

# Special Collections Library Fellows Former Members

## 2018 Special Collections Libraries Faculty Fellows

**Jonathan Burr**

**Department of English**

**ENGL 1101, English Composition I.**

In this course, students will engage in academic and personal writing about Athens and the University of Georgia. While doing so, they will study the personal writing of 19<sup>th</sup> and 20<sup>th</sup> century residents. Through rhetorical analysis and hands-on interpretation of primary documents, they will seek to understand how material and historical contexts impact language and how personal writing and public writing are shaped by audience, both real and perceived.

**Brian Dotts**

**Department of Educational Theory and Practice (Critical Studies in Education)**

**ETAP/QUAL 8100, Historical Inquiry in Education**

While we focus on a variety of historical interpretations of educational (formal and informal) history in EFND 7040, in this course you will be exposed to a number of readings that help you understand the problems historians face when attempting to interpret the past from limited evidence and how to construct scholarly narratives from our incomplete historical landscape. As a result of an incomplete historical record, it is important to appreciate how historians often interpret the past differently and how they view, even the same apparent landscape, from different perspectives, which result in different narratives.

“Our responsibility as historians,” according to John Lewis Gaddis, “is as much to show that there were paths not taken as it is to explain the ones that were,” a process of historical inquiry that he describes as “an act of liberation.” But even beyond this process, Gaddis declares that, “when historians contest interpretations of the past among themselves, they’re liberating it in yet another sense: from the possibility that there can be only a single valid explanation of what happened.” While students in this course will not use paint, chalk, clay, or pencil to create a landscape of historical consciousness, they will use the tools available to historians in constructing and sculpting a narrative from available historical archival evidence. As Gaddis asserts, historians “can only represent the past...as a near or distant landscape, much as Caspar Friedrich has depicted what his wanderer sees from his lofty perch” (see above). “We can perceive shapes through the fog and mist, we can speculate as to their significance, and sometimes we can even agree among ourselves as to what these are.”<sup>2</sup> During this course, students will be able to experience researching history amid a challenging landscape obscured by “fog and mist.”

<sup>2</sup> John Lewis Gaddis, *The Landscape of History: How Historians Map the Past* (New York: Oxford University Press, 2004), 141.

**Tim Cain**

**Institute of Higher Education**

**Course ID: EDHI 8000, History of American Higher Education (*A change in the title to “History of Higher Education in the United States” is in process*)**

This course examines the history of higher education in the United States from its colonial founding through the late 20<sup>th</sup> century. Students will not only engage with the existing historiography but will consider how and why our understandings of the history of higher education have changed over time. As part of this process, students will be introduced to archival research and the ways in which arguments can be built from primary sources. The course includes explicit consideration of change and continuity in the missions and purposes of higher education, access and equity, institutional diversity, student experience, faculty roles, and the college curriculum.

**Lisa Fusillo**

**Department of Dance**

**FYOS 1001, The Variety Show—From P.T. Barnum, to Vaudeville, to America's Got Talent**

FYOS 1001 The Variety Show—From P.T. Barnum, to Vaudeville, to America's Got Talent This course offers a brief history of America's fascination with the "variety show," one of the longest-running and most popular forms of theatrical entertainment. We will trace the history of variety entertainments from exhibition-style circus shows, to vaudeville and later into the "Golden Age of Television" when the variety show became a staple of popular culture. To augment learning about this history, students will have an introduction to each of the UGA Special Collections Libraries. Using the archives, particularly the Hargrett Rare Book & Manuscript Library and the Walter J. Brown Media Archives, students will learn to search for materials in the special collections and will have an archival experience with selected materials related to the course topic.

**Jennifer George**

**College of Family and Consumer Science, Human Development and Family Science**

**HDFS 5150, Families, Schools, and Communities**

This course will consider contemporary issues in education as they relate to individual, family, and community development. We will explore the school-to-prison pipeline, access to higher education, school choice, and education reform and standards, as well as issues of health and socio-emotional learning. Grounded in Bronfenbrenner's Ecological Systems Model, we will pay special attention to the chronosystem using primary source documents from the Special Collections Library. You will work to build the "story" of a particular issue and develop a service-learning project addressing the issue in relation to education today.

