

THE RECORD

The Newsletter of the University of Georgia® History Department

Notes from the Department Chair

This year, we welcomed two new colleagues to the Department. Cindy Hahamovitch joined us as the new B. Phinizy Spalding Distinguished Professor in History (a position held by Jim Cobb until his recent retirement), and Scott Nelson joined us as the inaugural Athletic Association Professor in the Humanities. Cindy and Scott, who are married, arrived from the College of William and Mary, moving from the low-lying swampy climes of tidewater Virginia to the more salubrious uplands of Athens. We are delighted to welcome them. They have national reputations as distinguished scholars of Southern and American history, and with their presence, we ensure that the Department will maintain its position as among the best Southern history programs in the entire country. (For more about Cindy and Scott, please see the profiles on p. 5.)

I do not exaggerate the strength of the program. Every year, the Southern Historical Association awards the Woodward Prize to the best dissertation in Southern history, and since 2011, our doctoral students, competing against graduates from some of the most elite universities in the country, have won the prestigious award an amazing four times. The most recent winner, Matt Hulbert, took home the prize this year for "Guerrilla Memory: Irregular Recollections from the Civil War Borderlands," a dissertation directed by John Inscoe. Matt is currently teaching at Texas A&M University.

Of course, the Department's strengths are not limited to Southern history, and we continue to diversify. Kevin Jones, who joined the department in Fall 2014 as an expert on Middle Eastern history, has quickly established himself as one of our most talented teachers, and this year he was recognized with the

J. Hatten Howard III award for exhibiting "special promise in teaching Honors courses." His classes are among the most popular in the Department, reflecting not only the quality of his teaching but also the growing international interests of the student body.

Thanks to Akela Reason, the Department launched a new summer program in Washington, DC, this year. Akela, who teaches courses on material culture and public memory, created the program from scratch, figured out the logistics (a job unto itself), and took the students to Washington for the eleven-week course. The program is designed to introduce our majors to the cultural riches of the nation's capitol, expose them to the kinds of careers that they can pursue after graduating, and help them establish contacts that may later assist them in their professional lives. For the first three weeks, the students pursue an intensive course on public history that takes them to Washington's museums, monuments, and parks and allows them to meet with professionals in the field. In the final eight weeks, they work in internships. This past summer, the internships ranged from the National Archives and the Library of Congress to the Woodrow Wilson House Museum. At these institutions, students engaged in meaningful work, contributing to exhibitions, public programs, and online resources.

We are excited to see this innovative program grow. Student interest is strong, but additional housing and transportation costs make it difficult for some to participate. If you would like to help support a student in the Washington program, please see the information at the back of this newsletter.

Wishing you a happy holiday season.

Claudio Saunt

Music in the Moravian World: A Look at James Owen's Dissertation

James Owen is a PhD candidate working with Dr. Claudio Saunt. He received his MA in U.S. History in 2009 at Western Carolina University.

Tell us a little about your dissertation.

In my dissertation I am looking at three different Moravian missions in the New World. All three were far away from white settlement. It was mostly German speaking Moravian missionaries who went deep into the forest and jungle of Surinam, Western Jamaica, and North Georgia starting in the mid eighteenth century searching for non-white heathens. By the time of Indian Removal and full emancipation (the late 1830s), those missions had all been abandoned. I'm focusing on the music and hymns that were translated and sung at these missions, a legacy that survived in all of those communities and facilitated a new era of mission work among free-blacks and Indians living on reservations and in Indian territory. So it's about missionaries, but by the end of it all of the missionaries are gone, which makes it pretty fun to think about how local non-white communities make Christian music their own.

Has your research informed your life as a musician, or vice versa?

Yeah, I'm sure in more ways than I realize. I'm working on a set of recordings of some of these hymns using homemade instruments and totally electronic instruments, as well as more conventional instruments - violin and guitar - with a group of



musicians in Asheville, North Carolina. That's probably going to be the next piece of music that I get released. It's going to be totally secular renditions of these early hymns that were considered really powerful and important for over one thousand years in the Catholic Church, Lutheran Church, and Anglican Church. Also, If you are writing or playing your own music you have to sort of know the field, the genre you're operating in. That plays into how I approach work in graduate school. There is definitely a relationship in my brain between doing these two things- music and research- that works pretty well for me. I try to write a paper and think about it like, ok, here's the verse and here's the melody where I'm making this crazy argument, and then here's the chorus which I'm going to repeat five times. I think like that when writing articles or book chapters, and it seems to work, so far anyway.

