



Special Collections Libraries Fellows

The goal of this program is to provide opportunities for supported exploration of archives-based learning as a high-impact learning practice. Inspired by the comprehensive work of [TeachArchives.org](https://teacharchives.org), Special Collections Libraries Faculty Fellows collaborate with archivists in the University’s three special collections libraries in order to include an archives-focused approach to the pedagogy and course design of a new or existing course.

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2024 SPECIAL COLLECTIONS LIBRARIES FACULTY TEACHING FELLOWS

ELIZABETH SAARI BROWN

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ARHI 8650: Perspectives on the Picturesque

Colloquially employed to designate a quaint or sentimental scene, the picturesque is, in fact, a richly theorized and complex domain. In the seventeenth century, the “pittresco,” as it was initially called in Italian, described a painterly manner of brushwork that encouraged the viewer to reflect on processes of artistic making; to pay attention to representation revealed as an act as much as an image. Thus, from its earliest usage, the picturesque implied a subject position, an encounter with art in which one might navigate—reflect on, undermine, or transform—the relationship between art(ifice) and nature (truth, or verisimilitude). In this seminar we will revisit the historical roots and impacts of the picturesque as a relational aesthetic that continues to provoke new modes of thinking in art, architecture, landscape architecture/garden design, and urbanism.

Though the picturesque initially emerged in European art criticism and theory, this course engages a host of disciplines and a broader geography to unpack the repercussions of the picturesque on how we relate to objects, sites, and even those around us. Covering the seventeenth century to today, weekly themes and readings will address issues of aesthetic philosophy, natural history, agricultural reform, cross-cultural exchange and colonialism, and earth sciences and environmentalism. Our case studies through which we will engage these ideas will center on works of art, though broadly defined: over the course of the semester, we will examine paintings, small sculptures, gardens, maps, sketchbooks, ephemera, buildings, city plans, performances, and waste sites.

This course was designed with assistance from a UGA Special Collections Library Fellowship and will involve archival engagement throughout the semester and archival research toward a final paper/project. Over the duration of the semester, we will be visiting Special Collections and working with their librarians to select, see, and study relevant objects to the course and to our research, including rare books, stereographs, postcards, lantern slides, home movies, and cemetery plans to name just a few resources available.

BARRY CROOM

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ALDR 8900E: History & Philosophy of Agricultural and Extension Education

This course aims to deepen your understanding of the significant events and factors that have shaped the development of Agricultural and Extension Education in the United States.



By the end of this course, you will have a foundational knowledge of why American Agricultural and Extension Education is as it stands today.

To enrich your learning experience, we will incorporate archival research into our coursework using the resources available at the UGA Special Collections Libraries. This will allow you to engage with primary sources and gain a more nuanced understanding of historical developments.

MICHAEL FORD

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ENGL 1102: Composition II

In this first-year writing course students will read several short works of 20th-century American literature by authors such as Ernest Hemingway, Langston Hughes, Gwendolyn Brooks, and Lorraine Hansberry and write essays that respond to those works, their central themes and techniques, and our visits to the archives and other sites on campus. The archives and archival materials will serve as a focus for students' expository, reflective, and analytical writing and as a site for critical thinking. Our examination and analysis of postcards will provide a glimpse into the media ecosystems in which early 20th-century writers worked, thereby allowing students to discuss and write about modernist texts more effectively. Postcards and other archival materials, such as government documents and maps of the UGA campus, will also help students discuss and write about literary and visual representations of the natural and built environments, as well as about the natural and built environments where they themselves live and have lived.

ROBERT KAMINSKI

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ECON 4700: Economic History of the U.S.

From its origins as a minor colonial outpost, the United States emerged as the world's leading industrial nation by the early twentieth century. Since then, America has retained this lead position through its sometimes-tumultuous transition to a service economy. This course will combine economic and historical analysis to explore the causes of this enviable record of sustained economic growth as well as analyzing its broader social consequences. We will likewise consider some of the major socioeconomic problems Americans have confronted including the spread of slavery, financial crises, and periods of growing inequality. Along the way, we will take advantage of the Special Collections Libraries' extensive archival materials while devoting particular attention to Georgia's place within this broader history. In the process, students will not only learn about America's economic history but also gain a critical, historical perspective on contemporary economic theory and debates.



