We continue to be fascinated by the Vikings and the many stories about them: Bishops hewed down at their high altars while saying mass, monks dragged out of their peaceful monasteries to be sold as slaves, ordinary people randomly killed without regard to gender, status, or age. We think of ferocious barbarians in horned helmets with gleaming swords and sharp axes descending on Lindisfarne, Hamburg, Paris, Seville, almost everywhere to slaughter, raid, rape, and generally wreak destruction, toppling kingdoms and laying Europe waste. We like to imagine the Vikings as macho heroes, exceptionally devoted to frenzied violence for violence’s own sake.

But the Vikings also represent a more positive image: we imagine them as youthful, courageous, and exciting adventurers devoted to travel and discovery. We think of the Vikings as accomplished and fearless sailors and explorers who sailed across the Atlantic, beating Columbus by five hundred years.

Yet, do we truly know the real Vikings? The modern cultural imagination captures only aspects of the Vikings, and what we think we know is often skewed, exaggerated, or simply misunderstood. Their iconic horned helmets, for starters, never existed, or at least not before the premiere of Wagner’s Ring of the Nibelung in 1876. At the same time as we recycle myths, some of the best and most fascinating stories about the Vikings are never or only seldom told.

The lecture “Why Vikings?” by Anders Winroth, Forst Family Professor of History at Yale University, addresses some of our more common misconceptions about the Vikings and tells some of the most interesting stories about Vikings. Professor Winroth is the author of The Conversion of Scandinavia: Vikings, Merchants, and Missionaries in the Remaking of Northern Europe (Yale UP, 2012) and A New History of the Viking Age (Princeton UP, 2014). He has also published widely on medieval legal history, notably The Making of Gratian’s “Decretum” (Cambridge University Press, 2000).
President

Louis (Lou) Livingston practiced law in Portland with the Miller Nash firm for over thirty years and before that for several years with a firm in New York City. Upon retirement from law practice, he returned to his first academic passion, history, and received his Master's degree from Portland State University in 2010. He wrote his thesis on aspects of Theodore Roosevelt's labor policy and has since published some of his findings. He is also a graduate of Yale University and Harvard Law School.

Vice President

Robert (Bob) Handy has been a financial professional since 1999, focusing on retirement and estate planning. He is a General Securities Representative, Uniform Investment Advisor Representative and Group 1 Health and Life Insurance agent affiliated with ViaQuest Financial Group, which is based in the Clear Lake-NASA area of Houston, Texas. Bob holds a Bachelor’s degree in History and Political Science and a Master’s degree in U.S. History from Portland State with an emphasis on diplomatic history and the history of U.S.-China relations. He has done postgraduate work in Chinese at Columbia University and the history of U.S.-China relations at the University of Iowa.

Treasurer

Michael Powell moved to Portland in 1979 to join his father, Walter, at a rapidly expanding used bookstore called Powell’s Books. No one, except perhaps Michael, foresaw the bright future for the bookstore that has become a semantic superpower in the book/publishing world. He spent the next twenty years developing and expanding Powell’s in Portland, as well as helping to cultivate the local literary community. His first major contribution to the Portland arts scene came in the form of significant seed money for the new Portland Arts & Lecture, Inc.
**Director of Membership Services**

**William (Bill) R. Haden** returned to Portland after retiring on June 30, 2006, from his appointment as the 17th President of West Virginia Wesleyan College since February 1995 making him the second-longest serving president in the College’s history. Born in Beckley, West Virginia in 1942, Bill grew up in Morgantown, graduating from West Virginia University in 1964 with a B.A. in Political Science. He received his Master’s degree in Government from George Washington University in 1965. He was awarded an honorary Doctor of Law degree from the University of Charleston in December 1999. (click here to continue reading)

**Board Member**

**Professor Emerita Linda Walton** retired from the Portland State Department of History July 1, 2013 after 35 years of teaching Chinese, East Asian, and world history, 32 of them at PSU. She established the Institute for Asian Studies at PSU, served as its director for three years, and was chair of the History Department for six years. Although she will not be teaching, she will continue researching Neo-Confucian academies in middle and later imperial China and will present a paper on this at an upcoming conference at Harvard on Chinese History, 800 - 1400. (click here to continue reading)

**Board Member**

**Rev. John Rosenberg** currently serves as Pastor at The Lutheran Church of The Good Shepherd in Olympia, Washington. He is a former campus pastor at Portland State where he earned a M.A. in History in 1991. He studied and wrote his thesis with Prof. Gordon B. Dodds and was an adjunct instructor in the History Department.

