



## Living the Revolution: LC Overseas Study in Cuba

*Holly Lilly*

On January 30, 2003 I boarded a plane in Cancun, Mexico with History Professor Elliott Young and 26 other students from Lewis and Clark College. After a hot, 45-minute plane ride, we touched down at the Jose Martí International Airport in Havana, Cuba. The words "Patria es Humanidad" (Homeland is Humanity), painted in large, black, block letters on the side of the airport's main building greeted us.

Cuban history has been interwoven with that of the United States from the start; relations between the two date back to the European colonization, when the competing British and Spanish powers battled for Cuba's natural resources, labor supply, and prime seaport location.

During the centuries of foreign rule that followed European "discovery" of the island, Cuba experienced various waves of nationalism, rebellion, and internal and civil wars. Not until the United States' victory in the "Spanish-American War" and the enactment of the Platt Amendment in 1901 was Cuba released from Spanish colonial rule and awarded independent statehood.

Despite official claims, the Platt Amendment left Cuba essentially in the hands of the United States government: the conditions of the treaty provided the US with the naval base at Guantanamo, the right to intervene in order to ensure a stable Cuban government or to "protect" the island from foreign powers, and forbade Cuba from creating treaties with, or incurring financial debts from, any nation other than the United States.

One requirement of the Cuba Overseas Program was the successful completion of History 389, Cuba: Colony to Nation, taught by Dr. Elliott Young. During the course we read everything from dense Cuban history textbooks to chapters on the post-modern dialectic to literary works by contemporary

exiled Cuban authors. Elliott's course was crucial in our group's preparation for the Havana program. It helped us understand Cuba's past and present, but also implanted in us a passion for Cuba.

Besides Elliott Young's reading course, I was also enrolled that semester in History 300, and for my course project had chosen to focus on Cuban-United States relations. The document that I annotated was an interview in a US Congressional Hearing with a Cuban man living in the United States, whose family was a long-time enemy of the Castros. He had held a number of powerful government positions before Fidel came to power and



Professor Elliot Young, center, led the program. The author is second from the right.

exiled or executed all previous leaders. Elliott's class readings blended into my Materials project so that I had no choice but to submerge myself entirely in Cuban history. I spent long hours, late nights and early mornings scouring textbooks, travel guides, old documents, Castro's early speeches, Communist reference indexes, and United States newspaper articles.

What I most remember at the end of the semester was that while my Historical Materials project made me feel that I belonged as a full-fledged student within the History Department, it also made feel somehow, that I belonged to Cuba; or perhaps Cuba belonged to me.

Despite the hardships and annoyances of our trip, this passion proved to only grow stronger during our time on the

island. I roamed streets, staring at buildings and people, wondering what their role had been in the Revolution, how it has affected their lives and their ideas. While traveling east I wandered by the Military Fortress at Santiago where Castro held and tortured dissidents for decades following his take-over. I swam and snorkeled at the Bay of Pigs. In Havana I walked the same stretch of sea-front streets where Fidel and his rebel army marched into the city victoriously on New Years Day, 1959.

One afternoon, I went to the Museum of the Revolution, housed in the old Presidential Palace in the oldest part of town, where Castro's guerrillas fired on President Batista in 1953; I saw the bullet holes the shots had

made in the marble walls, ran my fingers over them while the other foreign patrons of the Museum gazed into locked glass cases.

And on May first, I stood in the Plaza of the Revolution with thousands of others, sweating in my red (revolutionary) shirt, waving a little Cuban paper flag glued carefully to a stick, and shouted, half-heartedly, "Socialism o Muerte" (Socialism or Death).

At the risk of romanticizing, I have to say that I saw the same resilience, the same deep-

rooted determination and drive in the tired faces of the Cuban people that I read in the pages my history books back home: that salty, steamy island is neither weak nor wavering. In recent decades, Cuban President Fidel Castro's strict adherence to a personalized, socialist agenda has led to growing inflation and empty supermarket shelves. Blackouts and shortages prevail in even the most luxurious hotels, especially in the recent months since the elimination of the US dollar as a legal form of currency.

Despite its internal and material inadequacies, Cuba remains a sharp thorn in the side of the American Right. After centuries of North American abuse and world-wide attempts at isolation and economic ruin, Cuba still refuses to submit to the conditions of colonial, imperial, or global control.

