post-college life and opportunities for junior and senior history students held off campus. This year the event was graciously hosted by Professor David Savage and his wife Carolyn. Four professors from the department, four history alumni and seven current students attended the meeting. We even had three non-departmental alumni there! The alumni, all living in the Portland area and ranging in date of graduation from '88 to '01, shared their experiences in further education or looking for work after college.

From internships to volunteer work, from graduate school to fellowships, from college loans to minimum wage, opportunities and advice were freely offered. After being thoroughly terrified by the realization that deadlines do not stop after college, the students then had the opportunity to ask questions of both the alumni and the professors. No matter what the story though, the common theme that permeated the evening was one of flexibility and openness to change, unforeseen opportunities and human connections.

Alumni Footprints

Don Driscoll '50, worked for the U.S. forest service for 36 years and has lived in Virginia since 1977 where he and his wife Eva, also an LC graduate, are active in alumni functions. They attended their 50th class reunion at LC in 2000 and enjoy hearing news about the history department.

Arthur C. Spencer '60, worked as a librarian-archivist-researcher for the Oregon Historical Society and BOORA Architects in Portland for over 30 years. He is a member of the Steering Committee of Loaves & Fishes, a program which serves hot meals to senior citizens and shut-ins. He writes a monthly column for the newsletter of St Mark's Anglican church and is a Counting Board Supervisor during Multnomah County's elections.

Jo Ann Staebler '69, is working towards a Master of Divinity at Union Theological Seminary-PSCE in Richmond, VA, and expects to graduate in 2003, one month after her daughter Joanna graduates from Lewis & Clark.

Paul Shore '78, gave a series of lectures in Kiev, Ukraine last year and continued his research on Jesuit schools and missions in Transylvania, Romania.

Jen Huntley-Smith '85, got her Ph.D. in U.S. 19th century cultural/environmental history of the west from the University of Nevada-Reno in the summer of 2000, where she now teaches as a postdoctoral fellow and is working on a book. She is married to Mark, with daughters Ada, 6, and Sophie, 2.

Robert Oakes '85, worked as a newspaper reporter for 15 years before leaving to work as press secretary and legislative assistant for California state Senator Tom Torlakson.

Mark Peterson '92, received his Ph.D. in History from the University of Wisconsin-Madison in 2000. His dissertation was entitled "Brewing Technology and the Beer Trade in Medieval Germany."

Andrew Beckham '99, received his MAT from Lewis & Clark in 2001 and now teaches art at Beaverton High School, Beaverton, OR. He continues to restore Volkswagens.

George Wingfield Kline, '99, works at Salmon Smith Barney in San Francisco where he is an asset manager specializing in tax-deferred retirement roll-overs, corporate 401k accounts, and individual IRAs.

Sarah Griffith '00, will be completing her M.A. in Chinese history from Portland State University this summer. In the fall she will be leaving to teach English in China for a year. She intends to pursue a Ph.D. upon her return.

Tim Revett '00, worked in the health and safety outreach program at Oregon Health Sciences University after graduation before beginning a MAT program in Social Studies at George Fox University.

Jonathan W. Barrett '01, teaches U.S. and Modern European History at Kimball Union Academy and as co-director of their Outing Club climbed to 17,500 feet on Mount McKinley last summer.

Andrew Over '01, works in the Portland office of Senator Gordon Smith (R, Oregon), in which capacity he frequently works with the senator and has traveled with him on in-state appointments.

The Senior Report

by Joe Bielecki

This year seventeen Lewis and Clark seniors will walk across the stage at graduation and receive their degrees in history. An integral component along the path towards a Lewis and Clark history degree is History 450, the Thesis Seminar. The typical school year incorporates three seminars: two in the fall and one in the spring so that all three program areas, Europe, the Americas, and Asia, are covered. This year's seminars were taught by professors David Savage and Elliott Young in the fall, and by Andrew Bernstein in the spring.

As always, topics ranged widely. Natalie Costa looked at Senda Berenson's adaptation of the game of basketball for women in 1892 and the impact this had on women's higher education. Greg Schayes wrote about the impact and relevance to a community of Japanese in Idaho of their Interment camp newspaper, the Minidoka Irrigator.

Lisa Blee was the only senior who completed an honors thesis this year, looking at the way in which the 1905 Lewis and Clark World's Fair brought people together in an imperialist project with special attention to how American Indians were represented and how this image carried over into American actions in the Philippines. In a related topic, Derek Oldham reported on the 1904 World's Fair and how the glorified imagery of expansion via the Louisiana Purchase was used as justification for the position of the United States in the Philippines.

Kyra Rohner's paper discussed the relationship between housing and public school segregation of African-Americans in 1920s and 30s Chicago following the Great Migration. Janida Grima wrote about the change in British missionary education policy in rural India at the beginning of the 1900s, and how rural missionary education was forced to change in anticipation of the rise in Indian Nationalism. Justin Kreindler looked at how the English press influenced British policy, specifically in regard to the occupation of Egypt in 1882. Matthew Chastain documented the anthropological and textual imperialism that accompanied the mid-19th century British 'discovery' of Buddhism.

Here are the seniors of 2001-2002: Joseph Bielecki, Lisa Blee, Andra Carmine, Matthew Chastain, Natalie Costa, Patrick Cronin, Kacy Curtis, Melissa Flora, Janida Grima, Stephen Johnson, Justin Kreindler, Derek Oldham, Kyra Rohner, Greg Schayes, Lakin Soldate and Jauna Williams.