**Elizabeth Kraft**

**Department of English**

**English 4420, Early Eighteenth-Century British Literature**

English 4420, Early Eighteenth-Century British Literature, is a class I've taught many times. It is challenging because the works of this period are heavily topical so the students have to be taught political and cultural history to even begin to engage with the primary texts. To that end, lately I have been dividing the students into Whigs and Tories and creating a weekly "coffeehouse" -- strategies which worked very well in terms of giving them a "lens" through which to engage with *Robinson Crusoe*, *Gulliver's Travels* and the less familiar works we read.

A lot of the satire of the period, though, is directly aimed at the rapidly expanding print culture of the time. Not only do writers divide themselves into "Whigs" and "Tories," but they also see themselves as "Ancients" or "Moderns"--those who find the new means of knowledge production and dissemination appalling and threatening as opposed to those who eagerly embrace the opportunities such a world offers for cultural power of various sorts (including economic).

In truth, all the writers of this time are deeply involved in print culture, though some (Swift, Pope) want to resist and control it while others are eager to embrace and exploit it (Addison, Defoe) while still others (women writers most notably) engage (or not) at their own risk.

The world of print offered both new opportunities and new challenges to writers and readers/consumers of print in the early eighteenth century. What I'm adding to my class through an engagement with Special Collections is a way to make that fact tangible to my students.

**Carol Britton Laws**

**College of Family and Consumer Science, IHDD**

**IHDD 5000(S)/7000(S), Disability in the Archives**

Advanced studies in archival research within the context of Disability Studies. Students will engage with primary sources such as artifacts, personal stories, historical documents, manuscripts, and media to increase understanding of the work undertaken by activists, advocates, organizations, and the experiences of people with disabilities in Georgia and beyond.

**Julie Velasquez Runk**

**Anthropology**

**ANTH6620, Methods in Sociocultural Anthropology**

This course provides a broad introduction to research methods and focuses on collaborative and community-based research on Athens histories via archival-based learning. The course covers research design, research methods, data analysis, write-up, and presentation, and is grounded in social science research methods, drawing from anthropology, sociology, geography, history, political science, and environmental studies. Strong research design and mixed methods are used to draw out and understand complexity, especially by considering temporal and spatial scales. This course is centered on practical field methods. Additionally, throughout the course students will learn experientially, working with Athens community members to conduct and write-up collaborative archival-based research with community members.

**John Short**

**Department of History**

**HIST 33XX, History of Science**

This course examines the development of European natural science—that is, natural history—from the Renaissance to the early twentieth century. We begin with voyages of overseas exploration, collecting and the curiosity cabinet, then survey the Scientific Revolution of the seventeenth century before considering the Enlightenment through the figure of Alexander von Humboldt. From this we establish the context for Darwin and the convergence of geology, paleontology and biology on evolutionary theory.

**Steve Soper**

**Department of History**

**HIST 3775, Crime, Punishment, & Human Rights**

Our examination of the history of crime, punishment, and human rights, from antiquity to the present, will culminate in a month-long research project at the Special Collections Library. This research project will introduce students to a wide range of original documents, artefacts, images, audio and film clips on the history of crime, punishment, and human rights in modern Georgia. From antebellum court ledgers and Civil War prison camp letters to convict labor contracts and letters from constituents for and against the death penalty, the materials students will find in the Special Collections Library will provide the basis for a sequence of rewarding exercises, beginning with a close analysis of a single document, followed by the students' own search for related and new items, and ending with a student-curated exhibit of the items they find most interesting and informative.

**John Weatherford**

**Grady College, New Media Institute**

**NMIX 4110, New Media Production**

NMIX 4110: New Media Production provides a foundation of technical skills upon which students can build for the rest of their careers. Students learn how to design and develop web products that function effectively with multiple platforms using technologies such as HTML5, CSS3, JavaScript, jQuery, Bootstrap 4, and WordPress. In this special archives-based section of the course, students will collaborate to create an interactive online compendium of archival materials related to the history of UGA's graphic identity, including logos, typography, publications, academics, and athletics.

