



The Record

*The Newsletter of the University of Georgia®
History Department*

The History Department has been unusually busy receiving recognition this year. Susan Mattern, who writes on ancient Europe, was awarded a Distinguished Research Professorship, one of the highest honors accorded by the University. Steve Soper, a newly minted assistant professor in European history, won the 2015 Franklin College Excellence in Undergraduate Teaching Award. And Jennifer Palmer, who specializes in eighteenth-century France, won the Richard B. Russell Award for Excellence in Undergraduate Teaching. Not to be outdone, one of our talented graduate students, Laura Davis, was recognized for her work in the classroom with an Excellence in Teaching Award.

With so many good teachers, it is not surprising that our students continue to receive accolades. Most recently, one of our undergraduate majors was named a Boren Scholar, a highly competitive national honor. The program supports long-term linguistic and cultural immersion abroad for students who wish to undertake a career in the national security arena.

Despite the Department's many commendations, we are facing a decline in undergraduate enrollments, a trend that is affecting all humanities programs across the country. With rising tuitions and growing economic uncertainty, students are understandably concerned about finding jobs immediately after graduation. Unfortunately, there are no want-ads that specify "looking for history major." And yet we know that the study of history teaches precisely the skills that employers want: The ability to write and communicate clearly, to approach problems critically and creatively, and to thrive in a world that is increasingly multicultural and international.

This was a point that John R. Parker, Jr., a history alumnus and Senior Vice President and General Counsel at Coca-Cola Enterprises, made in a recent lecture to our undergraduates. "Don't obsess

about the job," he advised. "Obsess about those twenty-first-century workplace competencies. This is your challenge." (For more on John and his wife Kay, please see this issue's donor spotlight on the back page.)

John's lecture was part of a larger effort by the Department to communicate the value of a humanities degree to UGA undergraduates. Our new director of undergraduate studies, Jamie Kreiner, has launched a "History at Work" lecture series, featuring alumni who speak about how they have transformed historical thinking into successful post-graduate careers. She has also set up a related fact-filled History at Work website, which you can find through the Department's homepage.

Though the history major remains one of the ten most popular at UGA, we are working to make it even better. To help strengthen the intellectual community among our majors, for example, the Department launched a new undergraduate study lounge on the first floor of LeConte in October (pictured above). Special thanks to Greg and Amanda Gregory and Dean Alan Dorsey for generously contributing to the renovations.

I close with the news that Spalding Distinguished Professor James C. Cobb, one of our most renowned faculty members, a UGA graduate himself (BA, MA, and PhD!), mentor to scores of doctoral students, past-president of the Southern Historical Association, and winner of multiple awards, is retiring at the end of this calendar year. Jim writes briefly about his experiences in LeConte in this issue of the newsletter. In the interior, you will also find profiles of some of our amazing students.

Wishing you a happy holiday and great start to the new year.

Claudio Saunt

Describe the work you do with ARC-GIS mapping.

GIS basically allows you to build an animated map instead of a static map, which is a screenshot of one space at one point in time. With GIS, I basically have a map for every single day of the Civil War, and like a flipbook, I can flip through that with a time slider. What that allowed me to do is to see that in this guerrilla conflict, early in the war, all these little search-and-destroy parties from the Union go to these little different towns and sure enough, later in the war, the guerrilla violence pops up in the towns that were affected by these search-and-destroy parties. So there is basically a connection between where the Union is occupying these spaces and where guerrillas are attacking. And you can only see that using an animated map. So, having maps of the guerrilla conflict actually does give us more insight into the guerrilla conflict that we didn't have before. We know that these maps are beneficial, so the next goal is to get a map for the whole occupied South where the guerrillas operated. That is the vision for the dissertation. Three things that I want and I want them on a national level, and I think we can make it work. And we have the resources here to get it done.

Please tell me a little bit about your work on the CSI: Dixie project that you've been working on with Dr. Berry.