Please check www.pdx.edu/foh/officers for upcoming information on other Friends of History Officers and Board members, including John Stephens (Secretary), Tim Garrison (PSU History Department Liaison), Thomas Howell (Phi Alpha Theta Liaison), and Jan Kurtz (Board Member).
This past March I spent my spring break at Mandeville Special Collections, housed at the University of California, San Diego, thanks to the generous support of the Portland State Department of History and the E. Ann Fulton Scholarship. Mandeville Special Collections is an invaluable resource for research on the Spanish Civil War and its aftermath. Its archival holdings on the subject include a vast array of newspapers, posters, and ephemera. I benefited tremendously from this rare opportunity to conduct archival research as an undergraduate and to explore primary source materials related to my honors thesis on Spanish Civil War exiles who fought in the French Resistance during the Second World War. This experience contributed not only to the strength of my honors thesis, but also to my academic development.

One of the most exciting moments in the archives occurred as I opened a folder containing an August, 1944 issue of Reconquista de España, a once clandestine newspaper for the Spanish exiles in France, published openly for the first time in celebration of the liberation of Paris. As I turned the yellowed pages of this primary source, I came in direct contact with the ideals, aspirations, and analysis of the subjects of my study, in their own words and in their own forum.

The E. Ann Fulton Scholarship allowed me to access these rare and fascinating materials, enriching my understanding of the Spanish struggle against fascism during the Second World War. I left the archives energized and inspired to share these neglected stories with English-speaking audiences. (click here for more information about the E. Ann Fulton Scholarship)

JULIA BUCK ON THE E. ANN FULTON SCHOLARSHIP

STUDENT AWARDS FOR ACADEMIC YEAR 2012-2013

Graduate Seminar Paper Winner:
Andrew Morse, “‘Only a Famous Name:’ Perspectives of Abbasid Baghdad in the Writings of Benjamin of Tudela and Ibn Jubayr”

Undergraduate Seminar Paper Winner:
Nathan Hellman, “Trading Freedom in the Russian Empire: The Extent to Which Russia Attempted to Solve the Jewish Question by Granting Jews Rights Only in Scenarios that Economically Benefited the State”

Honorable Mention:
Colleen Baty, “Great Khatuns of the Mongol Empire”
William Cohoon, “Russian Nationalists’ Misconception of the Turkestan Cotton Industry, 1911”
Tara Hughes, “For the Love of Books: Jewish Women’s Education in Tsarist Russia”

Anne Myers Scholarships:
Hannah Anderson, Brenda Neri-Wong, Simon Robins

Barney Burke Scholarships:
Beth Cookler, Melissa Swank

Lauren Banasky Graduate Research Scholarships:
Beth Cookler, Melissa Swank

Friends of History Awards:
Undergraduate GPA:
Alexander Dunphy, Simon Robins
Graduate GPA:
Bennett Gilbert, Makenzie Moore, Daniel Pearson
Outstanding Service to the Department:
Marti Clemmons
Jennifer Tappan, Assistant Professor of African History, is one of five recipients of the International and Area Studies Fellowships awarded in 2013 by the American Council of Learned Societies (ACLS) and the National Endowment for the Humanities (NEH).

