

FOOTNOTES^I

^I Please see contributors list below



Earliest Japanese printed world maps, 1645 ff.

"Entering Asia" with 62nd Annual Arthur L. Throckmorton Guest Lecturer: Kären Wigen

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SHORT FILM “CLASSROOM 4” SPARKS CURIOSITY AND DIALOGUE AT LEWIS & CLARK

Ava Hall

On January 29, the Lewis & Clark History Department hosted a screening of the Oscar short-listed documentary CLASSROOM 4 welcoming community members to an evening centered on education, incarceration, and human connection. The short film follows award-winning professor Reiko Hillyer and students of her “History of Crime and Punishment” course taught at the Columbia River Correctional Facility. The course brings together two distinct groups of students: those incarcerated at the facility and those attending Lewis & Clark, who meet together as peers to examine the foundations and consequences of incarceration in the United States.

The Inside-Out program at Lewis & Clark aims to disrupt longstanding boundaries of higher education by bringing these groups of students together in a shared learning environment. Through reading and discussing the history and consequences of incarceration in the United States, the course challenges traditional ideas about who belongs in higher education, the invisibility of incarcerated people, and the separation between “inside” and “outside” worlds. Students explore topics including abolition, juvenile justice, and the myths and realities of life in prison. Professor Reiko Hillyer has been teaching this course at the facility since 2012.

Through intimate classroom footage, the dynamics of the classroom speak for themselves. The film immerses viewers in the telling details of life inside a prison, such as what visitors are allowed to wear and the strict protocols that shape their interactions. We witnessed moments of tension, vulnerability, and emotion as students in the film grappled with difficult histories and personal experiences. Emotions were running quite high in the audience by the end of the viewing.

A brief Q&A session followed the screening, moderated by Andy Saultz, Dean of the Lewis & Clark Graduate School of Education and Counseling. In conversation with former and current students of the Inside-Out Prison exchange program, two of whom

were featured in the film, the audience gained firsthand insights into the impact of the program and the unique classroom experience. The students discussed the surreal feeling of seeing themselves on the big screen for the first time, in addition to their emotions before, during, and after the course had ended. Former student James, who also acted as a teaching assistant for Hillyer’s most recent Inside-Out course, mentioned that he was considering attending Lewis & Clark himself, a statement that excited the audience. When asked about the most rewarding aspect of participating in the class, former student Nick concluded, “The single most rewarding thing for me was being able to open up and be vulnerable...by the third or fourth class, you got the chance to feel human again.”

Of course, there’s no better way to wrap up the evening with cookies and refreshments. The audience had the opportunity to mingle with Saultz, Hillyer, and her former students.

If you’ve missed this screening and want to learn more, you’re in luck. Currently, CLASSROOM 4 can be streamed on PBS.



Dean Andy Saultz, James Reed (former inside student and TA), Israel Sanchez (former inside student), Professor Reiko Hillyer, and Nick Fiveoaks (former inside student)

62nd Annual Throckmorton Lecture: “Entering Asia” with Kären Wigen

Sara Stewart

On February 16th, the History Department welcomed professor Kären Wigen to deliver the 62nd Annual Arthur L. Throckmorton Memorial Lecture. Wigen is the Frances & Charles Field Professor of History at Stanford University, where she teaches courses on nineteenth-century Japan, early modern maps, and Global History. Her expertise in Japanese and cartographic histories developed around her training as a geographer, informing an extensive repertoire of published works including *The Making of a Japanese Periphery 1750-1920* (1995), *The Myth of Continents* (1997), *A Malleable Map* (2010), *Cartographic Japan* (2016), and last year's *Territorial Imaginaries* (2025).

Wigen's lecture, entitled “Entering Asia: Cartography and the Continental Scheme in Tokugawa Period Japan,” was introduced by professor Andrew Bernstein, Lewis & Clark's own specialist on Japanese history and Wigen's colleague of two decades. Professor Bernstein highlighted Wigen's meticulousness, ambition, and generosity as a scholar and educator, citing her rare ability to stir curiosity in others. Wigen took to the stage to warm applause, kidding that Stanford could not fill a room like the Lewis & Clark community had that evening.