CSI: Dixie is basically a mapping project that looks at morgues and the mortality census from 1850-1890. Dr. Berry is interested to see how people died, how the government and communities kept track of how people died, and then I am in charge of mapping those things. So, we've read through coroners' reports, and we have this mortality census that the federal government kept. And down to a state level and sometimes regional level—and very rarely to a county level—we have statistics on how people died: how whites died, how slaves died, how male slaves died versus female slaves. So we have all these different categories and then we can overlay demographic data on top of it. Dr. Berry is trying to make connections between social inequality and how people are dying. What he's trying to say to a contemporary audience is, "okay, if you want to limit access to birth control, education, and other things like that, that's fine, but let's go back to an American culture where that existed and see what the morgue looked like." The challenge with this project is the massive amount of data. I basically built a digital infrastructure for all of the data that we needed in a digital format and we've had a History Department colleague, Kate Dahlstrand, crunching numbers for months. It takes a lot of manpower, a lot of labor, and a lot of quality control to build these maps.

How has UGA helped to advance your research?

A lot of universities want to get involved in digital methods, but UGA is so unique because it has actually invested money into it. The Willson Center has funded

the a digital humanities lab at the main library, we have people on staff who are there to answer questions, we have professors who are putting in the time to do these things themselves and not just pushing it down on graduate students. So what UGA provides is not just the vision but the resources for what it takes to achieve that vision. A lot of that involves financial resources, but a lot of it is also the faculty's willingness to embrace this methodology. Dr. Berry doesn't have to do this; the way the academy is structured now, he's not going to get credit for this work, so he's got the courage guts to do go out on a limb and do this. The willingness that the UGA faculty have shown to embrace the digital humanities is another thing that is going to help all of the other graduate students in the future who want to pursue this kind of research.

Do you feel that digital humanities can bring higher education and teaching pedagogy into the 21st century?

Absolutely. The goal of digital humanities should be to help my students to build something that is real and tangible, not just to learn information that they have to repeat on a test. I want my undergrads to build digital projects, and in that process of building the project and doing actual research, I think that the knowledge will stick better. I think that this methodology teaches them a practical skill that companies want in today's technologically-advanced world. They want innovators, they want collaborators. These companies want to build projects that live and breathe and grow on the web. So history as a discipline needs to reflect that.

Andrew Fialka

Earned his undergraduate degree at the University of Missouri in 2010, earned his Master's Degree at West Virginia University in 2013. He is working under Dr. Stephen Berry and expects to earn his PhD in Spring 2018.



Kiersten Rom

Is a second year master's student. She graduated from UGA in 2013 with a major in history and a minor in art history. Her senior thesis, which focused on Athens' historic Cobham neighborhood, received the J. Brown Connelly Award. She began her masters in August of 2014 and plans to graduate in Spring, 2016. Her advising professor is Dr. John Inscoe.



What is your area of study?

My master's thesis looks at a plantation on Sapelo Island, Georgia. Thomas Spalding purchased a portion of the island in 1802 and began to

grow sugar, long staple cotton, rice, and indigo. Over the course of his lifetime, Spalding owned over 350 slaves and became one of the wealthiest planters in the state. My thesis will cover the history of the white and black inhabitants of the island and their transition into life on a plantation after the eradication of slavery, so from about 1802 to

1871.

What kinds of historical interventions are you making?

The world Thomas Spalding set in motion when he purchased the island in 1802 was very different from the world he left in his death in 1851. Spalding imported over 350 slaves to the island to labor on the thousands of acres he had under cultivation. He created an insular estate on Sapelo that was almost entirely self-sufficient. Spalding used drivers to maintain control over each slave labor force and housing community. Each community, referred to as hammocks on Sapelo, provided the labor for their own subsistence agriculture and Spalding's export industries. During the Civil War, the Spalding family lost control of both their land and their labor. And in 1871, the black residents of Sapelo purchase land on the island to continue their own collective farming operations. A large group of descendants of Spalding slaves remain on the island through the 20th century and some still live there today. A lot has been written on the people who live there today because they are one of the few permanent Geechee communities, but little has been written about the antebellum period on the island. E. Merton Coulter wrote a biography on Spalding in 1940, but focuses on Spalding as a politician, an agriculturalist, and a Georgia historian. Spalding wrote a lot about agriculture and plantation management during his lifetime, and I would like to use

those sources to understand what day-to-day life was like on Sapelo.