The ACLS/NEH fellowship supports the completion of her book, “A Healthy Child Comes From A Healthy Mother”: Malnutrition and Motherhood in Uganda, 1920-2012. The book examines the treatment and prevention of severe acute malnutrition, a highly fatal form of childhood malnutrition that annually affects an estimated 10 million children and significantly contributes to global under-five mortality. Prof. Tappan’s book investigates how African engagement with efforts to understand and contend with severe acute malnutrition influenced shifting medical practice in the East African country of Uganda over nearly a century. Oral and archival sources illuminate the intersection between science and society from inter-war controversies over causation, through post-war expansion of development aid, to contemporary initiatives that continue in the shadow of adversity. Unintended and tragic health outcomes are explored as factors precipitating the development of a sustainable prevention program centered on empowering African women. Contrasting this approach with colonial efforts to reform motherhood enriches the history of women and gender in Africa and the history of science and medicine on the continent and around the world.

“A Healthy Child Comes From A Healthy Mother” is in its very essence an interdisciplinary project, employing historical and ethnographic methodologies to consider science and society within a single analytical frame. The importance of colonial and missionary medical work to the European imperial project and the high disease burden in Africa make the history of colonial medicine a central field of African historical scholarship. Whereas prior studies solely examined the impact of medical science on African society, Prof. Tappan’s scholarship shifts the analysis to also encompass local influences on the science and practice of medicine.

Her approach reveals how health outcomes and medical developments resulted from social and scientific entanglements that have remained obscure, including an increasing prevalence of bottle feeding and undernutrition in post-war Uganda and the creation of an innovative prevention program. The sustained interest in malnutrition in Uganda and critical reflection upon past failures prompted experimental efforts to achieve prevention by enlisting African women and local ideologies of motherhood. Prof. Tappan’s book explores the history of the resulting rehabilitation program, its sustainability through postcolonial crisis and the meaning that the program came to have in the lives of program participants. Ugandan women had long been targets of colonial and missionary efforts to improve child health by reforming African motherhood. Existing scholarship critically analyzes these imperial efforts but has yet to investigate how women appropriated them on their own terms. In contrast, Prof. Tappan revisits colonial endeavors to “domesticate” African women according to dynamic local conceptions of motherhood and shifting African engagement with science and medicine, thereby pointing to new avenues of investigation for the history of medical science and global health and contributing in important ways to the history of women and gender in Uganda.
**Prof. Catherine McNeur**

Catherine McNeur joined the faculty in Fall 2013 as Assistant Professor of Environmental History and Public History. She earned her B.A. in Urban Design and Architecture Studies from New York University, and her M.A., M.Phil., and Ph.D. in History from Yale University.

Professor McNeur’s book, tentatively titled *Taming Manhattan* (Harvard University Press, pending publication), is an environmental history of antebellum New York filled with battles over pigs, parks, shantytowns, and waste. The project has won Yale’s John Addison Porter Prize, the American Society of Environmental History’s Rachel Carson Award for the best dissertation, and the Urban History Association’s 2012 Best Dissertation Award. This year Professor McNeur will be teaching courses focusing on urban environmental history, global environmental history, historic preservation, and food and power in American history. (click here for Professor McNeur’s web page)

**Prof. Desmond Cheung**

Desmond Cheung joins the faculty in Fall 2013 as Assistant Professor of Chinese History. He earned his B.A. (Honours) in Oriental Studies at the University of Cambridge, and his M.A. in Chinese Studies at the School of Oriental and African Studies (SOAS), University of London. He was awarded the Ph.D. in History at the University of British Columbia in 2011.

Professor Cheung’s research interests lie in the history of late imperial China, especially the Ming Dynasty (1368-1644). His current research projects are concerned with the Chinese jingshi (statecraft) tradition, the history of the Sino-European encounter that began in the sixteenth century, and the urban society of late imperial China, specifically the creation and representation of famous sites in the city of Hangzhou. He has taught courses on the history of dynastic and modern China, which he seeks to place in a comparative and more global framework. He is excited to teach Chinese, Asian, and world history at PSU. (click here for Professor Cheung’s web page)
Charles M. White began teaching history courses at the Portland State Extension Center in 1952 and played a major role in the growth of the History Department and the evolution of the Extension Center to university status. He also served for almost two decades as director of the Portland State Summer Session and Director of International Education. In October, the History Department announced it was renaming its primary conference room after Charlie in honor of his many years of service to the department, to the university, and to our students. In the next two issues, we will include excerpts from our interview with Charlie about his early years in the PSU History Department. In this issue, we focus on Charlie’s first days in Portland.