The lecture hinged on a famous 1885 op-ed by Fukuzawa Yukichi which advocated that Japan “leave Asia.” Wigen expressed her initial confusion at such a proposition. Conjuring modern examples like Brexit which demonstrated a nation's ability to withdraw from a human-made union, she wondered how a country could “opt-out of Asia.” She tackled this question by tracing map-making in Buddhist, Confucian, and Nativist traditions in Japan, revealing the various ways in which the concept of “Asia” was an invention.

Wigen began with discussion of Ancient Greek and medieval Christian thought, the former's three-pronged continental model (Europe, Africa, and Asia) sanctified by a Christian imagination which located many of the most significant biblical narratives in the Eastern world. She explored the lineage of subsequent

cartographic centerings using “T-O” maps and early modern atlases, noting that from a European perspective, Japan “entered” Asia with the dissemination of Ortelius' 1570 atlas, *Orbis Terrarum*. Yet Japanese maps themselves rarely denoted “Asia” at all.

Professor Wigen described how the legitimization of a European continental scheme in Japan owed largely to Dutch influences and the proliferation of “Dutch Studies,” yet she expressed a desire to “look for the friction,” challenging the historian's tendency to assume that such developments occurred in a vacuum. Wigen emphatically explained that “in Japan, one-hundred flowers bloom,” suggesting greater diversity of thought and discourse among religious and intellectual groups when it came to map-making. Buddhists typically centered their maps around the southern continent of Jambudvīpa, the rest of the world seen as almost imaginary. Confucians maintained a Sinocentric worldview, placing Asia outside of China and relegating Japan to a subservient position in placement, orientation, and size. Nativist maps echoed Shinto's basis in spiritual

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Kären Wigen

practice rather than religious texts, their playful, quasi-mythological imagery often oriented around the looming silhouette of Mount Fuji. "Maps are like silly putty for them," Wigen explained, citing a map's purpose as a commodity and encouraging her audience to consider the psychological messages one receives about themselves when looking at one.

In describing Buddhist maps and their rejection of Europe's Asia, which hung off the edge of the continental world, Wigen posed the hypothetical question, "That is the world, why would we give it a name?" Such a question forces the historian to take something as seemingly scientific as a map or as indisputable as the continents and accept their fluid conceptual pasts. Wigen suggested that as historical sources, maps were malleable, exclusionary, and even incendiary, more indicative of their creators and viewers than depictions of the precise arrangement of landmasses and oceans. Wigen's work implores us to read maps as texts, with all the idiosyncratic imprints of the human hand. In her words, it was not so much about "leaving Asia" as it was "leading Asia," variably accepting, disputing, and rethinking the continent as it appears on the map as a rendering of identity.

"THE THINGS SHE CARRIED"

WITH KATHLEEN CASEY

Mae Heeringa

This year, Lewis and Clark College invited Kathleen Casey, professor of U.S. History and the director of the Women, Gender, and Sexuality department at Furman University, to speak about her newest book, *The Things She Carried: A Cultural History of the Purse in America* (Oxford, 2025). During her lecture, Professor Casey explored the various ways in which purses in America have been both an object for marginalized communities to hold control over their own space, while also serving as a signifier of femininity that further stigmatizes and disempowers the holder.

Casey explained that since the purse's inception in the United States, the object has provided people with a private domain in which they are able to hold power. During slavery, formerly enslaved women would use purses to provide their own private and personal domain that slave owners were not able to control. Decades later, during the Civil Rights movement, Black women would carry bricks in their purses during protests both for defensive and offensive measures. Similarly, Casey explored the role that purses played in the Stonewall Inn uprising. In June 1968 at New York's Stonewall Inn, Marsha P. Johnson carried a stone brick in her purse which she threw on top of police cars to defend the bar. By serving as a private space of both offensive and defensive action, the purse in American history has been a way for marginalized groups to reclaim space and protect their lives.