**Kirk Willis**

**Department of History**

**HIST 4990, Senior Seminar in History: Nuclear Culture**

In the years since 1945, nuclear technology for both peaceful and military purposes has proliferated and entered modern American culture. Everything from congressional debates to press accounts to popular fiction and film to visions of both nuclear war and nuclear civilian applications have been much written about and wrangled over. There is, that is, a detailed and wide-ranging story to be told, and the purpose of this course is for students to find a portion of that story and to tell it using primary as well as secondary sources.

## 2017 Special Collections Libraries Faculty Fellows

**Brandon Craswell**

**Hugh Hodgson School of Music**

**MUSI 4820/6820, Brass Chamber Music**

The goal for fall semester's brass quintets will be to familiarize the groups with the music of Fred Mills. Each group will be required to find and perform an arrangement from the Fred Mills Collection, part of the University Archives of the Hargrett Rare Book and Manuscript Library. Each group will select a piece of their choosing from the collection, after developing the skillset to peruse the materials. The culminating project will be a recital entitled ***The Music of Fred Mills***, where each brass quintet will perform one of his arrangements. I'm hoping to have both the student groups and perhaps even the faculty brass quintet perform on this recital.

**Elizabeth Davis**

**Department of English**

## **ENGL 4830W, Advanced Studies in Writing**

Students will be doing advanced level independent research preparation. For the class I am designing around archival work, I would like students to learn about and engage in the process of searching for materials in special collections themselves. This is an advanced writing course, so one of the course objectives is to develop students' research skills and archival work will be a method of achieving that goal.

**Kate Fortmueller**

**Department of Entertainment and Media Studies**

**EMST5990, Southern Media**

For many of us, our hometown, state, region, and nation all carry emotional attachments and have contributed to our experiences and worldviews. Although we are often personally connected to place, setting in films and television shows can serve an array of functions from anonymous backdrop to important character. Where characters live might influence any number of factors, from accent to opportunities to plotlines. Locations might also carry negative connotations that fuel entrenched stereotypes. Increasingly the setting of a show might be different from its shooting location, a fact which might complicate our understanding of constructions of space and place on screen.

This course will center on several key questions: What is the importance of place in media? How does space and place inform narrative? How do characterizations of a region change in relation to genre? We will explore these big questions about space, place, narrative, and genre by looking specifically at programs set in the South. All the screenings in this class will come from the Peabody Collection, which means someone felt that these programs were of superior quality to other media of its time. At the end of the semester the students will take all these lessons about writing and characterizing place and use them in service of either a treatment or a final research paper.

**Tina Harris**

**Department of Communication Studies**

**FYO Seminar, Getting to Know You: Race According to Athens**

First-year students enrolled in the course will most likely be discussing race for the first time. For them, race is an abstract concept or a historical phenomenon or issue that is far removed from their current situation. In this seminar, students will consider the connections between contemporary race relations in Athens and patterns of racial segregation and racism that have characterized the city's history. Drawing upon historical footage from the Brown Media Archives—chiefly, the Athens Amateur Town Film from 1947—and oral history interviews from the Russell Library, students will use historical evidence in special collections to enrich their understanding of the connections between past and present in shaping ideas about race in the town in which they will live and study.

**Melissa Scott Kozak**

**Department of Human Development and Family Science**

**HDFS 4130, Family Policy**

Students will learn about the interdependence between family functioning and public policies at the local, state, and federal levels. Archival documents from the Special Collections Library will be integrated throughout the course to identify the role Georgia has played in family policy issues (education, healthcare, marriage, trafficking, etc.). The course will include theoretical frameworks for conceptualizing family policy, roles professionals can play in building

family policy, and approaches professionals can use in implementing these roles. Students will ultimately develop policy reports that utilize archival documents from the Special Collections Library as they contextualize a family policy issue and provide recommendations for action.