JOSEPH PERAGINE

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ARST 4140/7140: Directed Study in Painting

As part of this senior painting course, students engaged in a research-driven assignment at the Special Collections Library (SCL), designed to expand the conceptual and historical foundations of their studio practice. The class visited the SCL twice as a group—first for an orientation session and later for a structured research activity. Following these visits, students were required to explore the archives independently, using self-identified keywords to guide their research and personalize the experience. Each student selected at least three items from the collection, documenting their findings through a structured prompt sheet and incorporating their discoveries into their artwork. This exercise encouraged students to deepen their research skills, connect their practice to broader cultural and historical contexts, and integrate archival materials into their creative process. The assignment underscored the importance of interdisciplinary inquiry and critical engagement with visual culture, reinforcing the professional rigor expected in this course.

MARNI SHINDELMAN

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ARST 2210: Introduction to Photography & Digital Culture

Introduction to Photography and Digital Culture asks questions about the function and importance of photographic representation. The course introduces basic elements of photography, issues of contemporary art and popular imagery and students learn how to make images within this context. The course is meant to give an overview of the history of image making through the digital revolution of the past decade. This new version of the course will be a special summer course. In discussing photographic history, we will be utilizing primary sources to look at the development of the photograph as a key element in the digital revolution of the past twenty years.

ANDREW WALGREN

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HIST 4000: Media Combat: Popular Culture and Warfare in the 20th Century

Media Combat: Popular Culture and Warfare in the 20th Century is designed to introduce students to the role of popular culture in America's prosecution of modern war. In the process, students will study war's impact on the development of major American cultural entities: Tin Pan Alley, Hollywood, radio and television broadcasters, and video-game developers. Each conflict under examination – World Wars I and II, Vietnam, Iraq, and Afghanistan – will be examined through the lens of the dominant media form of the time.



This course is archives-centered, meaning a significant amount of course time will be spent handling, analyzing, and comparing artifacts from the past to formulate historical arguments. At the end, we will ponder the ways in which the United States has memorialized and remembered its wars and discuss what those memorial practices say about the future of conflict in the Western world.

Rebecca Wells

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SOWK 7360 Disability and Social Justice: Practice, Policy, Research, and Advocacy Across the Lifespan

This course focuses on the diversity of disability and promoting social justice for people with disabilities and their families across the lifespan. Content includes disability models, U.S. disability history, challenges, available services, and social work's role in supporting and advocating with disability subpopulations to improve access, equity, quality of life, and well-being. In this course, students will have opportunities to explore primary source materials from UGA's Special Collections Libraries to enhance their learning experience.

CAROLINE YOUNG

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ENGL 3851S: Writing for Social Justice: The Prison Writing Project

ENGL 3851S Writing for Social Justice explores social equity through student engagement with higher education programs in Georgia prisons. In this course, UGA students consider: What is education and how does it translate to personal freedom? How does writing foster community, and how does collaborative knowledge building enhance individual scholarship? How does community exchange foster self and societal awareness? How can writers contribute to others' learning processes through a reflection on their own?

This spring, our class is working to create a collection of archival materials that trace Georgia's history through the activism of women. These kits will be used as educational resources for the incarcerated scholars in the [Common Good Atlanta](#) higher education program at Whitworth Women's Facility in Hartwell, Georgia. Incarcerated humanities students cannot make museum visits, so this class brings the UGA Special Collections Library archives to the prison classroom through these team-prepared kits. Assignments generated through these kits will be designed to address and engage the broader public. Across semesters and communities, this archival study project facilitates a scholarly conversation about history and its influence in our personal and collective lives.



2023 SPECIAL COLLECTIONS LIBRARIES FACULTY TEACHING FELLOWS

KARIN ASSMANN

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JOUR 4090: Multiplatform Story Production

Journalism students in Grady's multiplatform production class took a deep dive into archival holdings around the prison system, both current and historical, in Georgia. They were given audio-visual and textual items as starting points for their research. Along the way they learned about issues around archiving video materials in particular, as well as conducting a systematic search in the Special Collections Library. This supported student understanding of how they, as producers of news stories across platforms, could use archival material and, by deconstructing how it was created, develop more sophisticated research and reporting practices.