How has UGA helped to advance your research?

Wow, let me count the ways. Getting to UGA and having access to all of the resources we have here at the university, the credibility of being a PhD candidate from UGA, people respect that. That's been incredibly helpful. And dealing with both Claudio Saunt and Reinaldo Román, the ethnomusicology department, and the religion and Native American studies program here has really helped me get a better grasp of what I'm trying to talk about in my dissertation and creative endeavors in general. I think UGA has a really great community for doing the sort of thing I'm trying to do. I don't know of anywhere else where I could be doing this sort of interdisciplinary research as well as it's going here. There's not another university that's an R1 that has the kind of resources we get access to, or has people like John Inscoe, Peter Hoffer, Claudio Saunt, and Jamie Kreiner all in one place, people that I talk to on a regular basis. I'm just trying to write about 100 years of history, but I have access to thousands of years of knowledge. It's pretty amazing. I'm inspired by our department.

Football, Banjos, and Other Southern Things: A Brief Chat with Victoria Berkow

Victoria Berkow is a second year master's student working with Dr. Stephen Berry. Her research focuses on college football in the state of Georgia in the late nineteenth century until the First World War. She also looks at masculinity, violence, and southern honor and how they relate to football in that era. In 2015 she was awarded the William Jennings Bryan Award for the best paper of the academic year.

What inspired you to focus on the history of sports in the South?

I have always been a really big sports fan. I'm from Chicago originally, so it was very important for me to become an NFL fan, since the city is a huge proponent for it. Some of my earliest memories include going to Bears-Packers games at Soldier Field, so football has always been something that's near and dear to me. I never really was a college football fan. But, being here at UGA, I've really been taken by the Bulldogs and the whole culture that surrounds college football on Saturdays in Athens. Obviously, that's very prevalent at other Southern institutions on their Saturday game days as well. I've always been really interested in Southern culture and history and this seemed like a perfect way to merge my interests.

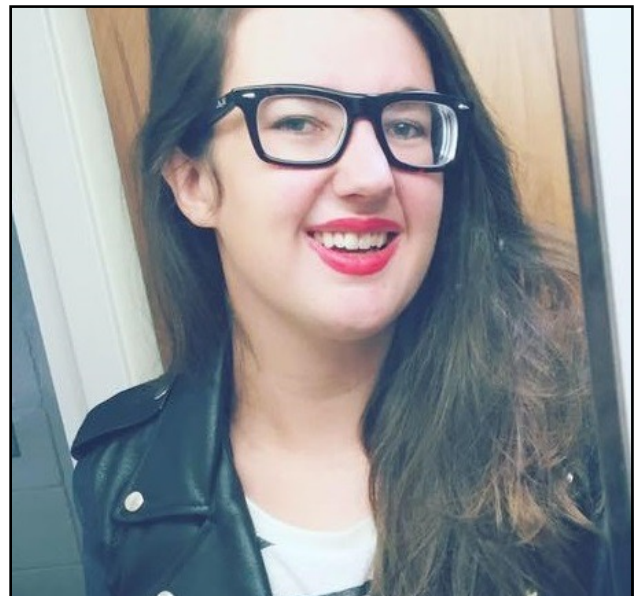
What kinds of historical interventions are you making in your master's thesis?

At least from what I've found, the early decades of football in only the South are not really discussed much at all, which can sometimes be difficult for me to find a basis to work off of. It seems like a lot of research for college football in the early years focuses on the Ivy League schools and schools in the east, and for southern schools the earliest in-depth research starts off in the 1920s with the University of Alabama. I'm really interested in the years prior to the '20s because I think they are an important time not only in America's history, but also in the South's history. I argue that after the

Civil War, as the New South attempted to establish an identity for itself, football was a great way for men to build up their egos and sense of honor and purpose after the psychological blow from a Yankee loss. So, I think it's crucial to consider the South in those early college football years because it's vastly different from what institutions and men of the North experienced in the same era. I think both regions deserve to be looked at.

As a Northerner, what is the most "Southern" thing you have encountered in Athens?

Ever since I moved to Georgia, I have tried desperately to explain to my friends in Chicago why the South feels so different, but it is really hard to put into words. But there is something substantially different in the culture, the way people dress (much nicer here), and the way people talk and the language they use. I guess the most "southern" thing I've encountered was while walking through campus with my parents when they came to visit for the Homecoming game - we came across a tailgate with a couple guys playing banjo and guitar and singing country songs, dressed very nicely in red and black attire. I love everything about Athens on Saturdays in the fall! And I'm starting to get used to sweet tea, too.