***Congratulations seniors,
and best of luck in the world ahead!***

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Levinger goes to Washington

by Bonnie Thompson

Matthew Levinger has a new paperback, and may possibly be on sabbatical next year in Washington D.C. His book *Enlightened Nationalism: the Transformation of Prussian Political Culture, 1806-1848*, went into paperback in January. First published in 2000, *Enlightened Nationalism* establishes that the developments in Prussia have to be considered in the context of European thought. In his book he rejects the Sonderweg model which states that Prussia embarked on a separate historical path from the other European cultures. In a glowing review in the *American Historical Review*, David E. Barclay of Kalamazoo College states that, "Levinger's study is the best book currently available in English on the

Prussian reforms and on early German nationalism. Reflecting a through command of the secondary literature and of German archives, it reevaluates the political views of many well-known figures and critically reassesses the work of the great reformers themselves."

Another book which Levinger has revised is *The Revolutionary Era: 1789-1850*, which will be rereleased in April. This third edition of the Norton textbook is the first new edition in twenty-five years. It is geared for upper-level college courses and is a collection of extended interpretive essays. A massive editorial work which began in 1996 when Levinger attended the Amer Historical Society Convention, this book is the cumulation of an immense amount of research in his

area of specialty, nationalism and German/Prussian history.

Next semester, Levinger hopes to be on the William C. Foster Fellowship in Washington D.C. pending final security clearance by the State Department. The Fellowship aims to bring academics into the State Department, to work on arms control and disarmament. Levinger's interest in the job stems from his theoretical interest in nationalism, and he hopes to apply his fifteen years of experience in a practical context. A high honor, he would be the first historian on the fellowship, which is usually composed of specialists in political science and math. If all goes well with the security clearance, Levinger will be taking next year off to move to Washington.

History Department Faculty and 2001 Seniors



The history department faculty and staff is pictured here with the history majors and minors of the graduating class of 2001.

Research takes Glosser to Shanghai

by Jessica Dennison

Working with several other Asia specialists in the History Department allows Professor Susan Glosser to focus on teaching courses in her primary area of interest--Chinese history.

Glosser was first introduced to Chinese history when she was given an open-ended research assignment in a college course. Motivated by her interest in women's issues, she chose to research the position of women in Chinese society. She assumed that, as an outsider, studying the role of women in another culture would be less frustrating. However she was quickly proven wrong as her passion for China and its history began to grow. After college, Glosser entered a language-intensive program to study Chinese and was completely

taken by the beauty of the language.

Lewis and Clark College has offered Glosser a means of continually feeding this passion for Chinese history and language. Glosser recently found out that she has been granted funds to go abroad on a yearlong sabbatical. She will be taking her family along with her to Shanghai, China, where she will take advantage of the archives and documents there for her research. There she will be working on her latest book, *Women in Occupied Shanghai: 1937-1945*, which looks at what it was like for women living under the Japanese occupation.

Aside from working on a book, she would also like to spend time researching and writing a pamphlet on Chinese propaganda from 1953 dealing with the marriage reform laws of that time. A previous book

she has written, *Chinese Visions of Family and State: 1915-1953*, discusses this same topic. This book is expected to come out sometime this summer.

Susan Glosser will continue to pursue her interests in Chinese history while enjoying the company of her husband, Lewis and Clark English Professor Lyell Asher, and their one year old daughter, Olivia. Glosser is both confused and amused by Olivia's perpetual state of glee and affectionately describes her daughter as "kind of sneaky."

Both departments will be sad to see Susan Glosser, Lyell Asher and their happy child leave Lewis and Clark for a year. We wish them the best and await their return in the fall of 2003.

A Man of Modern Times:

Bernstein Researches Japanese Modernity

by Kelsey Lewis

Anyone who's taken a class with Andrew Bernstein can attest to his boundless enthusiasm for the concept of modernity and his love of Japanese history. The student asking for more discourse on the subject is met with a plethora of sources, ideas and further questions.

Andy's interest in studying Japanese language and history began in college. On a friend's recommendation he went on an overseas program to Japan at the height of American interest in Japan's economic miracle (1986-1990). He was fascinated with the religious history of Japan and worked as a journalist in Japan for two years after completing his undergraduate degree.

Andy is fascinated with modernity, and notes that Japan has a unique position in the world. As the only non-Euroamerican country to modernize independently and compete with the Western powers, Japan makes a great example of the modern in progress.

Even as a kid Andy enjoyed giving class presentations and today he loves to help his students find new ways to look at the world. As a bonus he gets the opportunity to teach and research the topics he finds interesting. When asked about teaching, Andy replied "I can't imagine a better job than reading books, writing books, and talking about books." He also described four important aspects that make a good teacher, besides a keen sense of fashion that is. First, be a good student, enthusiastic about the material and constantly learning new things. Second, be aware of the individual needs of your students. Third, challenge students to make their own discoveries and conclusions, not just grasping other writers' thoughts. Fourth, be straightforward in evaluating each student's progress, explaining strengths and weaknesses.

Starting this August Andy will enjoy the research aspect of his job for he will be on sabbatical until the fall of 2003. He will head to Tokyo

to research a new dimension of modernity in application. As his research proposal states, the "project examines the ways in which clerics, bureaucrats, and ordinary Japanese negotiated the conceptual boundary between religion and the state as they fought over the physical boundaries of their sacred lands." Andy will focus on two times in Japanese history, the early Meiji Era (1868-1912) and the U.S. Occupation. He will spend one year in Tokyo using the Meiji University Library as his base of operations. In his search for information on land reform, Andy will sift through many temple and shrine records in government, university and city hall archives. He has also promised to take some vacation time for relaxation.

Also, a culmination of Andy Bernstein's doctoral research on Japanese modernity, tentatively titled *The Politics of Death and the Making of Imperial Japan*, will soon be published.

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History Department Faculty Bottom (L to R) Ben Westervelt, Susan Glosser, Elliott Young.
Middle: Jane Hunter, Steve Beckham, Andrew Bernstein, Matt Levinger. Top: David Savage.