

THE RECORD

The Newsletter of the University of Georgia[®] History Department



NOTES FROM THE DEPARTMENT CHAIR

The department of history is on a roll. Our faculty had an outstanding year. Stephen Mihm, who writes a weekly column for Bloomberg News, won a two-year grant from the National Science Foundation to complete his book on the standardization of measurements in the United States in the nineteenth century. Steve Berry, our Civil War historian, received a Digital Innovation Fellowship from the American Council of Learned Societies (ACLS). Jamie Kreiner, who teaches medieval history, won both the Van Courtland Elliot Prize for the best first article in medieval studies and a fellowship from the University of Chicago Library. Ari Levine, a historian of China, was the recipient of an ACLS grant to support a conference at Heidelberg University. And Steve Soper, a lecturer in European history, won the Marraro Prize for the best book in Italian history. The list could go on, but I would exhaust your patience before I reached the end!

Our students also continue to excel. One of our majors was among fifteen students nationwide to win a Gilder Lehrman History Scholar Award, which brings students to New York City for a week to meet with scholars and tour historic archives. Another history major won the CURO research award for the best symposium paper among UGA's undergraduates. Jim Giesen, a recent history department PhD, won the Simkins award for the best first book in southern history, and Ras Michael Brown, who received his PhD in 2008, won the Albert J. Raboteau Book Prize for the best book in Africana Religions.

This year, our department garnered national attention in the *Chronicle of Higher Education* for its innovative work in the digital humanities. Through our website eHistory.org, we are building a number of interactive online projects. Many of them are still in development, including CSI Dixie, which will analyze coroner's reports from the nineteenth-century South. In the meantime, I urge you to explore the sites that are

already up and running. Pox Americana, for example, is an interactive map which documents nearly four thousand references to the great smallpox epidemic of the 1770s that changed the course of the American Revolution. ("We were struck with horror at the number of dead bodies, in a state of putrefaction, strewed all the way from their battery to Cherry Point," wrote a party of patriot soldiers in Virginia in July 1776.) Another project, the Invasion of America, maps the five hundred cessions that the United States carved out of Native American lands on its march to the Pacific Ocean. The site was featured on Slate.com this year, and has had over 100,000 visits by individuals from countries around the world, including Burkina Faso, Nepal, and Madagascar. (Both Pox Americana and the Invasion of America are available through our eHistory.org website.) We are excited to continue building a national reputation in the emerging field of digital humanities.

As always, we invite you to visit LeConte Hall when you are back on campus. You may notice some changes. We have replaced some of our old-school bulletin boards with new LED screens, and we are planning an undergraduate student lounge on the first floor. History continues to be one of the ten most popular majors in the entire university, and we are always looking for ways to improve the undergraduate experience. Recently, we launched a "Lunchtime Time Machine" lecture series to showcase our outstanding faculty to undergraduates. It has been a runaway success. (The free pizza helps!)

We are a stronger department thanks to our many supporters. Every gift to the History program helps us serve our students better. The graduate program is especially benefitted by leading support from Greg and Amanda Gregory. In this issue we are featuring another dear supporter and friend of the department, Robby Roberts. I look forward to sharing more stories in future newsletters about the individuals who are helping us provide a quality education to UGA students.

On behalf of the history department, I wish you a happy and safe new year.

Claudio Saunt





KEVIN JONES

IS AN ASSISTANT PROFESSOR OF HISTORY, TEACHING MIDDLE EASTERN HISTORY WITH A FOCUS ON MODERN IRAQ. ORIGINALLY FROM SUMTER, SOUTH CAROLINA, HE EARNED HIS UNDERGRADUATE DEGREE FROM WAKE FOREST (2005) AND HIS DOCTORATE FROM THE UNIVERSITY OF MICHIGAN (2013). FROM 2013-2014, HE SERVED AS A POSTDOCTORAL FELLOW AT THE GEORGE WASHINGTON INSTITUTE FOR MIDDLE EASTERN STUDIES.