JOSHUA COHEN

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ENGL 2330: American Literature from the Beginnings to 1914

What makes a story "American"? In this class, we will read a diverse range of novels, speeches, poems, essays, and short stories from 1630 to 1914 that address some of the most important themes of U.S. history, including slavery and freedom, individuality and conformity, tradition and innovation. We will enrich our understanding of this period by exploring archival materials at UGA's Special Collections Libraries. Examining letters, political cartoons, broadsides, and sermons preserved in the archives will help us gain a better sense of what past Americans thought and how they felt about major issues, such as abolition.

BOBBY JO OTTO

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SOCI 3860: Sociology of Alcohol and Drug Use

This course is designed to introduce students to the historical context and social reality of drug use, drug effects, patterns of drug use, abuse and addiction, drug prevention programs and drug treatment, drug policies, medicalization, and drug enforcement and legislation. Students will: (1) articulate how drug use, as a social problem, is socially constructed; (2) understand and synthesize the key figures, policies, and targets in the War on Drugs; (3) differentiate how individual, social, and institutional processes contribute to drug use and abuse; (4) demonstrate the ability to critically evaluate treatment and



institutional responses to drug users; and (5) understand archives as constructed historical documents, including who were the figures behind their construction.

HILLARY PALMER

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COMM 3320: Environmental Communication

Human actions that affect the environment are dependent on how we think and communicate about nature. Why are some environmental issues fiercely debated while others receive little to no attention? Why aren't scientific facts alone enough to settle environmental debates? Who shapes these debates, and who gets left out, sidelined, or silenced? To explore such questions, students will examine conceptualizations of the environment in U.S. public culture from the colonial period forward, devoting particular attention to how these ideas give rise to unique communication problems and solutions. By examining archival materials related to environmental issues in Georgia, students will also explore how communication has shaped local communities. Such issues will broadly connect to water and include but are not limited to water rights, drought and flood management, and the role of hydropower in the state's energy economy.

MICHELLE RITCHIE

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DMAN 3750: How to Survive the Apocalypse

Apocalypses signal an end of times, and they are seen in the histories, present, and futures of life on Earth. In this course, we examine what it means to survive – and prevent – an apocalypse! Together, we draw from diverse disciplinary perspectives, including human-environment geography, environmental studies, sustainability, and disaster management.

JULIE SPIVEY

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ARGD 3030: Typography

In ARGD 3030 *Typography*, students engage with a collection of objects focused on typographic history and nomenclature. The pieces they encounter include items such as a 1785 specimen of printing types from a London type foundry and an 1847 Boston theater broadside. While the course is an applied studio, much of the terminology and classification used in digital typography is deeply rooted in the historical progression of typographic design, which evolved alongside advancements in printing technologies and media. By handling these pieces, graphic design students experience their weight, texture, and print impressions firsthand. This direct interaction not only facilitates a deeper



understanding and application of typographic terminology and historical classification but also provides a meaningful contrast to their extensive experiences with digital media.

2021 SPECIAL COLLECTIONS LIBRARIES FACULTY TEACHING FELLOWS

JILLIAN BOHLEN

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ADSC4010: Issues in Animal Agriculture

Archival resources are rich in information, public narratives and individual stories related to agriculture. To fully grasp how agriculture is formed and viewed in today's time requires an inquisition into its past. It is only when we find these roots that we may make the most enlightened decisions on forward progression in the best interest of the farmer and society at large.

MEGAN BROCK

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UNIV 1202: Active Learning

In this course, students will develop the necessary skills to be successful as an active learner within a variety of instructional modalities while learning about the development of the world hunger crisis that spans decades. Students will embrace collaborative learning assignments and study groups; reflect on their own progress and strategies while engaging with Special Collection's Library archive materials. Students will be able to apply the skills learned into diverse discipline-specific courses.