# Balancing Academia and Family: Ankle Biters in the History Department

Quinn Kuranz

The History Department at Lewis & Clark College is a progressive institution leading the professional world in redefining antiquated gender and familial roles. Typically American professional society dictates that there must be complete separation between work and family; however, here in the history department the barriers between these two worlds are dissolving. Upon visiting the History Department you will encounter children in offices either with a babysitter while their parent is teaching or being cared for by the parent. Indeed of the multiple professors with children under age 7, all of them can be found with children in tow at one time or another.

In the History Department there is a virtual club of professors with young children. The newest of these professors is Dr. Jennifer Kerns. Often there is a sign on her door that reads 'Do not disturb. Mommy in use. Baby feeding.' Jennifer loves being able to have her young daughter Charlotte with her on campus. Both Jennifer and her husband were unwilling to "pay the emotional costs" of taking their daughter to daycare. At first Jennifer was nervous about bringing Charlotte to staff meetings but soon discovered the rest of the faculty to be "very accepting and understanding." Many professors bring their children to the office on a semi-regular basis. Jennifer loves the ability to bring Charlotte in with her because it is "bring your daughter to work day, everyday."

Dr. Susan Glosser, the chair of the History Department, also supports the progressive aspects of childcare in the office. There is "nothing intrinsically unprofessional about" bringing your children to the office. In fact, "as far as having them around, I really like it, it doesn't keep anyone from getting their work done." Although Susan really enjoys having children (hers included) around the office she can remember when none of the new professors were parents: "The department used to sit and have lunch for an hour and a half every day and then stay until 7 or 8 o'clock at night working." Now that there are so many new additions no one has time to spare while at work.

Dr. Elliott Young has similar beliefs about the traditional "idea of 'professionalism' if that means dividing one's life...between the personal and the public worlds. This is a separation that was imposed by a capitalist economy, and [he tries] to reject it whenever [he] can." Dr. Young has "no problem with" children in the workplace because "they are more cuddly."

Another of the professors here with children in the department is Dr. Matt Levinger. Matt believes that "the campus feels safe. Not just in the History Department but all over the grounds. It is a great place to let kids roam around and explore." And while "more businesses are offering onsite childcare which relieves stresses for mothers and fathers and allows both parents to work...the History Department here is something special. I'm not aware of too many professions where you can bring your children to work with you." The department provides an "environment that is committed to academic excellence and by providing a worry-free atmosphere for parents contributes to the excellence of the department's endeavors."

The History Department at Manzanita, on the Oregon Coast.



## Footnotes Staff

### Editors

Quinn Kuranz  
Ellie Noelke

### Staff Writers

Samuel Eberhart  
Anna Forsher  
Sadie Forzley  
Patrick Law  
Holly Lilly  
Quinn Kuranz  
Rebecca Ortenburg

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Questions? Suggestions? Please mail comments to Footnotes. History Department, Lewis and Clark College, 0615 SW Palatine Hill Rd, Portland, Or 97219 or e-mail [history@lclark.edu](mailto:history@lclark.edu).

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# Researching the Rwandan Genocide

Samuel Eberhart

This spring marked the ten-year anniversary of the 1994 genocide in Rwanda, ushered in by the news of an ongoing wave of atrocities in the Darfur region of Sudan, deemed by Colin Powell to be "genocide." Although these events hardly seem to graze the headlines of the *New York Times*, Lewis & Clark hosted a variety of news and events fall semester that gave rise to hope.

On November 18, Lt. General Roméo Dallaire gave a lecture on campus, "Shake Hands with the Devil: The Failure of Humanity in Rwanda," named after his recently published best-seller. Dallaire was UN commander of the assistance mission in Rwanda (UNAMIR) deployed in fall of 1993 through the genocide of 1994. In his lecture, Dallaire touched upon questions relevant to peacekeeping and foreign policy today, such as, "are all humans human, or some more human than others?"

Dallaire's visit was made possible by Lewis & Clark senior Michael Graham who acquired grants for the lecture, having spent a summer in Rwanda filming a documentary regarding the psychological effects of the genocide on children. Graham's project resulted in a scholarship for students abroad, who would not otherwise be able to afford the tuition, to come to Lewis & Clark. Dallaire waived his speaking fee to contribute to the scholarship, which has been named the "Roméo Dallaire Scholarship." In addition, the Academic English Studies department at L&C has agreed to waive the tuition of the student. The first award has been given to a Rwandan, currently in the process of attaining a visa. Continuation of the scholarship depends upon future financial contributions.