What are your plans after you get done with your master's thesis?

I'm not sure yet. I would eventually like to pursue a PhD and would really like to teach at the college level. I'm not really sure what size university yet or if I'll keep going with the low country slavery topic. Right now I'm just concentrating on finishing my master's thesis, that's the first hurdle. So we'll see. To be decided.

What role in particular has the UGA history department had in advancing your studies and your academic career?

It's been really nice surrounding myself with people who are really strong in the nineteenth century field. When I applied for my master's degree I applied to a variety of different places and had not yet decided I wanted to stay in Georgia. Getting a second degree from UGA was the right choice for me, because I love Athens and I love this department. I had classes with both Dr. Berry and Dr. Inscoe in undergrad but didn't have a really professional relationship with them aside from just getting to know them in class. It was nice to establish more of a professional working relationship with them as a graduate student. The professors here are very supportive of the graduate community. The graduate student community is also great. While in undergrad, I had a few interactions with some of the grad students. Kylie Horney was my academic advisor and Sam McGuire was my TA for Dr. Berry's Civil War class. Both of them gave me great advice while applying to programs about what to look for in a program and especially what to look for in a community of your peers. Our graduate community fosters a supportive and friendly environment.

How have you managed to keep your life balanced throughout graduate school?

For me, I guess being social and taking some time out of my week to spend time with people that I like and care about and getting to know people in this department outside of LeConte Hall been really nice. Like, I've had good relationships with people that I've gotten to know just outside of talking about class or papers or projects. Participating in the History Graduate Student Association has been really helpful in terms of, for me, making the move from an undergrad to a graduate. Getting to know other people in the program has helped me with the typical grad school anxieties, from insecurities about yourself and your research to what you are doing here. People in this department have been really helpful about giving good advice and giving me the confidence to be like "Ok, if they've done this then I can do this, too!"



You are a history major and an Arabic minor. Explain what brought you to history and the connection between both of your areas of interest.

Coming to college I knew I wanted to study Arabic and learn about the Middle East. I started out as a political science major, but ended up in history because I found that the professors in the history department offered better answers to the questions that I had, and taught me a lot about how to ask the right questions about how things happen in the world. Within the department, I've focused on Middle Eastern history and the history of capitalism.

Have any specific either professors or teaching assistants really helped to peak your interests?

In all honesty, I've loved every class I've taken in the history department, so it's hard to single out any one professor. I had an excellent honors seminar on the American Dream with Dr. Hamilton, and then conducted a research project under his supervision into how Coca-Cola navigated the Arab boycott in Israel in the 1970s and cut a deal with the Egyptian government (with U.S. support) to get back into the market.. Dr Mihm's courses on the history of capitalism have changed the way I think about American history, and I'm currently in his graduate seminar on the same topic. Dr. Fonder taught Middle East history here for a year, and I learned a lot from him about the historical method and how to think about and connect current events to their historical context. Finally, Dr. Soper's European history classes are life-changing, and

I'm sure all of his other students would agree.

What inspired you to learn Arabic?

I originally became interested in Arabic in high school when the Iraq war was the major political issue in the U.S. and it seemed like no one really had any idea what they were talking about. So I decided to study Arabic to find out for myself what was really happening.



Andrew Jarnagin

Is a fourth year history major and Arabic minor from Atlanta, Georgia. He is expecting to graduate in Spring, 2016. After graduation he hopes to work in the State Department or a development initiative like USAID.