Describe your book project.

I'm working on anti-colonialism in Iraq between 1932 and 1960. I look at the evolution of anti-colonialism from an initial focus on British occupation to a much broader discourse about the legacy of colonial occupation on Iraqi society, to show how anti-colonialism evolved into a discourse that contested not just foreign occupation but political dictatorship, capitalist oppression, structures of sectarianism. As far as subject matter goes, I have a heavy focus on poetry. Poetry in Iraq and across the Arab world is an extremely popular form of cultural expression. It's a way of looking at alternative discourses that you're not necessarily going to find in archives, or even in an Iraqi newspapers, which would have had limited relevance to a population that was so largely illiterate at the time. There was also a lot of state censorship under colonialism and poetry can evade that censorship because its rhythmic qualities make it easy for people to memorize and transmit to each other.

How do you interpret the current sectarian infighting in Iraq?

My argument is that sectarianism was being displaced gradually by these nationalist anti-colonial movements and that sectarian identity didn't really matter in the 1950s among the general populace. What actually happens with sectarianism is that it starts to explode after the revolution of 1958, when the monarch is overthrown, and that it basically evolves out of a conflict between the Communists and the Baathists. The political attacks that the parties used to discredit one another

gradually took on sectarian dimensions; it's not necessarily that sectarianism erupted in the 1960s, but it laid the groundwork for someone like Saddam Hussein to exploit those differences. When we're looking at Iraqi sectarianism as a modern phenomenon, it's really the 1960s where we find its origins.

Does your research influence your pedagogy?

In my research I'm looking at popular voices, subaltern voices, so it makes me particularly aware of the need to make sure students understand that official voices have to be read critically and that we need to be able to see what history looks like from below. When we look at Middle Eastern history, we have to look at the role of governments and political movements confronting British-American colonialism, but we also have to look at the way the people of the region confront their own dictatorial states—like a double form of resistance. I try to bring in a lot of my own documents. There are a number of readers out there but so many of them really focus on official government documents that students find a bit boring, like treaties, proclamations and things of that sort. Because many of these readers strive to portray the voice of the state in opposition to colonial authorities, we sometimes lose sight of the voice of the people in opposition to the state.

What do you hope to bring to the UGA History Department?

This semester, I'm teaching the Arab-Israeli conflict in the Middle East since 1914. Next semester, I'll have a class on

the medieval Middle East and an honors course on religion, nationalism, and revolution in the 20th century in the Middle East. There's various special topics

courses I'd like to offer in future years, including one on Shiism. I think there's a lot of interest among students in the History Department to learn about the Middle East and I'm really excited to offer a wide variety of courses that will interest them. I think there are also really great opportunities to appeal to students who are not history majors—students in the Arabic Studies and Religion departments—and to bring new students into the History Department that way.

How has the History Department advanced your research?

The department has been very generous in funding and I think that will be extremely useful for me to finish the book manuscript. I also am extremely appreciative of the fact that the department gave me the opportunity to take my post-doc year, which allowed me to make progress on the manuscript as well. I really enjoy the intellectual community of the department and even though I am the only person who is working directly on the Middle East, I think that there are a number of faculty members in the department who have interests and ideas that can help provide some inspiration for how to think about my project in new lights. I think I can benefit in a way from the fact that there are no Middle East specialists in the department because it really will encourage me to be less insular in the way I think and to make sure that the way I'm thinking about my own work is relevant and comprehensible to non-specialists of the Middle East, because I really want my work to be read by a wide range of people.



KATHI NEHLS

IS A PHD CANDIDATE, SCHEDULED TO GRADUATE IN SPRING, 2015. SHE DID HER UNDERGRADUATE WORK AT THE UNIVERSITY OF CENTRAL OKLAHOMA, WHERE SHE GRADUATED, CUM LAUDE, IN 2005.