Preparing Undergraduates for the World: Leighton Rowell's Experience as a History Student

Leighton Rowell is working on a double major in history and romance languages. She is also interested in foreign affairs journalism and is planning to graduate in December, 2015.



What is your area of study?

My interest in Latin America grew from studying Portuguese, but somewhat strangely also from studying the Middle East and race in the U.S. South. In my Middle East classes, I learned about Cold War proxy wars and related political developments, and I thought it would be interesting to explore how that same phenomenon played out in Latin America. But what ended up grabbing my focus in my first survey course, taught by Dr. Román, was the topic of race and race relations in Latin America and how many parallels there were with the United States. In particular, I was – and remain – fascinated with Brazil, and not just because I speak Portuguese. Like the United States, Brazil owes its early prosperity to the slave economy. Brazil was the last country in the Americas to abolish slavery and, interestingly, several thousand Americans immigrated from the Confederate South to Brazil during and after the Civil War. Whether they moved simply to flee Reconstruction South or to exploit slave labor in its last decades in Brazil remains up for debate. When I studied abroad in Brazil last summer I went to the community where they settled – aptly named

Americana – where I met with their descendants, who are known as the “Confederados.” Under Dr. Román’s guidance I followed up with an independent study of the Confederados’ concept of race and heritage, and I hope to continue independent research on this topic either as a journalist or as a graduate student.

Tell us a little about what is coming up next for you.

After graduation, I’m moving to Porto Alegre, Brazil for a Fulbright English Teaching Assistantship. I’ll spend the nine months of my assistantship at the Universidade Federal do Rio Grande do Sul, collaborating with a host professor to plan and lead English language classes for university students who are studying to become English teachers themselves. I am just as much of a language nerd as I am a history nerd so I’m excited to work with students who share my enthusiasm for learning to communicate across cultures. Outside my teaching responsibilities, I plan to research public opinion on affirmative action in Brazilian universities.

How do you think the history department has prepared you for your trip to Brazil?

As a college freshman, I fretted over how “employable” a history major would seem after college – I knew the value of my degree, but would others appreciate it when it didn’t necessarily seem practical for a specific career? Now I know that the beauty of a history degree is the flexibility it provides. Majoring in history has prepared me for any kind of work I might want to do, whether it’s in journalism or policy or education. My professors have empowered me to expand my perspective on historical events, the actors involved, their motivations, and the consequences of their actions. Furthermore, the knowledge the history department has imparted to me has greatly humbled me, which I think is very important for an American interested in foreign affairs. I wouldn’t have gotten a Fulbright to go to Brazil if I hadn’t been able to show that I could appreciate and adapt to other cultures, and the reason I am able to do that is in large part thanks to the UGA history department.

The Department Welcomes Dr. Cindy Hahamovitch and Dr. Scott Nelson

Fresh out of Williamsburg, Cindy Hahamovitch and Scott Nelson are two of the department's newest faculty members. They are also both recipients of the Organization of American Historians Merle Curti Award for best book in U.S. history. Cindy and Scott arrived to UGA brimming with enthusiasm and their many talents have already had an overwhelmingly positive impact on the department.

Tell us a little about your research.

Cindy: My research in general is on international labor migration and labor migration in the U.S. Now I am working on a global history of human trafficking in labor over the last 200 years.

Scott: I'm working on a book on the history of cheap food from the Civil War to the Russian Revolution. I am looking at how cheap American wheat changed the international economy and helped in some ways to destabilize the empires in Europe and bring about the Russian Revolution.

How does your research affect how you approach teaching?

Scott: From the beginning, I would pull my dissertation chapters out and give lectures on them. When I write, I always think about teaching and writing in a way that is accessible to undergraduates. So I try ideas out with undergrads and if their eyes start to glaze over or they look confused, I know I've messed up. It's a nice feedback loop for the writing process and I

am lucky in that because I have big themes and kind of get to teach what I want, I can teach stuff that is connected to my research.