Matthew Levinger, Associate Professor of History, has also been involved in efforts to combat genocide. Levinger recently accepted the position of Consulting Director of the new Academy for Genocide Prevention at the U.S. Holocaust Memorial Museum in Washington DC. Professor Levinger will begin that position spring semester of 2005, while teaching full-time at Lewis & Clark, and spend the academic year 2005-2006 on this project in Washington.

During the year 2003, Levinger, as a William C. Foster Fellow at the U.S. Department of State, in the Bureau of Intelligence and Research and the Bureau of Political-Military Affairs, focused on developing initiatives for atrocities-prevention. While in Washington, Levinger began collaboration with Jerry Fowler, the Staff Director of the Committee on Conscience at the Museum, who invited him to help develop plans for the Academy.

The Academy for Genocide Prevention will work directly with key foreign policy professionals within the U.S. government as well as with NGOs to provide training in genocide prevention and response to potentially genocidal situations, while maintaining communication with those already in the field. Through a broad-based network of connections internationally and domestically, the Academy seeks to establish a framework to prevent and respond to genocide.

Since my freshman year at Lewis & Clark, I have had the pleasure of taking several classes with Professor Levinger. As a senior, I developed an honors thesis which looks at the United States' understanding of the events taking place in Rwanda in the months leading up to the genocide. In May 2004, I spent time with Levinger at the Department of State and the Holocaust Museum establishing contact with ambassadors and state department analysts to further my research. In subsequent months, I conducted interviews with some of the United States' most integral players both in Washington and Kigali, and have come to see first-hand the necessity of Levinger's work.

Although the 20th century has been called the century of genocide, projects such as Levinger's and Graham's provide

grounds for hope that someday the international community will fulfill its pledge that "never again" will genocide be allowed to occur anywhere in the world. The efforts of Lewis & Clark College professors and students dedicated to the eradication of such profound suffering as found in Rwanda are most commendable.

## Faculty Milestones

The footnotes staff would like to recognize the recent achievements of the other professors here in the history department who were not mentioned in our articles.

**Prof. Stephen Dow Beckham** is the curator and writer of a new exhibit at the Oregon Historical Society in Portland entitled "Oregon My Oregon," which opened in July 2004, which displays "artifacts and stories that document the human experience in the Pacific Northwest." He is also co-author of *The Literature of the Lewis & Clark Expedition: A Bibliography and Essays* (2003).

**Prof. Andrew Bernstein's** book *Modern Passings: Death Rites, Politics, and Social Change in Imperial Japan*, will be published by University of Hawaii Press in late 2005.

**Prof. David Champion** has written two forthcoming articles, "Policing the Peelers: The 1833 Parliamentary Investigations into Misconduct by the Metropolitan Police." in Tony Taylor (ed.) *London Politics, 1789-1914* (2005); and "Railway Policing and Security in Colonial India, c.1860-1930" in Roopa Srinivasan, ed., *A History of the Indian Railways* (2005). He is also working on a book manuscript titled "Watchmen of the Raj: The Dilemmas of Colonial Policing in British India, 1870-1931." In July he will present a paper titled "An Empire of Souls: The Society of Jesus and European Expansion in Asia during the Age of Discovery" at the annual Anglo-American Conference at the University of London.

**Prof. Emily Clark's** book *Masterless Mistresses: The New Orleans Ursulines and the Development of a New World Society, 1727-1834*, will be published by the University of North Carolina Press in late 2005. Her article "The Feminine Face of Afro-Catholicism in New Orleans, 1727-1852," co-authored with Virginia M. Gould, in *William and Mary Quarterly* (April 2002) won the A. Elizabeth Taylor Prize for Best Article on Southern Women's History.

**Prof. Jane Hunter** recently won the award for Outstanding Book in the History of Education for 2003, for *How Young Ladies Became Girls: The Victorian Origins of American Girlhood* (Yale University Press), given by the Society for the History of Education. The book was featured in a panel discussion in the Society's annual meetings in Kansas City in November 2004.

**Prof. Ben Westervelt** will be on sabbatical in 2005-2006, doing research for a study on the suppression of the Jesuits in eighteenth-century Europe.

**Prof. Elliott Young's** book *Catarino Garza's Revolution on the Texas-Mexico Border* was published by Duke University Press in 2004. He is also the co-editor of another volume, *Continental Crossroads: Remapping the US-Mexico Borderlands, 1821-1940*, also published by Duke University Press in 2004.