Despite the purse being a way for marginalized groups to reclaim and defend space, it has also coded the wearer as effeminate, making them more vulnerable to violence. Casey used the example of Willie Houston to highlight the dangers which the purse triggers for the wearer. On July 29, 2001, Willie Houston, a straight man living in Nashville, TN, was asked by his fiancé to hold her purse while she went to the restroom. While his fiancé was in the bathroom, Houston helped escort his blind friend to the men's bathroom. In the bathroom, Lewis M. Davidson III noticed Houston with a purse and accused him of being gay. Houston and his friend left the restroom after being verbally assaulted by Davidson and returned to their car. Davidson then went to his car to grab a gun and followed Houston and his friend back to their car. Davidson opened fire on Houston, killing him instantly.

Casey used Houston's murder to highlight how gender-based discrimination affects those who wield purses. By carrying his fiancé's purse, Davidson had believed that Houston was a gay man. Because Houston was being perceived as a gay, Davidson opened fire and killed him. Through the examples of protest movements and the murder of Willie Houston, Casey revealed how material objects such as purses reflect, power, identity, and hierarchy in America.

Casey's lecture called on all of us to consider the various relationships we have with material culture, and how our relationships with these everyday objects shape our realities. Exploring the physical world which we inhabit allows us to think more critically about how seemingly mundane objects can be used in drastically different ways for different purposes. Every object reflects multiple intersections of power, identity, and personhood. After all, an object is never used or created in a vacuum, its meaning, both symbolic and literal, exist within a historical context.

REVOLUTION! AN HISTORIC RUNWAY SHOW

Lilly Hucek-Marteeny

Thursday, February 26th marked the History Department's 12th annual Project Runway design and fashion show competition, in which teams create garments inspired by historical developments. This year's theme; "Revolution!" inspired would-be fashionistas to craft garments using materials from the Goodwill bins. Five teams came to compete this year, mentored by professor Andy Bernstein, who filled the role of Project Runway's Tim Gunn. Teams were given about an hour to perfect their pieces inspired by the development of the atomic bomb, the refrigerated train car, the American Revolution, the invention of artificial intelligence, and the printing press. Before the show began, Chair of the History Department Reiko Hillyer described the event's origins. The event as we know it at LC was originally an event at Hillyer's 40th birthday party, in which guests designed outfits based on events from her birth year: 1969.

The esteemed panel of judges, Head of Watzek Special Collections Hannah Crummé, History professor Elliot Young, and English and History departments' Administrative Coordinator Amy Baskin, certainly had their work cut out for them in choosing only one team to be victorious.

The judges had accolades to give each team; Team Otter Von Bismark's Liberal Arts Army's Atomic Age ensemble earned the "audience's favorite" award. The Red Team were voted "dog's favorite" with their rendition of refrigerated train car-esque evening wear. Blue Steel were awarded in honor of Ryo Young-Hillyer for their American Revolution ensemble, featuring Paul Revere's horse. "Old Lace, New Ribbon"'s red carpet commentary on generative AI was the runner up and was awarded an honorable mention. Team "Mo's Disciples," named for professor Mo Healy, took home first place with their garb which nodded to the development of the printing press. Teams received every history student's dream, books and other thrifted goods. Mo's Disciples were given a small obelisk.

Every piece proved to be a show-stopper, leaving judges and audience members alike utterly speechless and it was very difficult to determine just one winner.

Project Runway is an excellent outlet for students to flex their innovative muscles and learn about history in a creative setting. Whether as an audience member or participant, Project Runway offers connectivity and fun for history students at LC.

Until next year!



Declan Cloutier ('26) and Ben Schwartz ('26)

THE SEARCH FOR VENIZELOS: HISTORY MAJORS IN GREECE.

Marin Cady

This past fall, three history majors, Kiele McKinney '28 Lilly Hucek-Marteeny '27, and I, Marin Cady '27, were part of the study abroad program to Athens, Greece. While spending about three months in Athens, we were able to learn about Greece's ancient history, often while walking around its ruins, particularly on incredible trips to Delphi, Mycenae, and more. Beyond witnessing its ancient origins, we encountered history as lived experience, something visible in almost every interaction.