Tell us about your dissertation.

My dissertation, “Red-tape Fraternities: State-building in the Age of Associationalism” examines the politics and processes of state formation in the late-nineteenth and early twentieth century U.S. It engages questions in American political development about state-building as a negotiated process between states, social groups, and individuals actors. I look at how these ostensibly political changes in the state were shaped in significant ways by broader cultural changes in modern society. I argue that state-level bureaucratic managers were not only central actors in creating and shaping the boundaries of the modern administrative state, but must be understood as powerful political actors in their own right who created new centers of power politics on the periphery. Working from the perspective of state-level bureaucrats, I reinterpret three important areas of twentieth-century reform: agricultural development, medical professionalization, and women’s reform as part of a larger story about the development of the modern American administrative state.

What drew you to this topic?

I have always been interested in women’s relationship to the state, and I initially intended to write a history about how women’s maternalist reforms played out on the ground in the U.S. West. In one of my graduate seminars I had written a legislative history of the Sheppard-Towner Act, a grant-in-aid program that Congress passed in 1921 to address the nation’s

maternal and infant mortality rate. While scholars of women’s history long have seen the Sheppard-Towner Act as a critical achievement of the maternalist state, but they have paid little attention to its connections to other grant-in-aid legislation and how it represented a broader model for state-building. This became apparent when my research a number of unexpected twists emerged and refocused the initial project: first, this act played out differently in the West than the East; second, the Rockefeller International Health Board was a central player in the West; third male bureaucrats who developed strong regional social networks were a far more influential factor in shaping regional (and later national) policy, and this was part of a much larger story about the origins and exercise of power within the modern state. When I looked at it from sources outside of the women’s reform movement, a different narrative of this critical “women’s” reform began to take shape, and in some ways challenges some of what we know about the strength of women’s achievements in the 1920s and 1930s. It was certainly not what I expected to find in the beginning.

How has the History Department helped to advance your research?

I cannot say enough about how supportive the department has been. They have funded multiple research trips to New York, Washington DC, and several western states. I have presented some of my research at the American Historical Association, Policy History, the Western Historical

Association and the Western Social Science Association, all of which the department has generously supported. These opportunities have provided me with valuable feedback from senior scholars familiar with different aspects of my research. The faculty here, and not just those on my committee, have always been a source of support, encouragement, and a critical resource throughout my graduate experience. I have nothing but good things to say about them.

How does your research influence your teaching?

I teach almost all of my courses with an eye to the role of the state in history. This is particularly true for courses on the West and American Indians where the federal and state government has always loomed large. The relationship between women and the state is more subtle but just as significant in shaping women’s history, not only in terms of women’s individual or collective relationship to the state, but in their interactions with other women across class, race, and cultural boundaries.

What are your plans after you finish your PhD?

I will defend my dissertation in early February and graduate in May, 2015. I hope to find a position that will allow me to continue researching and teaching in one of my fields of interest: U.S. West, American Indian, or Women’s history. If I could pick my dream job, it would be somewhere in the intermountain West or the Plains. I really enjoyed living in that region, but I am quite willing to relocate as necessary. I think I would also welcome the opportunity to work at a tribal college or with other non-traditional or first generation college students.





NICOLE GALLUCCI

IS A FIRST-YEAR PHD STUDENT, WORKING UNDER DR. CLAUDIO SAUNT. SHE EARNED HER BACHELOR'S AND MASTER'S DEGREES AT THE UNIVERSITY OF NORTH FLORIDA IN 2010 AND 2014. SHE HOPES TO COMPLETE HER DOCTORATE BY 2019.

Describe your research.

I research and write mostly about cross-cultural communication between southeastern Indians, specifically the Creek and the Guale, and the Europeans that they came into contact with, mainly the British and the Spanish. I'm really thinking about how people learn each other's languages, how they use that to identify themselves and others, and how understandings and misunderstandings play into that.