I've been following this thread for almost four years now, and I've spent three months in Morocco and seven months in Jordan. My study in Jordan was funded by a Boren Scholarship, which is a federal scholarship to support language study.

Are you going to pursue an advanced degree before you do that or are you going to try to get into a government job right off the bat?

I'm considering pursuing an advanced degree in development or Middle Eastern studies, but I'd like to spend a year or two working beforehand. I'm applying to several different opportunities in DC and in the Middle East for the coming year.

Do you feel that the UGA history department has helped you advance your studies?

The history department has been absolutely central to my personal development. Beyond the topical knowledge I've gained, I've also learned how to do solid research. I think real research skills are becoming increasingly rare, and the ever-increasing amount of information available to the average person has not necessarily made things easier. With this abundance of information, the ability to filter between the signal and the noise is more important than ever, as is knowing how to evaluate the reliability and biases of your sources. I know it's a cliché, but my study of history has absolutely supported the liberal arts ideal of learning how to think critically. Learning how to develop a nuanced view about our own history that acknowledges complexity and takes a critical view of the narratives we've been taught our whole lives is always going to be important.

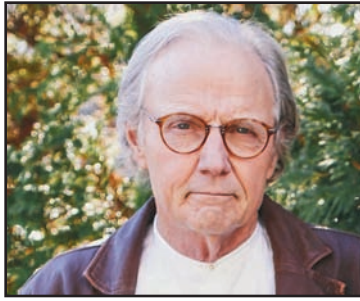
What specifically are you writing about on your senior thesis.

I am working with Dr. Kevin Jones, the Middle East history professor. I'm investigating the rise of sectarianism in Iraqi society during the 1990s. To do that I'm going to visit Stanford University to examine an archive of Ba'th party records that were recovered following the U.S. invasion and are now at the Hoover Institution at Stanford.

Do you have any outside interest other than your studies?

For two years I was a writer and editor for the Georgia Political Review, which is a student-run publication. I've also been involved with Casa de Amistad for two years. It's an organization that offers social services to Latino immigrants in Athens. They offer free English classes, and twice a week I help out with a class.

My Phases and Stages in LeConte Hall, by James C. Cobb



The signal development during my first tour of duty in LeConte Hall (1965-1969) came when, as a wide-eyed undergrad, I became so desperately smitten with the wit and panache of one Professor Billups Phinizy Spalding as to imagine that earning a Ph.D. in history might make me even fractionally as cool as he was. (Although this obviously didn't happen, it affords me no small measure of satisfaction to know that, however improbably, I became the first holder of a professorship established in his honor.) After two years of teaching high-school history and another as a big-time draft-lottery loser consigned to spend 1971 on active military duty, I made my way back to LeConte Hall to pursue my magnificent mirage. The next three years were ones of hard work, enormous learning and even more prodigious beer consumption—Busch Bavarian, or “Barbarian,” as we knew it, was the grad student brew of no other choice back then—in the company of a world-class coterie of fellow students and some truly dedicated and approachable members of the faculty. Awarded my degree in 1975, doubtless as the least complicated means of getting rid of me, I departed with great trepidation to plunge myself into a job market that was, if anything, even more abysmal than today's.

Twenty-two years later, my return to LeConte would raise new challenges and concerns. Although I had not blown off Thomas Wolfe's caution about going home again naively expecting to settle right back

into my old environs as if nothing had changed since the 1970s, I had at least anticipated that my previous relationships with the place would afford an early boost to my comfort level. I can see now, however, that, in my mind, my history in LeConte Hall actually imposed more of an obligation to prove I belonged there than I had sensed at any stop in my rambling career. After all, I hadn't exactly left a generation earlier as the odds-on choice for “Most Likely to Succeed,” even at a time when simply getting a tenure-track job registered as an enormous achievement. Although, to everyone's astonishment, none greater than my own, I had done alright for myself since 1975, I could not shake the feeling that other, smarter, and more dedicated scholars in my grad school cohort were much more deserving of the opportunity that had come my way. Although I am no closer to shaking that feeling than I was eighteen years ago, I do recognize that having been given a chance denied others who might have merited it more made it even more incumbent on me to make the very most of it I could.