While spending three weeks on Lesbos, we took a course on modern Greek history from our wonderful guide, Professor Mo Healy. Beyond our work in the classroom, however, history major Lilly Hucek-Marteeny's memories about Lesbos focused on the impact of current and former immigration on the community. Seeing a memorial for refugees killed during the sea passage in front of a nearby thermal bath, as well as touring Moria, the island's main decommissioned refugee camp, were moments she emphasized from her time on Lesbos. While describing instances of lived history on Lesbos, Lilly claimed, "If you're looking for them it's hard not to find." Lived history could also be very close at hand. For example, a framed photo, sitting at a hotel check-in desk, of our host's grandfather freshly arrived from Turkey, reminded us of the history of the Great Exchange—the compulsory transfer of Greek Orthodox residents from Turkey to Greece in 1923.



History majors in front of the Mermaid Madonna

While lived history sometimes consisted of profound reflections on community, often it was much lighter, serving to make history more playful. One notable example of this was the search for Venizelos. For example, after class discussion of Eleftherios Venizelos, notable Greek Prime Minister for whom the Athenian airport is named, Professor Healy challenged us to be the first to find a statue of him to earn a prize. Students contributed photos of eight statues of different figures, including several of "our guy," although the challenge was anticlimactically won by Professor Healy herself, so no prize was awarded. Regardless, the search for a historical figure adopted by the class as "ours" was a delightful way to study the world in a non-traditional way, and have a little fun with integrating our experiences as tourists with our experiences as historians.

Finally, Lilly had one concluding remark: "I would recommend this trip to a history major... you can't really replicate it." I would wholeheartedly agree, but even while not in Greece I hope to continue to interact with history as vibrantly as we did in Greece!



Mo Healy with Venizelos

FOCUS ON MIGRATION: ELLIOTT YOUNG

Sadie Wallsmith

During the 2025-2026 school year, History professor Elliott Young's sabbatical has been anything but restful. His many projects include finalizing his book, *The Excludables: Mariel Cubans and Their Fight for Freedom*, working as an expert witness on an exponentially growing number of immigration trials, running the Migration Scholar Collaborative, and working at the Migration and Asylum Lab.

Young's primary commitment has been to give expert testimony in immigration hearings. His job is to contextualize the state of the country that a person is immigrating from in order to inform the court's decision.

While once Young had over a month to prepare for these hearings, this past year, he says, "it's just off the charts." In the wake of the Trump Administration's immigration policies, Young now gets an average of 5 requests every day to be an expert witness, most of which only give him 2 days to prepare.

"Most days I wake up and there's some urgent requests, so I spend the first part of the day writing these reports. I might have one or two hearings, so you have to be on call for those hearings and then testify," a process which can take up to 3 hours per hearing. Young thanks the flexibility of his sabbatical for allowing him to testify in these hearings.

In the few moments of downtime that he finds, Young works on his book, *The Excludables: Mariel Cubans and Their Fight for Freedom*. "Excludable" refers to the U.S. legal category that excludes migrants from entering the U.S. due to a criminal history. The book follows the lives of Mariel Cubans, a group of over 100,000 Cubans who immigrated to the United States by boat between April and October of 1980. However, unlike other Cuban immigrants at the time, this group was put into detention camps for processing – "in part because it was poorer and blacker than previous exile groups," says Young.

Once released, if any of the Mariel Cubans were convicted of a crime – anywhere from minor drug possession to violent acts – they plummeted into a legal limbo.

While the United States government tried to deport them due to their criminal records, Cuba refused to take them back because of cold-war relations between the U.S. and Cuba. Without a place to go, the United States government decided to indefinitely detain the Mariel Cuban immigrants. "There was no sentence, and there was no possibility that they could be deported," Young states. This community, some of whom were detained for up to ten years, was disproportionately Black, and a large portion of them experienced mental illness.

When finally a deal was reached, it did not land in the Mariel Cubans' favor. In 1987, the U.S. Government reached a deal with Cuba where Cuba would accept 2,700 detained Mariel immigrants. The Mariel immigrants did not consent to return to the country from which they had fled.

Over the course of the next 2 weeks, the Cubans being held at the Atlanta prison as well as the federal detention center in Oakdale, Louisiana, began a series of prison rebellions. "They seized the prisons, seized over 100 hostages and demanded their freedom and not to be returned to Cuba," states Young. This two-week long prison rebellion would become the longest prison rebellion in U.S. history.