Cindy: I rarely teach precisely what I work on, although this semester I actually assigned my book and that was really fun. I do think that as my research has gotten more international, it has allowed me to put U.S. history into a broader, more international context. So when I teach immigration history, for example, students often take umbrage at the notion that U.S. immigration policy has been as racist as it has been. Many expect a rosy history of immigration and that's not quite what I deliver. But when they understand that many countries had very similar immigration policies and restrictions at the turn of the twentieth century and that many of those were racial in nature, then it defuses the conversation in a way that allows them to puzzle over why that was. So my research has allowed me to have a comparative perspective when teaching, which I think has been really helpful.

As two of the history department's newest faculty members, what do you hope to contribute to the program?

Scott: We're the party animals. We like to hang out with other faculty and graduate students. When we were at William and Mary, we were sort of the social organizers in a way, and I think we see ourselves as trying to have that role here as well. What's fun about

UGA, and what was really attractive about it is that the strengths are already here. I do economic history, financial history, and the cultural history of money and everyone who is awesome at that is already here, and that is very exciting. It's exciting that Stephen Mihm is here, Dan Rood, Stephen Berry - people who do stuff that I love to read about. What's exciting is that I don't think I am bringing anything new, I think I'm just finding my home here in a way.

Cindy: I agree that having a social life in the department is really important to cultivating an intellectual life in the department. It's hard to have one without the other. If people don't come together, they are not exchanging information. Scott is joking a little about being the "party animals," but I think it does actually help to have more opportunities to discuss people's work, celebrate people's books, organize workshops, etc. All of these things add to the life of the department and we are enjoying helping to support those kinds of efforts.

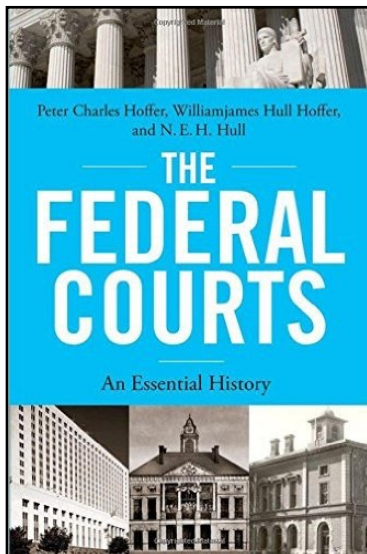


Recent Faculty Publications

Intimate Bonds: Family and Slavery in the French Atlantic

By Jennifer Palmer

Following the stories of families who built their lives and fortunes across the Atlantic Ocean, *Intimate Bonds* explores how households anchored the French empire and shaped the meanings of race, slavery, and gender in the early modern period. As race-based slavery became entrenched in French laws, all household members in the French Atlantic world –regardless of their status, gender, or race–negotiated increasingly stratified legal understandings of race and gender.



The Federal Courts: An Essential History

By Peter Charles Hoffer, et. al.

There are moments in American history when all eyes are focused on a federal court: when its bench speaks for millions of Americans, and when its decision changes the course of history. More often, the story of the federal judiciary is simply a tale of hard work: of finding order in the chaotic system of state and federal law, local custom, and contentious lawyering. *The Federal Courts* is a story of all of these courts and the judges and justices who served on them, of the case law they made, and of the acts of Congress and the administrative organs that shaped the courts. But, even more importantly, this is a story of the courts' development and their vital part in America's history.

Recent Graduate Student Publications

"Nitrogen Nation: The Legacy of World War I and the Politics of Chemical Agriculture in America, 1916-1930"



By PhD Candidate Tim Johnson in *Agricultural History* 90, no. 2 (Apr. 2016)

"Nature's Emporium: The Botanical Drug Trade And The Commons Tradition In Southern Appalachia, 1847-1917"



By PhD Candidate Luke Manget in *Environmental History* 21.4 (2016)

"A Misfit in all Times: H.G. Wells and 'The Last War'"



By PhD Candidate Alex Nordlund in *Modern Intellectual History* (2016)

UGA Students in Washington, DC:

"This past summer I had the wonderful opportunity to participate in the inaugural session of the DC public history program. In addition to taking a Maymester course dedicated to introducing students to the variety of professional avenues within the public history sphere, I interned with two historic homes in the DC area. During June and July, I was a curatorial intern with the Hillwood Museum and Estates helping the curator compile research for her upcoming exhibit on luxury travel. I also interned with the Anderson House, the headquarters for the Society of Cincinnati, working with the home's special collections library. Participating in this program most definitely has been one of the high points during my time as a history major. This program not only helped me develop the way I approach history as an academic discipline but also gave me hands-on experience working with professional public historians."

-Isabel Mann, BA/MA Student



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