Whether I have done that is best left to others to decide, but I do know that whatever feeling of accomplishment I can take away from my third, longest, and last stint in LeConte Hall would be sorely diminished without the many satisfying and fulfilling interactions I have enjoyed with a cadre of graduate students who most certainly could have excelled in any program in the country. Naturally, I am chest-bumping proud of all of my long-suffering dozen (to date) of Ph.D. advisees, seven of whom already have their dissertations in print or in press and several others of whom currently have theirs under review. None of my charges here or elsewhere ever buoyed my spirits or challenged my thinking more consistently than Jason

Manthorne, whose sudden, tragic death left a hole in my heart that will never heal. If I can survive retirement long enough to undertake revising his manuscript, it will be a labor of pure love, however punctuated with pangs of sorrow.

I would be remiss if I did not also admit that I cherish the many hours with a bunch of students other than my own advisees, who not only endured a semester's worth of seriously tough love in the classroom, but came knocking every now and then for a supplemental jolt, knowing full well they would depart bearing a prescription for more reading or research or closer attention to their writing. There were also many fruitful encounters (as well as a few that seemed more akin to those of the “Third Kind”) with faculty colleagues, a number of whom have come to LeConte only in recent years. Along with the foregone interactions with grad students, I will surely miss the regular company of such gifted, hardworking, sensible and thoroughly decent young scholars, although doubtless the smartest thing for me is to get out before they leave me entirely in their dust. I am also forever indebted to a wonderful assortment of staff members who patiently saved me countless times from my own practical and procedural ineptitude and generously gave me their friendship and empathy when I needed to talk things out on personal matters and feelings sometimes not easily addressed with my faculty colleagues.

Clearly, there will be lots of emotions in play when I can no longer postpone cleaning out the godawful mess that is my office and figuring out what the heck to do with all those books, let alone the wacky clippings on my door. It isn't every day, after all, that you say goodbye to a place that has given you the best years of your life.

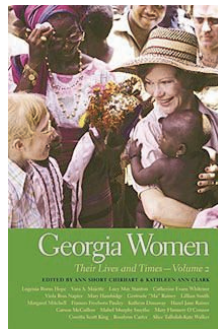
Recent Faculty Publications

The Social Life of Hagiography in the Merovingian Kingdom

by Jamie Kreiner



In *The Social Life of Hagiography*, Dr. Kreiner explores the debates that the governing classes of Gaul had with each other about the right way to steer their kingdom. The kingdom of Gaul (basically a bigger version of what's now France) has a reputation for occupying a historical nadir between the glorious civilizations of Rome and of the Carolingians. The kings of these three hundred years — the Merovingians — used to be called "do-nothings," and their courts seemed full of battle-axe-wielding barbarians. But Merovingian political culture was actually much more savvy than that. Rulers and the elites who competed for influence in their courts debated legal and fiscal policies. They asked what responsibilities they had toward each other, toward their subjects, and toward the tenants on their lands. They drew upon cutting-edge theories in literature, psychology, and sociology in order to make their arguments stronger. And in the process they restructured their modes of governing — and even their criteria for what entitled people to govern in the first place. Christianity played a big part in that transformation because it was an important resource that elites used to re-imagine how their kingdom could and should work. But of course Christianity, too, changed in the process, as the Merovingians and their subjects reappraised what being Christian required in a society that was continuously under construction.



Georgia Women: Their Lives and Times, Volume 2

by Kathleen Ann Clark, et al.

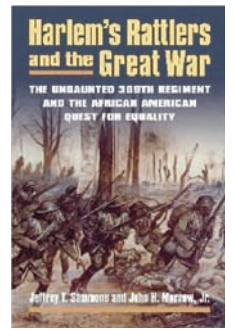
The essays in the second volume of *Georgia Women* vividly portray a wide array of Georgia women who played an important role in the state's history, from little-known Progressive Era activists to famous present-day figures such as Pulitzer Prize-winning author Alice Walker and former First Lady Rosalynn Carter.