Through investigating the history of the Mariel Cubans' internment and resistance, Young draws direct connections between the 1980 detention camps and ICE detention facilities today. "A lot of the people in government who were involved then, are involved today," Young found. For example, former Attorney General William Barr and Rudy Giuliani were both involved in the Mariel Cuban's detention. The policies and rhetoric created in these 1980 immigrant detention centers reverberate through ICE detention facilities today.

To Young, this book tells "the broader story of criminalization of migrants and stigmatization of mental illness, and also the way in which their blackness plays into that stigmatization and criminalization."

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While he focused on the Mariel Cubans, Young says, "it's more broadly about how immigrants are stigmatized and criminalized."

Young plans to bring both his research as well as his experience as an expert witness back with him when he returns for the Fall 2026 semester. This fall, Young teaches HIST-390: Immigration and Asylum Law, a class where students will provide pro-bono work for their very own asylum cases. Students will assist Young in creating country condition reports to use in his expert witness cases. "In that class, we take on about 10 pro bono asylum cases, and the students do the research to produce these country conditions reports, so they're actually working on a real case."

This kind of real-world learning, Young says, is incredibly beneficial. Young hopes that students will be able to understand "how their skills they learn in a liberal arts college, like reading, writing, and researching, can actually have a life or death impact on a family or on an individual." Moreover, previous reports written in Young's classes are still being used in immigration cases today. "It's not just an exercise for yourself or for your professor," Young says, "It's something that actually has an impact."



Elliott Young with daughter Ryo



Elliott Young on sabbatical

FUJI: A MOUNTAIN IN THE MAKING,

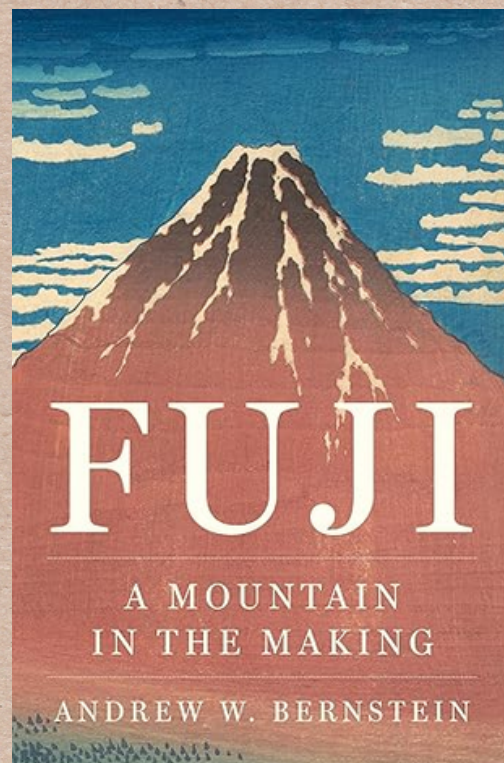
BY ANDREW W. BERNSTEIN

Mae Heeringa

On October 28, 2025, History Professor Andrew Bernstein was interviewed by poetry Professor Jerry Harp about his newest book, *Fuji: A Mountain in the Making* (Princeton, 2025). Harp began the interview by asking Bernstein what drew him to Mt. Fuji, and why he was so interested in the mountain. While leading a study abroad trip to Japan, Bernstein visited the country's national archives and came across a box related to Fuji. Inside, he found a dispute over property ownership between a religious organization on the mountain and the Japanese government. The documents instantly hooked him. Initially, Bernstein was interested in how land ownership debates took place between religious institutions and government enterprises on the mountain. However, as time went on, he also became curious about how the Japanese Imperial Court used Mt. Fuji as a site to represent Japanese nationalism. Bernstein explained that this book is the culmination of 20 years of research and scholarship.

While presenting his initial research about religious institutions on Fuji to an academic conference in the early 2000s, Bernstein was asked "What about the actual mountain?" The question threw him off. He had not considered the story of the physical space of Fuji in his initial research and now saw a new avenue to explore. From that conference onward, Bernstein examined the physical space of Fuji as well as the interactions that people had with the natural environment of the mountain. He began to examine the story of the mountain itself, not just the human actors who interacted with the space.