# War, Milk and Chastity in 20th-Century China

*Anna Forsher*

Professor Susan Glosser says that her love of history is driven by a fascination with how people explain the world to themselves, a sentiment that becomes evident when she discusses her work as a historian. As the History Department's authority on China, she has the opportunity to inspire a similar enthusiasm within her students and utilize the vast amount of knowledge that she has gained from her research.

After earning her bachelor's and master's degrees at State University of New York, Binghamton, where she learned Chinese, she completed her doctoral dissertation in East Asian History at University of California, Berkeley. Published in 2003, her first book, *Chinese Versions of Family and State, 1915-1953*, focused on leaders' use of "family values" rhetoric to strengthen the state.

Glosser's current research deals with a topic often overlooked by historians: the Japanese occupation of Chinese cities during the Second World War. She is exploring the daily life of women in Shanghai during the eight-year period. Using resistance periodicals, song booklets, pamphlets, and cartoons, she has divided the women into four categories: feminists, housewives, students, and workers. She says that this arrangement has allowed the sources to better speak to each other. Glosser is especially interested in the model archetypes valued by the four groups of women: the "heroic ideal" of women in battle, the "domestic ideal" of women supporting troops, and the "domestic heroic" of women at home. This project considers how Chinese women viewed their resistance to Japanese occupation and how their involvement fits

into the broader context of political and military history during the Second World War. Glosser anticipates another trip to Taiwan for further research and hopes to complete a manuscript by 2006.

Despite great attachment to her research, Glosser admits that the material can be graphic. Yet, she maintains that the stories of Chinese women during Japanese occupation must be told, no matter what grim details are involved. Another challenge posed by the material is the opposition of many Chinese historians to the field of women's history. Contending with a culture that closely equates knowledge with power has been difficult, yet has not deterred Glosser's spirit.

Though preoccupied with the past, Glosser is always looking towards the future. She is already considering other projects to begin once her second book is published. One is the role of milk, a commodity gaining considerable prominence in China as it declines in the United States. Glosser acquired the records of a dairy entrepreneur from Shanghai and wants to determine the nature of Chinese interest in milk.

Another project is the "chaste widow awards," a centuries-old tradition that was revived by Chang Hi Chek's government. Women of prominent families who lost their husbands by the age of twenty-five and remained chaste until the age of fifty-five were eligible for the chaste widow awards, given as plaques to be displayed outside the home. Using an atlas published in 1937, Glosser will be able to construct a geographic study of the villages where the chaste widows lived. This project is especially crucial to understanding the relationship between a modern nation-state and the civil codes for marriage and family.

# Contemporary Lessons from Ancient Rome

*Rebecca Ortenberg*

Lewis and Clark College welcomes Dr. Gordon Kelly, visiting professor of history. Professor Kelly received his PhD in classical studies from Bryn Mawr College and has taught at Reed College and the University of Alabama.

This spring term Dr. Kelly offers a new course to the History Department, "Ancient Rome: From Republic To Empire," in which different facets of Roman society—politics, family life, the entirety of Roman civilization—interconnect. "I don't like to isolate different factors in looking at history, like just politics or social history, or religion, but try to get as much of a glimpse of how all these things are part and parcel of the same thing."

His interest in ancient history stems from a serendipitous childhood event. "My mother bought a series of picture books that

dealt with history starting with prehistoric times and going up to the 20th century. Actually, she bought these books for my older brother, but he didn't show much interest in them, and I liked them quite a bit – I especially liked those that dealt with Greece and Rome because they had the best pictures. So it was kind of an accident that the pictures were so much better for Classical Antiquity than they were for other volumes."

Dr. Kelly calls himself a "generalist," but his research addresses ancient history, specifically Roman history. "My dissertation focused on the Roman republic and how the phenomenon of exile reflects the social mores of the Romans during the Republic, and how exile reflects the larger changes in Roman politics and society as the Republic progresses."

He believes particular facets of the humanities must be studied within a holistic context. "If we're looking at literature, I think, the sort of culture and the civilization that [the literature] comes out

of should be looked at in addition to the work as a separate entity. A lot more is gained by not just analyzing the individual parts, but also analyzing the whole."

When asked what relevance history has today, Dr. Kelly replied, "I think the ability to look at and analyze another culture and look at different strands of meaning in history is a really important skill in a democracy. Those sorts of skills are very applicable to what being a good and informed citizen is nowadays. I think that somebody who can critique the ideology reflected in a piece of Roman literature or government will be pretty well able to do so in modern political discourse as well. That's the practical side - the other side is, history is just a lot of fun. It's the greatest story ever told."