Essays on Lillian Smith, Frances Pauley, Coretta Scott King, and others demonstrate that Georgia women played a key role in twentieth-century struggles over civil rights, gender equality, and the proper size and reach of government. Georgia women's contributions have been wide ranging in the arena of arts and culture and include the works of renowned blues singer Gertrude "Ma" Rainey and such nationally prominent literary figures as Margaret Mitchell, Carson McCullers, and Flannery O'Connor, as well as Walker.

Readers will also have the opportunity to discover women who were vital to Georgia's history yet remain relatively obscure today, such as Atlanta educator and activist Lugenia Burns Hope, World War II aviator Hazel Raines, entrepreneur and carpet manufacturer Catherine Evans Whitener, and rural activist and author Vara A. Majette. Collectively, the life stories portrayed in this volume deepen our understanding of the multifaceted history of not only Georgia women but also the state itself.

Harlem's Rattlers and the Great War

by John H. Morrow, Jr., and Jeffrey T. Sammons



During World War I, the black men of the 369th U.S. Regiment fought to convince America to live up to its democratic promise. It is this aspect of the storied regiment's history—its place within the larger movement of African Americans for full citizenship in the face of virulent racism—that *Harlem's Rattlers and the Great War* brings to the fore.

With sweeping vision, historical precision, and unparalleled research, this book will stand as the definitive study of the 369th. Though discussed in numerous histories and featured in popular culture, the 369th has become more a matter of mythology than grounded, factually accurate history—a situation that authors Jeffrey T. Sammons and John H. Morrow, Jr. set out to right. Combining the "fighting focus" of military history with the insights of social commentary, *Harlem's Rattlers and the Great War* reveals the centrality of military service and war to the quest for equality as it details the origins, evolution, combat exploits, and postwar struggles of the 369th.

This book reveals as never before the details of the Harlem Rattlers' experience, the poignant history of some of its heroes, its place in the story of both World War I and the African American campaign for equality—and its full importance in our understanding of American history.



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The History Department, University of Georgia®

The department has been challenged by a donor to raise \$10,000 this year for graduate support. If we raise \$10,000, the donor will contribute an additional \$5,000. The Graduate Support Fund provides assistance to students to attend conferences, travel to conduct research, access software or other equipment needed for their work, and a variety of other academic endeavors.

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Donor Spotlight: Kay Parker

Kay Parker continues to make her mark on the University of Georgia and the Athens community. Devoted to her husband, John (AB '73, History), and their four children, Laura, John 'Reid,' III, Davis, and Katherine, this College Park native graduated from Georgia Tech with a degree in Computer Science.

Kay is passionate about education and mentoring young people -- to whom she dedicates many hours of support every month -- and excited about the role that technology can and should play in expanding the reach of the humanities in the twenty-first century: "I'm convinced universities must find new, creative ways to leverage technology and drive change. It is great to see Claudio and UGA History challenge traditional thinking and put UGA clearly in the national vanguard in digital history. We want to encourage UGA to continue this innovative effort and to help fuel the terrific progress that's been made and keep UGA digital history #1!"

Kay's husband John is Senior Vice President and General Counsel at Coca-Cola Enterprises and visits campus often to speak in the department about how students can use a history degree to excel in their careers.

Pursuing new avenues such as digital history requires commitment from the leaders of the university and department, plus donors who can support innovative educational and scholarly initiatives. The Kay Parker Digital Humanities Award Fund provides an annual award for an outstanding undergraduate student involved in a digital history project. "We are one of the leading departments in the country in digital history," says department chair Claudio Saunt, "and the Parkers' generosity will help us stay at the forefront."

For more information on making a gift, please visit:
<http://gail.uga.edu/history>



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