DANA BULTMAN

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SPAN4080: (Topics) "Tracing the Imagination *en español* at UGA's Special Collections"

"Tracing the Imagination *en español* at UGA's Special Collections" brings advanced undergraduate students of Spanish to the Hargrett, Russell, and Brown Media Archives where they will be guided in the methods of primary source archival research. Working hands-on with rare books, maps, manuscripts and legal documents in the Spanish language, students will explore the broad themes of land, bodies, and the creative imagination as they learn about the ways the Spanish language has existed in the Southeast from the 16th century until today. By comparing that history to examples of contemporary visual art, documentaries and oral histories, students will gain a deeper understanding of current Spanish language practices in this region. By the end of the



course students will be able to prepare a bilingual exhibit and will become more proficient in the techniques of using primary sources to create new knowledge.

GEORGE CONTINI

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THEA 4500/6500: The Broadway Musical and American Culture

This course studies the Broadway musical as one of the most quintessentially American forms of performance. Students explore the history of the genre and the messages about gender, race, ethnicity, sexuality, and the meaning of "America" that musicals have conveyed. How have various social movements, politics, and identities been reflected in the musical theatre? Operetta, music hall, vaudeville, burlesque, tin pan alley, top 40 hits, rock operas, and hip hop-eras have all at one time been at the forefront of American popular collective culture with tunes and songs on America's lips. Sometimes subversive, sometimes status quo, sometimes silly, sometimes profound. What is it about the musical that feeds our dreams and fantasies? What makes a great musical? How do you analyze form and content of this American spectacle that oddly combines music, theatre and dance? Where people just start singing for no reason whatsoever and in AABBA rhyme schemes? What exactly is a Dream Ballet? An 11 O'Clock Number? How white is the Great White Way? And where did Jazz Hands come from? All of these important questions and more will be answered. Through a UGA special collections fellowship this course has been designed to involve archives-based activities and research projects. Students will have opportunities to explore primary source materials and ephemera pertaining to musical theatre at the Hargrett Rare Book and Manuscript Library.

CHRISTINA HANAWALT

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ARED 8410 History of Art Education

In this course, students examine the history of art education, chiefly in the United States, paying special attention to the relationships between art, education, and society. As a key component of this course, students will pursue archival research in the UGA Special Collections Library, making connections between local, state, and national histories. Each student will develop a unique archival research project on a topic of choice relevant to the intersections of art and education.

MELISSA HARSHMAN

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ARST 4345/6345



In this course you will be expected to build upon what you learned in beginning printmaking or other advanced print courses. You will expand your basic printmaking vocabulary with the addition of new techniques. The main focus of this class, however, will be to produce a cohesive body of work with an aesthetic and conceptual theme. We will begin the course focused on using the archives at the Special Collections Library on campus to explore a common theme. We will create a portfolio print based on this research. Subsequent prints can utilize the archives for inspiration and research as well as other sources. We will discuss current ideas in printmaking and explore the works of contemporary artists. Each student will present the work of a contemporary printmaker in a PowerPoint presentation. There will be group critiques throughout the semester. **The pace of the course is intensive and requires your full involvement.** Participation in and outside of class in the print shop is essential, as you will learn a great deal from seeing how others work. Each student will present a finished body of work during final critiques.

SUNKYUNG LEE

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LAND 4950 Sustainability in Design

LAND 4095 Sustainability in Design will incorporate archive-based site research, field inventory and analysis, landscape design projects to engage students in learning about local environmental issues and sustainable design interventions for creating more resilient and inclusive environments. The scope of sustainability in this course is not limited to the concept and practices of resource self-sufficiency. It expands to the performance of the designed site and impacts to the surrounding communities and reciprocal stewardship.

KYSER LOUGH

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JOUR3330 Introduction to Photojournalism

As part of retooling the JOUR3330 Intro to Photojournalism course, I am using primary source materials from photojournalism archives and historical records from the National Press Photographers Association to introduce students to the history of photojournalism and one of its major supporting organizations. Through examining these materials, students understand how the field of photojournalism first was organized into an advocacy organization and the important topics that its members focused on in the early years, such as pioneering a push for cameras in courtrooms. They also gain a deeper understanding of how ethics have evolved over time, and the socially-constructed nature of photojournalism ethics.