What was the subject of your master's thesis?

My master's thesis looks at the ways precolonial native systems of communication persisted and changed with contact. I argued that Southeastern Indians remained active agents of their lives when faced with the drama and disharmony that typically accompanied European settlements and the individuals who populated them. Although they sometimes borrowed communicative techniques and methods from their European counterparts when attempting to quell cross-cultural anxieties and misunderstandings, Southeastern Indians continued to rely on traditional pre-contact methods of communication predicated on maintaining balance and harmony within and between communities. The thesis ends in the late 1600s. I really want to expand the temporal scope of this project.

Any interesting findings from your thesis?

I found some really interesting oral histories and origin myths. I even found one from 1690s that hasn't been

used a whole lot. It predates some of the more popular ones from the eighteenth century that many scholars have used in their research. It describes a devastating flood that changed the physical and cosmological worlds of a native group living on the South Carolina coast. In the legend, two members of their community took shelter in a cave and did not come out until birdsong indicated that the rain had stopped. When they left the cave, they found their world dry and empty, save for the bird that lured them out. When they discovered that the bird was dead, they pulled her feathers out and, one by one, blew them into the world. From these individual feathers, the myth explains, the two survivors created several tribes with several different languages. I found this myth's explicit focus on language fascinating. It really set the tone for most of my thesis.

Where did you find that story?

This one was complete happenstance. My advisor suggested that I look at John Locke's correspondences. I found it buried in a letter from a British surgeon turned trader and linguist based out of Charleston. This book had been sitting in our library for 50 years. It was kind of amazing to me that no scholar, to my knowledge, had cited or analyzed it in any meaningful way. I can only hope that my interpretation did it some degree of justice.

What brought you to UGA?

I really liked UGA's dual focus on research and teaching. I especially appreciate the GRSC courses. I think it is important to teach historians how to be teachers and communicate well

with students and the public. Attending the department's open house back in the spring pretty much cemented my decision. All of the graduate students seemed really professional and supportive. Plus, it doesn't hurt that Athens is beautiful.

Did you win awards when you were doing your masters?

I was fortunate enough to receive funding from the Jacksonville chapter of the Granaderos y Damas de Galvez to do research abroad. I spent a summer studying at the General Archive of the Indies in Seville, Spain.

What did you find there?

I found some documents that helped me understand how Spanish people actually learned Indian languages in the seventeenth century. Spanish officials encouraged those living in Florida to hire native house-servants and interact with them on a daily basis. A lot of Spanish men and women learned native languages by taking native captives. It's hard to find that kind of information in Spanish documents because they're usually so bureaucratic and formulaic. It was nice to find a handful of documents that spoke specifically to what I was trying to understand. It's pretty rare.

Are there any things you would like to say about the History Department?

I am endlessly impressed with how welcoming and supportive the department is! It is refreshing to be in an environment where everyone seems invested in his or her work and each other. I am so excited to work with Dr. Saunt. As a master's student, his books contributed greatly to how I think about certain aspects of American Indian history. I am thrilled that I get to work with him one-on-one. I am also looking forward to meeting more members of the faculty and learning from them, too.





KATHRYN VEALE

IS A SENIOR HISTORY MAJOR WHO WILL GRADUATE IN SPRING, 2015. SHE IS WORKING ON HER MEDIEVAL STUDIES CERTIFICATE AND IS THE PRESIDENT OF THE PHI ALPHA THETA HONORS SOCIETY. ORIGINALLY FROM WATKINSVILLE, GEORGIA, SHE IS A THIRD-GENERATION BULLDOG. HER FACULTY ADVISOR IS DR. BEN EHLERS.

my master's degree and maybe go out of the South for my PhD. Financially, UGA is one of the only schools that grants full assistantships to master's students; a lot of other programs don't fund master's students at all. Eventually, I want to do a PhD. No matter what, if I won the lottery tomorrow, I would pursue something in history, because it has always been a love of mine.