Bernstein's interest in the physical space of Mt. Fuji led him to learn environmental history, which he now teaches at Lewis & Clark. After explaining his interest in the mountain, Professor Harp asked Bernstein about the actual process of writing his book. Professor Harp was especially interested in the task of translating Japanese texts into English. Bernstein explained that when translating Japanese into English, you must make certain choices that might affect how



the text is interpreted or read. He used the example of a poem he came across that told the story of a snail climbing up Mt. Fuji to illustrate the difficulties of translation. He decided to make the poem read vertically to give the sense that the snail was climbing Fuji, rather than horizontally, which he had seen other translations do. He expressed that there were numerous choices that he had to make while translating Japanese texts and that they all affected how each text was interpreted.

Near the end of the interview, the topic of nature and culture came up. Bernstein stressed that culture emerges from nature, and that the two cannot be separated. His book further develops this argument and highlights how humans both shape and are shaped by the natural world. He spoke about using an interdisciplinary approach to deepen his understanding of the mountain and turning to the hard sciences to understand concepts such as gender and nationalism. Bernstein envisions that his book can be

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used in an introductory survey course on Japan and invites students to consider the natural world as a site of complicated and varied histories. Mt. Fuji is not just a mountain in Japan, Bernstein argues, it is a complex historical actor that has changed and changes the world around it.

“ROAD TO NOWHERE: HOW A HIGHWAY MAP WRECKED BALTIMORE,” WITH EMILY LIEB

Grace Hart

Emily Lieb wrote a book about something that never happened. The impact of something that was never built and is not visible to us today. A story that could have taken place in any city. This is a story about a map from 1957 of a proposed freeway through Baltimore, but more importantly, it's a story about how the things that never happened, the choices never made, the things that are not around us, impact history just as much as the things that did happen and are still here today.

On March 2nd, Emily Lieb, independent author, historian, and former professor at Seattle University, came to Lewis & Clark to talk to us about urban renewal, blight, and maps in her new book *Road to Nowhere: How a Highway Map Wrecked Baltimore*, (U. of Chicago, 2025). Lieb established herself right away as someone who loves cities. Her study, despite revealing a tragic and frustrating story, was born out of love for cities. While Lieb's book only explores the city of Baltimore, Lieb made it clear that the story she tells is not unique to Baltimore. Every city in the United States has a story like this one, a story that reveals the consequences of the decisions not made, the roads untraveled.

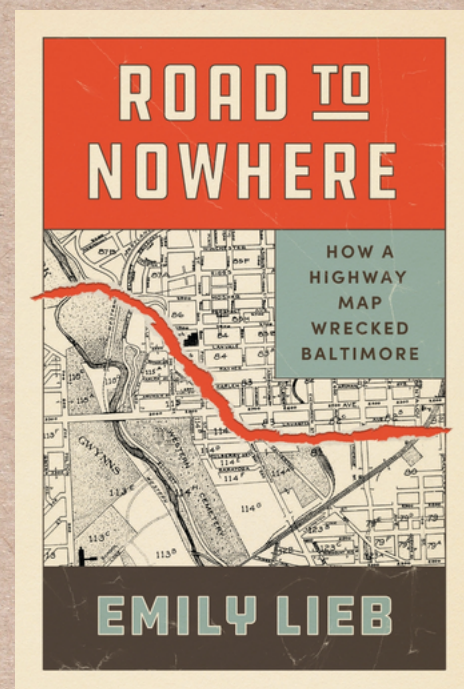
Lieb's research began with a series of photographs from the Baltimore city archives. She found several photos of houses that were run-down and abandoned. Lieb questioned these photos because these run-down houses were relatively new homes and had been built to last. What happened here?

Road to Nowhere centers around a single map. This 1957 map illustrated an East-West freeway that would run through Baltimore, cutting through a neighborhood called Rosemont, just West of the city center. According to Lieb, this map represented the

power of the city leaders and developers and their priorities for the future of Baltimore. While this proposed freeway was never constructed, the map alone had the power to devastate Rosemont, harm the community that lived there, and enrich blockbusters—people who would profit from racist real estate practices that devalued structures that were supposedly destined for demolition.