**Becca Leopkey**

**Department of Kinesiology**

*[Description Forthcoming]*

**John Lowe**

**Department of English**

**ENGL 4740, Georgia Literature: An Archival Approach**

This course will explore the dazzling literary output of our state, from Native American creation stories to the current day. Our survey will consider comic tales of the old Southwest, narratives of slavery, black folklore, and Confederate poetry. While we will read other poems and portions of memoirs, our major focus will be on the twentieth century short story and novel. Several of our classes will be held in the Russell Special Collections Building, where students will have the opportunity to engage directly with archival materials relevant to our writers. Authors will include William Craft, Joel Chandler Harris, Sidney Lanier, August Baldwin Longstreet, W.E.B. DuBois, Erskine Caldwell, Flannery O'Connor, Martin Luther King, Carson McCullers, John O. Killens, Raymond Andrews, James Dickey, Toni Cade Bambara, and Judith Ortiz Cofer.

**Nancee Reeves**

**Department of English**

**ENGL 1102, Aliens and Apparitions in the Archives**

In this class, we will delve into the Special Collections Library to track down local ghost stories and explore the world of science-fiction fandom, all while learning how to analyze fantastic stories for what they tell us about ourselves. By handling and analyzing the various layers of text we will learn why we tell stories of phantoms and aliens, what they reveal about the period in which they were written, and what they can tell us about our future.

**Kathryn Roulston**

**Qualitative Research, Department of Lifelong Education, Administration, and Policy**

**QUAL 9700, Interviews in the Archives**

This course on interviews in the Special Collections Libraries is designed to engage students in UGA's Special Collections, which include the Hargrett Rare Book and Manuscript Library, the Walter J. Brown Media Archives and Peabody Awards Collections, and the Richard B. Russell Library of Political Research and Studies. We will have an initial introduction to each collection and how they are archived and organized. The course is designed for students to develop individual projects that focus on interviews that have been archived in the libraries. Students will learn about how interview collections are archived, as well as the range of materials available, including oral history collections, research interviews, media interviews and interviews with elite subjects. Through examination of the different interview collections, students will learn how to locate materials pertaining to individual research interests, and identify methodological issues pertaining to interview research (e.g., recruitment, interview-interviewee relationships and interview interaction, and representation).

**Teresa Saxton**

**Department of English**

**English 1102, Scandal in the Archives**

Scandal in the Archives is a special topics English 1102 course that will explore the archival evidence from personal and public scandals and compare them to fictional representations of scandal. As such, the class will ask students to analyze how cultural restrictions define what a scandal is and how the representations of scandals in literature and film question or support these ethical structures. Students will be asked to write papers exploring these themes and to produce a narrative that applies the theories produced in the class by turning a scandal into a narrative form.

**Beth Tobin**

**Department of English and Women's Studies**

**WMST 4250/6250, Women in the Archives**

Using the library's special collections, students will discover the untold stories of women who have shaped Georgia's natural environment. In this class, we will learn about women's activities as environmental activists, gardeners, sharecroppers, and farmers as well as the work of naturalists, ecologists, and science teachers who generated knowledge about the natural world. Most of the course work will be based in the archives of Special Collections, where the class will learn how to navigate these archives, finding and analyzing documents, maps, photos, and films with the goal of telling stories about women's engagement with Georgia's natural environment.

**Eileen Wallace**

**Lamar Dodd School of Art**

**ARTS 8100, Thematic Inquiry**

This course will delve deeply into the rich resources of the special collections libraries to investigate primary source materials as inspiration and content for studio artists. Students will work primarily in the Hargrett Rare Books & Manuscripts library to refine their research skills and understand the collection. We will combine the history of materials and methods with our interpretations, reactions and perceptions of these materials to create new works of art.

## **2016 Special Collections Libraries Faculty Fellows**

**Garrison Bickerstaff**

**Division of Academic Enhancement**

**UNIV 1115, Introduction to Academic Writing**

Using University of Georgia yearbooks and other published and unpublished materials related to student life as source materials, the students complete writing assignments and explore where they reflect on how the experiences of college have changed and persisted over time.

**Cynthia Camp**

**Department of English**

## **ENGL 4230, Middle English Literature**

This course introduces students to the field of manuscript studies, focusing on the genre of book known as the Book of Hours (a kind of prayer book). The capstone project of the course, which will extend over several course iterations, is to examine and unpack the Book of Hours held by the Hargrett Library; students will be doing original research on this unique manuscript.