How has the UGA History Department helped to advance your studies?

I feel like two years in the master's program here would really prepare me for any PhD program I apply to. I've absolutely loved every history class I've taken. The History Department has such strong faculty, and from the feedback they give you can tell they actually care about their students. Dr. [Jamie] Kreiner has been so important to my career as a historian. I have taken three classes with her, and in each class she has taken the time to help students perfect and hone the skills that are so important to our discipline. I have grown as a writer exponentially under her guidance and I consider myself a better historian after taking her classes. Dr. Cobb is phenomenal; probably one of the best classes I've ever had was his Southern culture class. I'm a multi-generational southerner, so I grew up with a set of myths and ideas, and Dr. Cobb blew the top off that. I also had two classes with Kyle Osborne, who earned his PhD here. I got an award from him, the Joe Brown Connally Award, for a book review I wrote. As a student, I felt that my professors have always taken time for their students. I'm a better student because they want you to be the best you can be. They set the bar for you—and it's a high bar—but they want you to succeed.

What is your area of study?

Right now, I'm looking at late-medieval to early-Reformation hagiography, specifically women in the hagiography. Hagiography is the story of saints' lives and it was really prominent, especially in the middle ages. It's still around, but no one really knows what it is. I was raised Methodist, not Catholic, so the saints' stories are really interesting because I never grew up hearing them.

Describe your research.

I'm looking at the hagiography about the Catholic saints and the convergence with the new Protestant Reformation. The vestiges of this literature, for women specifically, was constricting but also very liberating at the same time, because women were allowed to exercise more power through religious devotion. There was a weird dichotomy of exercising power, especially that women in a secular position could never do—having a very bold female saint was okay because they were technically brides of Christ. I just read a book, *Women of God and Arms: Female Spirituality and Political Conflict, 1380-1600*, by Nancy Warren. It talks about various women who exercised political power through the guise of religion. Women tried to do missionary work, but at the same time they obviously had a political motive. The book talked about Isabelle of

Castile, who was Catholic, and Queen Elizabeth I, who was Protestant, and that's where I got my idea from. There was a pseudo-cult around Elizabeth, almost like the Virgin Mary. I find it really interesting that even though she was a Protestant queen, there is still the reverence of hagiographical-type mythology around her. In the medieval period, I think there was a huge inconsistency in class—what powers females from different classes could and couldn't exercise. Typically women in hagiography were aristocratic—almost every single one was from the noble class or from a very rich family. On the other hand, Joan of Arc, for example, was a peasant woman. I really would like to do a master's degree to examine class discrepancies and how they affected how these religious women were viewed.

What drew you to that topic?

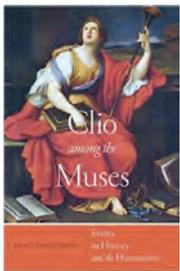
When I came to UGA I signed up for a bunch of medieval classes out of curiosity because I wanted to know more about that period. The first class I took with Dr. Kreiner talked about hagiography. Some people feel that women had no power in the Middle Ages. I don't believe that; hagiography proves that there were ways for women to have power.

What are your future plans?

I'm in the process of applying to grad school. I would like to stay at UGA for



Recent Faculty Publications

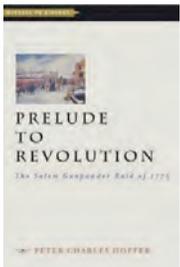


Clio among the Muses: Essays on History and the Humanities

by Peter Charles Hoffer

History helps us understand change, provides clues to our own identity, and hones our moral sense. But history is not a stand-alone discipline. Indeed, its own history is incomplete without recognition of its debt to its companions in the humane and social sciences. In *Clio among the Muses*, Hoffer relates the story of this remarkable collaboration. Hoffer traces history's complicated partnership with its coordinate disciplines of religion, philosophy, the social sciences, literature, biography, policy studies, and law. As in ancient days, when Clio was preeminent among the other eight muses, so today, the author argues that history can and should claim pride of place in the study of past human action and thought.