Most people believe that schools have historically been segregated because neighborhoods are segregated. In the case of Baltimore, Lieb proved that the opposite was true. Lieb detailed how segregated schools in the 1950s created and maintained segregation in Rosemont as Black families moved to the neighborhoods with Black schools. Once the neighborhood became predominantly Black, proposals for the new East-West freeway began to run through Rosemont. Suddenly, the city of Baltimore deemed Rosemont “blighted” and determined that the best use of the land was a freeway. The city condemned the homes of Black families and expected them to abandon their community to make way for a freeway that the city had little plan to bring to fruition. The 1957 map was just a piece of paper, but it had the power to instill chaos, uproot families, and turn a vibrant neighborhood into the run-down, abandoned homes that Lieb discovered in the Baltimore city archives. The city of Baltimore created the blight that they accused Rosemont of.

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Lieb's talk gave us history students much to think about with our own research processes. While Lieb advised us not to hitchhike to the archives as she did in Grad school, she advises us to "pull on threads," and not only ask what exists in the world today, but what does not. Lieb's story takes place in Baltimore, but stories like that of the 1957 expressway map exist in every city. What freeways were never built in Portland, and what impact did they have? Perhaps a Lewis and Clark student will explore that question further in the future. Like Kären Wigen, our Throckmorton Speaker this year, Lieb encourages us to question maps. What worldview was this map portraying? Who was it for? Whom did it leave out? What power do maps have over the decisions we make about real people and their homes? Overall, Lieb expressed to us how fascinating and frustrating a story about a road that was never built can be.

ALUMNI UPDATE: LEO BERNSTEIN-NEWMAN ('23)

After graduating from LC in 2023 with a BA in History and French Studies, I stayed in Portland (who could live anywhere else?) and looked for work as a writer. In November of that year, I joined History Department Alum Ethan Tolpin, as well as history minor Kate Scheuch (IA '23) and Gardner Dunavant (IA, '23) at an immigration law firm in the Lloyd District. Since then, I have handled the firm's growing asylum and court dockets (two worlds which mostly overlap). Head Attorney Elliot Yi also graduated from LC in 2008.

I could not have put my training as a historian to better use than here. I spend my days sitting with asylum seekers from every corner of the earth, each of them with a unique story. It is my job to interview them at length and to draft clear, compelling declarations in support of their asylum applications. I've extensively researched and written about wars, humanitarian conflicts and abuses of human rights on every continent but Antarctica. My clients from Francophone countries throughout Africa also help me keep my French sharp.

When I joined the firm, we were only two attorneys and about half a dozen legal assistants. Now, we are

three attorneys and a dozen legal assistants, almost half of them LC History grads (and we're always looking for more!).

Since December 2024, I've also contributed a monthly column on NE Portland History to Concordia News. Most of my pieces start with a single building and examine the many lives it has lived over a century of changes. Some are eulogies for beautiful historical structures that have been torn down. My favorite pieces are about the rich musical history of the Albina neighborhood, which has been largely torn apart by infrastructural projects and gentrification. I've had the chance to interview legendary Portlanders like "Albina Mayor" Paul Knauls, Jazz drummer Mel Brown and publisher Lanita Duke. My next piece, "Take the A Train: How Pullman Porters Brought Jazz Music to Portland," will be out on May 1st. Copies of Concordia News can be found in cafes and stores in the Concordia neighborhood and online at <https://concordiapdx.org/>.

In my spare time, I tool around in my vegetable garden and volunteer at Franklin Foto, a community darkroom and photography gallery in St. John's.

Editor's Note: The research that Leo is conducting on NE Portland history coincides with the kind of work the college will be doing in its new partnership with Albina Vision Trust. In fact, L&C has just received a \$1.5 million dollar grant from the Mellon Foundation to create experiential learning courses in Public Humanities, centering on the history of the Albina neighborhood.



Leo Bernstein-Newman ('23)

YOUR FUTURE IN HISTORY: ALUMNI SHARE THEIR CAREER PATHS

Shayna Veile Shikora

At the “Your Future in History” event this fall—an informal gathering at which history alum share their experiences with current students—Tim Wood ('09), Matea Carlin ('24), and Jackson Gilbert ('22) provided insight into being an LC history major, unleashed upon the world. The speakers discussed how historical awareness influences their lives and career paths, as well as how the practical components of the major translate into real-world skills. The conversation touched on concerns surrounding federal funding and AI, as well as classes taken by alumni that shaped them. Our speakers, Wood, Carlin, and Gilbert, are all at completely different points in their careers, delivering varying perspectives on life after LC.