ANNETTE POULSEN

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FYOS 1001 Financial Markets: Reviewing Key Moments in History from Aristotle to Today

Financial markets are extraordinarily efficient, providing capital for businesses and governments, and investment opportunities for individuals. But what are the foundations of these markets? How have they contributed to society throughout history? What key moments in history led to the extraordinary success and failures of the markets? In this seminar, we review the development of financial markets with an emphasis on key moments such as Greek, Roman, and Christian market development, introduction of firms such as the East India Trading Company, bubbles such Tulip Mania, the creation and regulation of Exchanges, and the source of financial crises. Archival research in the UGA Special Collections Library will allow students to see how financial innovations result from economic and cultural developments. Topics for archival research include but are definitely not limited to gold mining in north Georgia and its role as a store of value and medium of exchange, economic markets for enslaved people, and development of financial regulations in response to economic crises as seen through the eyes of Georgia lawmakers.

RUMYA PUTCHA

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MUSI 8XXX Ethnography and the Archive

This graduate course will examine the relationship between ethnographic methods and archival methods. Participants will be introduced to archival materials and spaces through UGA's Special Collections. At the archive participants will practice historiographical methods as well as ethnographic participant-observation. By treating the archive as an ethnographic space and the ethnographic space as an archival one, participants will learn how to think critically about the spatial and relational logics that shape the production of knowledge.

LINDSEY REYNOLDS

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ARST 4915/6915 Thematic Inquiry in Contemporary Art: "Artists' Publications"

Advanced cross-media research and studio production on a topical theme in contemporary art. Readings, guest lectures, and field research will guide discussions on the topical theme of the course. Students will develop studio work addressing the theme



utilizing the media of their expertise. Prerequisite: Two 3000- level or above ARST or ARID or ARGD courses

JENNIFER SAMP

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COMM 4540 Communication and Conflict

Conflict frequently occurs at all levels of our everyday lives, ranging from close relationships to societal-level disagreements. Whether or not differences in opinions turn into true conflict is in large part determined by how we communicate (or not) about our positions to others. This course will provide you with an opportunity to explore the complexities of conflict, to understand the forces that make conflict challenging, and to develop a repertoire of skills for thinking about and managing conflict more effectively in a variety of contexts ranging from the interpersonal to the societal. Students will have the opportunity to analyze modern-day and historical examples using archival accounts of dialogues about challenging issues, and to situate their analyses with regard to the perspectives of participants and the social forces revealed during interaction.

FAUSTO SARMIENTO

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GEOG 3290 Mountain Geographies

The course Mountain Geographies (GEOG 3290) requires the preparation of a term paper with geographical significance of an issue identified by the student in relation to mountain sustainable development. I incorporated archival research as a way to engage students in using primary sources to build argumentation and provide context to understand Georgia Mountains as socioecological production landscapes, and grapple with their transformation through development trends and conservation initiatives. The SCL segment brings an approach similar to Reacting-To-The-Past, whereby the RTTP pedagogy is internalized by the experience at the SCL archival research on an individual basis following the student own curiosity. The deliverable is a sound term paper, written accordingly to a target journal's guidelines, one with publishable qualities for submission to a review-type of academic outlet.

SARAH SHANNON

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SOCI 3070/3070S Juvenile Delinquency

This course will address four deceptively simple questions: 1) What is a juvenile?, 2) What is delinquency?, 3) What causes delinquency?, and 4) What should be done to address



delinquency? To answer the first question, we will examine the history of the social construction of age-defined categories like "juvenile" and "adolescence." We will apply the life course perspective and review recent brain science to critically assess these categories. To answer the second question, we will discuss the various ways that delinquency is defined and measured by the criminal legal system and social science. We will examine how trends in delinquency have changed over time and place, and discuss "moral panics" that have emerged periodically over youth crime (e.g., "superpredators"). To address the third question, we will learn how the life course perspective and other sociological theories explain engagement in criminal behavior during the adolescent and young adult years. Finally, to address the fourth question, we will study the history of interventions to address youth crime, including the juvenile court and formal state interventions as well as community-based programs such as diversion, prevention, and restorative justice. To do so, we will spend several class periods at the Special Collections Library examining archival objects from three historical periods in Georgia's history of juvenile justice. Throughout the course, we will discuss how and why certain groups of youth have been excluded from definitions of adolescence and disproportionately impacted by harsh criminal legal sanctions, including Black youth, American Indian youth, Latinx youth, and LGBTQ+ youth.