# Crossing Disciplines: Economics and History

*Patrick Law*

Economic History, taught by economics professor Cliff Bekar, is the first of two cross-disciplinary explorations of economic history from the earliest civilizations to the period immediately after the industrial revolution. Prof. Bekar uses economic history to explain the present state of the world economy. His course offers an option to those history majors interested in economic history as it strives to answer questions such as how and why some regions of the world are wealthier than others.

According to Dr. Bekar economic history is the application of an existing well-tested body of economic theory to historical data. When asked why this is an economics class and not a history class, Bekar explains that in economics there is an agreed upon well-tested core of theory that is applied repeatedly to different sets of data. In economic history, instead of using current economic data, one is plugging in historical data.

It is not likely that a history professor could conduct Bekar's class, "for the same reason that I couldn't teach a history class. There is a level of required theoretical background (in economics) the average historian doesn't have. If I taught a history class on early modern Europe it would be very thin." Although Bekar knows a good deal of history he points out that "the history I know is really relevant to plug into the parameters of the model I'm working with, but a history class requires a little more depth than that."

Just how useful is history in explaining current economic issues? "Tremendously important," says Bekar. "Social sciences

are unlike natural sciences because there is no laboratory. That means we can't run repeated experiments, which means we need as many controlled life experiences to test our theories as is possible. This means the further you are able to push back data collection or observation in history, the more chances you have to test your theory and that can only make the theory stronger."

Receiving his Ph. D. from Simon Fraser University, Vancouver BC, Professor Bekar's dissertation focused on economic history and the application of history to economics. His research concentrates on two issues: 1) long-term growth and the role of technological change in economic growth, and 2) consumption habits of medieval peasants. His current work seeks to understand the role played by technological change, in particular big technological shocks, in long-term economic growth.

For students interested in pursuing economic history, Bekar notes, the University of California system has a number of good programs as well as its own series of conferences and journals. Professor Bekar believes UC Davis is perhaps one of the best schools in the U.S. for economic history. The east coast has strong economic history programs in Ivy League schools such as Harvard, Princeton, and Brown.

Universities in Europe, especially the United Kingdom, have long stressed the importance of economic history. Economic history in Europe puts emphasis on research skills, such as those gained in Historical Materials, while the U.S. programs emphasize more theory. Professor Bekar advises people to take as much economics as possible in order to build up their theoretical tool kit. He is willing to engage students on topics relating to history, economics, and academia in general.

## Civil War Memories, North & South

*Sadie Forzley*

Reiko Hillyer, Lewis & Clark College's Minority Scholar in Residence for 2004-2005, spoke recently to faculty, staff and students on the topic: "Relics of Remembering: Selective Mourning in American Civil War Museums." Her lecture illustrated how museum planners on both sides of the Mason-Dixon Line enforced a selective memory of the Civil War.

Professor Hillyer read a chapter from her dissertation, telling the story of how, in 1889, the structure of the Libby Prison of Richmond, Virginia was disassembled and transported to its new Chicago home, where it became the Libby Prison War Museum. Seven years later, the Confederate Museum was opened in Richmond, at the former residence of Jefferson Davis. Hillyer said the society ladies who ran the museum wanted to preserve the history of the South, and were fearful that Yankees would dominate the telling of history.

Hillyer observed that neither institution made reference to the causes of the

conflict or the topic of slavery. The hardships of war, military valor of the soldiers, and unity between the North and South were emphasized in Chicago. In Richmond, there were prominent themes of the Confederate soldiers' sacrifice and devotion to the noble cause of the South. The Confederate Museum depicted slavery as benign, promoting the idea that the South had been fighting to protect principle and a way of life, rather than to preserve slavery. Both museums ignored the war's political implications and Chicago removed the realities of slavery from its version of history.

"Libby Museum objects related to slavery consisted of personal items that did not convey a larger context: John Brown's spectacles, for example; objects of dubious authenticity, such as a piece of wood from Uncle Tom's Cabin; or were mixed in with unrelated curiosities, as in the case of a daguerreotype of Frederick Douglas, which, displayed alongside two Incan shrunken heads, was stripped of much of its pedagogical and political power," she said, concluding with the thought that these types of exhibits "prevented visitors from paying any

sustained attention to the issue of slavery."