Tim Wood currently works with a team of historians who are consulted on the preservation of historical properties and structures. The central question his job explores is how to preserve tangible pieces of history, like old airbases or energy transformers, while also allowing for modification and continued use of those spaces.

The most recent graduate present was Matea Carlin, who is a legal assistant for Equal Justice Law. They cite Elliot Young's Immigration and Asylum class as an inspiration for their work. Carlin talked about how the class continues to influence interactions within their job, as well as their interpretations of the world, especially regarding the complexities of incarceration and immigration.

Jackson Gilbert has been teaching at Grant High school since 2023. I first met him my junior year of high school, on his first day as a teacher. He taught my US History class and completely transformed how I interacted with history. Gilbert emphasised not just showing students information for them to regurgitate on a test, but providing them with the tools they need to digest things for themselves. His class was the first time I was placed in the shoes of a historian, something I've been chasing ever since, bringing me to LC.

All speakers expressed uncertainty about job security due to the current administration pulling millions in funding away from historical pursuits.

For Carlin, the search for a more history-centred job has felt almost impossible; the job pool has become a job puddle. For Wood, federal funding means changes in the workplace, like not being allowed to specify list pronouns in emails, as well as anxiety for his job's permanence. Jackson also feels this battle for funding; not only are there threats to is there tension in job security, but also difficulties in managing overcrowded classrooms and administrative uncertainty.

We also discussed concerns over AI. Alumni agreed that while AI may be used in particular situations, it cannot replace historians. They recognized the historical process as inseparable from the process of critical thought, the bedrock of the LC history department. While AI may aid historians in certain tasks, it can never replace the valuable thinking thatof historians do.

Although there is a great deal of uncertainty about the role of historians today, Tim Wood, Matea Carlin, and Jackson Gilbert demonstrate a commitment to the values of the LC history department, including a commitment to curiosity and social change. All in all, these alumni present powerful examples of what life beyond the walls of Miller looks like, giving current students glimpses into their own futures.



Spring 2026 “Your Future in History” career series event with Jackson Gilbert ('22), Tim Wood ('09), and Matea Carlin ('24) in the foreground.

HISTORY SENIORS SHOWCASE THEIR THESES



Ruby Jacobsen



Lana Frisinger



Nikita Starzhevskiy-Stowell



Elena Daves



Liana Vargas

ORTS AND SCRAPS



Grace Hart ('26) gives the history of the Keller Fountain, the former site of Jewish and Italian working-class neighborhood as part of the "History of Portland" class



Jackson White ('26) with designers Iris Swanberg '26 and Skyler Tomkins ('26) for Historical Project Runway



Audrey Josa ('27) describes the legacy of settler colonialism on Chinook land at the former site of the Lewis and Clark Exposition, currently the Montgomery Ward building as part of the "History of Portland" class



Fall 2025 "Your Future in History" career series event with Andy Ramirez ('25) and Sam Blattner ('25)

2025-2026 HONORS RECIPIENTS



Declan Cloutier: "Stars, Stripes, Shamrocks, and the Sisterhood: Irish-American Identity at the Chicago Irish National Fair."



Thomas Schwiebert: "Cities and Psyches: Urban Renewal and Recovery Housing in Portland, Oregon, 1940-2005."



Samantha Barton: "Wicked Eunuchs: The Portrayals of the Arab Samonas and Constantine the Paphlagonian in Tenth-Century Byzantine Chronicles."



Iris Swanberg "Conserving an Animate Landscape: How the Blackfoot River Redefined Property and Community, 1968-1998."



Ruby Jacobsen: "Plantation Homes and Log Cabins: Histories and 'Authenticities' at the Augusta National and Lincoln Country Club"

ALUMNI NEWS

Betto Van Waarden ('10) is now a tenured assistant professor of history at Maastricht University in the Netherlands. He recently Published his book *Politicians and Mass Media in the Age of Empire* (Cambridge University Press, 2025).

We want to hear from you!

Drop us a line to let us know what you've been up to, where you're living, and what plans you're making.

You can email the department at history@lclark.edu or write to:

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