FRIENDS OF HISTORY: Charlie, how did you get interested in history? What was it that made you want to pursue a career in history?

CHARLES M. WHITE: I worked on the high school paper; and when I had to put something down as I went to college, I put journalism. But I was always interested in politics, and discussions at our dinner table when I was growing up were often political—often the politics of the recent past. La Follette was a favorite of my father. My interest was perhaps always more toward political history—reading such things as [Willard Hawkins’] Castaways of Plenty whetted my interest.

There was no journalism major at Michigan State College when I started—1941. There was no history department either, but there was a Department of History and Political Science. My good teachers were all history teachers. After the war, I returned to Michigan State. My bachelor’s degree was in History and Political Science, still a single department. My Master’s thesis was on the French Revolution, and my Master’s degree was in History and Political Science. We started a Phi Alpha Theta chapter while I was there. When you go to the History Department office at MSU, look on the wall. The original charter is there with the names of the students in the original chapter. The names are alphabetical, so look at the bottom of the list.

FOH: Then what did you do?

CMW: I applied to several schools for my doctorate; USC was the only one that promised enough money so we, my wife and I, could live. I selected history as a major, as that’s where the assistantships were. My history courses were apt to be political history—including constitutional history from Colin Rhys Lovel, a tremendously demanding teacher. So I ended up with a major in history and a minor in political science. My dissertation was on the Socialist Labor Party, 1892-1920.

FOH: Tell us how you ended up in Portland.
CMW: Following my coursework at the University of Southern California, we took a long circular tour through the American and Canadian Wests. Near the end of the tour, I saw Maryhill Museum, Celilo Falls, and Multnomah Falls. The last had been on my bucket list all my life. On Labor Day of 1952, we toured Portland; and maybe I saw the downtown Portland State Extension Center, in its brand new location occupying the forty-year-old Lincoln High School. I have no recollection of it, but we did ride and walk all around town.

When I got back to USC, Hazel Inouye, the secretary of the History Department, told me that George Hoffmann (a USC man and the chair of social science at the Portland State Extension Center) was looking for staff. I went to see George, who was sitting on the beach in Santa Monica polishing a ship’s lantern. After introductions, he asked me a few questions, most of which were about my naval career, but a couple were vaguely about my qualifications, which were virtually nil. After a few minutes, he said “You’re hired if the director of the Extension Center accepts you.” The director did, and I started full time work at Portland State when school opened in September.

FOH: Charlie, we have to ask: why was George Hoffmann polishing a ship’s lantern?

CMW: To make it shiny.

FOH: So, this was the wit that made you a popular teacher. Do you remember your starting salary?

CMW: I started with a nine-month salary of $4,000. I got a room at the YMCA downtown and began classes.

FOH: How large was the history staff at that time?

CMW: George and I were the history faculty.

FOH: What was your teaching load in those early days?

CMW: My load that first term was Political Science 231 with 19 students, English History 207 with 29, Social Science 101 with 54, two sections of Western Civilization (History 101), with 49 and 41 respectively, and an education course for teachers at night (though in the PSEC building, it was a GED class) with 23 students. So, I began with six classes, five preparations, and 215 students. In the 1952-53 academic year I had 584 students. Today that would be considered an impossible load; but oddly enough, I loved it. I have always enjoyed large classes.

FOH: How was history organized at the college at that time?

CMW: There were no departments when I arrived in 1952. We had three divisions—science, social science, and humanities. In addition, there was business administration and education. The State Board of Higher Education and the chancellor didn’t want us to have majors, even after we gained four-year status in 1955. The idea was that we would provide “general” education; the Board kept talking about “duplication.” If there were history majors at U of O in Eugene, they didn’t want duplication here in Portland.

FOH: Thanks, Charlie. Next time we would like to ask you about how that policy was changed and how the department grew and developed over the course of your time at PSU.

To be continued in the next issue of Friends of History Newsletter