Prelude to Revolution: The Salem Gunpowder Raids of 1775

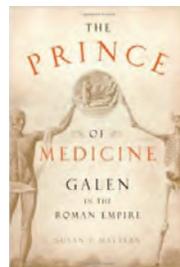


by Peter Charles Hoffer

On April 19, 1775, British raids on Lexington Green and Concord Bridge made history, but it was an episode nearly two months earlier in Salem, Massachusetts, that set the stage for the hostilities. Hoffer has discovered records and newspaper accounts of a British gunpowder raid on Salem. Seeking powder and cannon hidden in the town, a regiment of British

Regulars were foiled by quick-witted patriots who carried off the ordnance and then openly taunted the Regulars. The prudence of British commanding officer Alexander Leslie and the persistence of the patriot leaders turned a standoff into a bloodless triumph for the colonists. When British troops marched on Lexington and Concord on that pivotal day in April, Hoffer explains, each side had drawn diametrically opposed lessons from the Salem raid. It emboldened the rebels to stand fast and infuriated the British, who vowed never again to back down. Hoffer provides a teachable problem in historic memory by asking why we celebrate Lexington and Concord but not Salem and why New Englanders recalled the events at Salem but then forgot their significance. Rigorously documented throughout, the book offers a unique perspective on the craft of history.

The Prince of Medicine: Galen in the Roman Empire



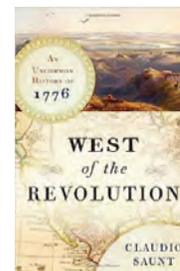
by Susan P. Mattern

Galen was a Roman-era physician from the Greek city of Pergamum, in what is now Turkey. His surviving works in Greek run to 22 modern volumes and are full of anecdotes about a life spent learning medicine from the empire's most famous practitioners and treating patients from all social classes, from the gladiators of Pergamum to the emperor himself. While scholars since the Renaissance have seen Galen as a set of outdated ideas from which western medicine struggled heroically to escape, *The Prince of Medicine* focuses on his life rather than his theories. The

Galen of this biography is a tireless interrogator of nature, an attentive inquisitor of patients and reader of diagnostic clues, a ruthless critic of ideas unsupported by real-world experience, and an aggressive public figure of breathtaking arrogance and lacerating wit.

West of the Revolution: An Uncommon History of 1776

by Claudio Saunt



In 1776, Thomas Paine published *Common Sense*, the Continental Congress declared independence, and Washington crossed the Delaware. We are familiar with these famous

moments in American history but know little about the extraordinary events occurring that same year far beyond the British colonies. In this distinctive history, Claudio Saunt describes an immense and restless continent connected in surprising ways. In 1776, the Spanish established the first European colony in San Francisco and set off a cataclysm for the region's native residents. The Russians pushed into Alaska in search of valuable sea otters, devastating local Aleut communities, and the Osages expanded their dominion on the west side of the Mississippi River, overwhelming the small Spanish outposts in the area. Exploring these and other stories, Saunt reveals the interconnected web of history that spans not just the forgotten parts of the continent but the entire globe.





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Donor Spotlight: Robby and Laura Roberts



Robby (AB '71, MA '74) and Laura Roberts are proud supporters of the History program. In addition to their annual gifts, the Roberts recently committed to a major gift benefitting graduate students. Having retired from the banking industry, the couple shares their time between homes in Bishop, Georgia and Highlands, North Carolina. They enjoy traveling, Georgia basketball, fishing, and playing golf. Robby also serves the Franklin College as an active member of the Dean's Council.

Thank you, Robby and Laura, for your support of the Franklin College Department of History!

For more information on making a gift, please visit:
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LeConte Hall
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