<http://ctlsites.uga.edu/hargretthoursproject/>

**Kathleen deMarrais**

**Qualitative Studies, Department of Lifelong Education, Administration, and Policy**

**QUAL9700, Document Analysis Using the Special Collections Libraries**

This course provides doctoral level students with opportunities to examine document analysis methodologies through the use of the UGA Special Collections Libraries. Through individual and group activities, students design and implement an archive-based research project.

**Brian Drake**

**Department of History**

**HIST 3073, America 1945-Present**

This course provides the introduction to independent original research through the lens of recent U.S. history 1945-present. Students develop research and write a 10-page paper responding to the general prompt, *What did Georgians think about X?* The primary sources for these essays are views expressed by constituents writing to Georgia congress members about issues of importance to them. These materials come from the Russell Library's congressional collections and help students to frame good historical research questions to explore and develop their ability grapple with multiple and sometimes contradictory evidence.

**Ben Ehlers**

**Department of History**

**HIST 3371, Tudor-Stuart England**

This course examines the history of the British Isles from the late fifteenth to the early eighteenth century. Under the Tudor and Stuart monarchs, England developed from a relatively minor and peripheral region into an incipient world power, with a growing industrial base and a flourishing overseas empire. By studying this period of British history, we seek to understand the rise of modernity in a context highly relevant to the future United States. Major themes for discussion include the English Reformation, the evolution of the monarchy, the Civil War and the common people, English territories abroad, and developments in science and the arts. The reading materials for this course consist of both a textbook and primary sources. I supplement the readings listed below with other materials, both written and visual, over the course of the semester. Those marked ELC will be available on E-Learning Commons. This course will make significant use of materials in UGA's Special Collections.

**Amma Y. Ghartey-Tagoe Kootin**

**Department of Theatre and Film Studies and Institute for African American Studies**

**THEA 4800, Performing the Archives**

This course uses primary sources from the Russell Library exhibition ***On the Stump! What does it take to get elected in Georgia?*** as the source materials to develop an original script and performance of the Three Governor's Controversy of 1947.

**Hilda Kurtz**

**Department of Geography**

**GEOG 3630, Intro to Urban Geography**

Students explore archival materials related to Athens, Georgia and its urban geography to develop knowledge of this history and to develop effective research questions related to the city's history with public housing.

**Akela Reason**

**Department of History**

**HIST 4027/6027, Museums, Monuments and Memorials**

Students explore the three themes of this course through the lens of material culture study, documentary analysis, and recent scholarship in history and public history. Working in small groups, students develop research, design, and host focused interpretive exhibits using materials in the Hargrett, Russell, and Brown collections. Students present their work in a public pop-up exhibit pop-up in special collections during the final exam period for the class.

**Spenser Simrill**

**Department of English and Division of Academic Enhancement**

**UNIV 1120, Archives-based Documentary Filmmaking**

Students explore materials from the Brown Media Archives and Peabody Awards Collection to inspire and contribute to short documentary projects they create to develop skills and techniques for making effective documentary film projects.

**Kristen Smith**

**Department of Public Relations, Grady College of Journalism and Mass Communication**

**ADPR 3520, Graphic Communication**

In this course, students gain the skills to design messages for particular audiences and to prepare designs correctly for print, digital, and social environments. Students learn to analyze and to use the principles of design, typography, layout, color theory, art and illustration, and copyright law. Adobe Creative software is used to produce a variety of projects for student portfolios. At the end of the special collections edition of this course, students are able to:

- identify the primary style movements of the 20th century;
- analyze primary documents from the 20th century and discuss them relative to principles of design and typography and in terms of the social/political/economic contexts in which they were made;
- design print materials and social media graphics based on the styles observed in the primary sources and with an understanding of the style implications.

**Montgomery Wolf**

**Department of History**

## **HIST 2111, U.S. History to 1865**

Students in a large 100-300-person survey course in early U.S. history perform basic to intermediate tasks in special collections to learn about the nature of primary sources and how historians use this evidence to write history.