In the end, Hillyer argued, Libby Museum "accepted the Confederate version of events: both slavery and emancipation were incidental to the war." Hillyer will give another research presentation spring semester, which will surely be equally engaging as the first.



Reiko Hillyer, History Department

# Alumni Footprints

**Joe Bielecki '02** In the summer of 2003, Joe joined Teach for America - the national movement working to eliminate educational inequity - and currently teaches middle school math and science in San Jose, California. Joe plans to attend grad school specializing in education leadership; he wants to develop programs to bring experiential and environmental education to low income communities.

**Matt Bolte '89** Matt just moved back to Portland after twelve years in New York. He is working at Nike in the US Apparel Division. Matt's wife Gail and two children (seven and five) enjoy the northwest. It is a first-time-out-of-New-York experience for them.

**Satya Byock '04** Immediately after graduating, Satya spent three months in Colombia working with prisoners in a Colombian jail, recording life histories, working on a documentary photography project, and co-leading a group of Afro-Colombian prisoners in learning and discussing issues of racism and power in their lives on the street and inside the prison; for a number of sessions, she applied her thesis on Mandela and Gandhi's prison experiences by teaching them about their struggles and lessons learned. She wants to continue studying histories of violence and oppression in a variety of cultures and time frames.

**Sarah Caylor '00** Sarah received an M.A. in Art History (History of Photography) from the University of California, Riverside. She was recently a Helena Rubinstein Fellow in the Whitney Museum of American Art's Independent Study Program in Critical Studies as well as a Curatorial Intern at the Solomon R. Guggenheim Museum. Published in *Afterimage* and the *Oregon Historical Quarterly*, she will speak at the Society for Photographic Education National Conference in Portland this March. She currently attends Duke University to attain a PhD in Art History.

**Jodi Garrington '02** Jodi lives in Chicago and works for William Rainey Harper College in the Registrar office taking exciting classes as a benefit of her job. She views Asia as a possible place to teach English. She also is applying to the Peace Corps.

**Janet Hohman '90** Since returning in 1997 from a year in Japan, Janet has taught fifth grade in Beaverton. During the school year she also works with the Archdiocese of Portland in preparing and assessing Catholic schools in western Oregon for the NW Association of Schools and Colleges Accreditation process. Her focus has been in the development and evaluation of school resources and long term planning. Janet recently announced her engagement and will marry this year.

**Alison Huey Walcott '97** In February Alison accepted the position of Project Coordinator of the Oral History Project at the Oregon Nikkei Legacy Center, a Japanese American museum in Portland. Her life is very busy with husband Michael Walcott ('97) and their three children. Caleb is in second grade, Joby in Kindergarten and Noah just one year old.

**Chris Lopez '94** Chris is still living and working in Santa Fe, New Mexico. He works for the Regional Development Corp, promoting economic development in northern New Mexico. He married Jennifer Lopez, graduate of Ft. Lewis College, in 2001 and has a two-year old daughter, Arabella Christina Lopez.

**William Peniston '81** William's book, *Pederasts and Others: Urban Culture and Sexual Identity in Nineteenth Century France* was published in June, 2004 by Haworth Press. He continues to work as librarian and archivist at Newark Museum.

**Rachel Pusey '97** Rachel is a second year associate at a small San Francisco plaintiff's firm. She practices the plaintiff's side of employment law.

**Angela Rosen '99** Angela is finishing her final year in grad school for a masters in Traditional Chinese Medicine. She was contacted by a grad student from the University of Wisconsin who is going to use Angela's honors thesis as a source in a dissertation on the commercialization of curanderismo.

**Diana Wiener '04** Diana is currently working as a Hall Director in Residence Life at the University of Portland. Diana is planning to attend law school Fall 2006, after a January, 2006 wedding to David Rosengard, Lewis & Clark Resident Director.

**Edward Williams '84** Edward is currently a professor of education at California State University at Chico. He still remembers Steve Beckham's Historical Materials some twenty-two years later! What he remembers most is, "If you can think of a resource, it probably exists."

Let us know what you're doing! Everyone loves Alumni Footprints. Help us continue this tradition by filling out the form below to let us know where your degree has taken you. Mail to: History Department, Attn: Footnotes, MSC 41, Lewis and Clark College, 0615 SW Palatine Hill Road, Portland, Oregon 97219. Or send an e-mail to [history@lclark.edu](mailto:history@lclark.edu)

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