2020 SPECIAL COLLECTIONS LIBRARIES FACULTY TEACHING FELLOWS

DONNA ALVERMANN

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LLED 7910e New and Digital Literacies

This course incorporates an archival-based pedagogy that introduces graduate students from education, comparative literature, linguistics, and journalism and mass communications to UGA's Special Collections Libraries: Hargrett Rare Book and Manuscript Library, Richard B. Russell Library for Political Research and Studies, and Walter J. Brown Media Archives & Peabody Awards Collection. The course is designed to enable each student to create an original podcast that showcases their digital literacy identity and expertise in transforming a print mockup of a soundtrack into a full audio episode complete with cover and title. The centerpiece for both the print mockup and actual podcast will be an archival item that they choose from one of the three Special Collections Libraries. Selecting their items will consist of in-person visits to one of the three libraries if they reside in Athens or neighboring counties. For those too distant to make an onsite visit feasible, digitized copies of archival items will be provided. In both instances, students will carefully examine their selected item so that an archival object's physical presence is appreciated along with the information it carries. In all, there will be



three archival encounters per student to ensure appropriate selection, analysis, and presentation skills are learned and practiced.

BRANDY BURGESS

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POPH 5240 Epidemiology

This course uses archival materials from special collections related to smoking in the United States to explore the strategies, challenges, and opportunities faced by epidemiologists working to craft health messaging to change people's behavior. Students will explore a variety of positions on smoking over time to enhance their knowledge of the complexity of public health issues and the evolving role epidemiologists play in meeting these challenges.

MELISSA FREEMAN

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QUAL 8585 Hermeneutics

This course is a doctoral level qualitative research course aimed at introducing and applying hermeneutics to archival research. From the Greek “to interpret” or “make clear,” hermeneutics is the study of the theory and practice of understanding and interpretation. A person trying to understand a text is prepared for it to tell him [or her] something. That is why a hermeneutically trained consciousness must be, from the start, sensitive to the text's alterity” (Gadamer, 2004, p. 271). For Hans-Georg Gadamer, understanding is our mode of being in the world and yet understanding anything is fraught with complexity and requires that we approach the other—whether person, text, artifact, nature and so on—as if it has something unique to teach us. This “uniqueness” takes shape in the interplay of multiple meaning-giving matrices that often obscure the work that they do and compete for attention. Students will engage in questions related to the ethical and methodological difficulties of interpretation while they learn how to access and take note of the unique, multimodal qualities of primary source materials in UGA's Special Collections Libraries (Hargrett Rare Book and Manuscript Library, the Walter J. Brown Media Archives and Peabody Collections, and the Richard B. Russell Library of Political Research and Studies) and use these to develop a hermeneutically-informed research proposal derived from questions asked of primary source materials. [Gadamer, Hans-Georg (2004). *Truth and Method* (Second revised edition, translated by J. Weinsheimer and D. G. Marshall). Continuum.]

MOON JANG

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ARGD 4060 Design Center

This class is a design studio, ARGD 4060: Design Center, where students can explore graphic design problems and the impact of visual communication design. Project topics range from social design & public outreach to information graphics. This course will focus on how the special collection can become an innovative design tool to create non-static and visual narratives in design and to re-contextualize the original materials within an online platform.

This course focuses on learning about what to visualize, how to articulate design problems, and how to solve them. Solving design problems always begins with understanding information and analyzing materials. Since students often use existing online resources, sometimes the design processes or creations can be too generic or can lack uniqueness. I believe that if the students have access to unique materials in the first place, they will experience a more logical design process and will produce innovative content and design solutions. Therefore, this course examines original visual resources such as the SNCC Newsletter, *The Student Voice*, and WSB-TV news-films featuring the Civil Rights Movement in the 1960s archived in the Special Collection Library: the Hargrett Rare Book and Manuscript Library, the Russell Library for Political Research and Studies, the Walter J. Brown Media Archives, and the Peabody Collection.

Design Center will provide students with an opportunity to investigate these archives-based resources as tools to study social design and publicity by exploring the visual language and narratives and design methods such as experimental commemoration. For example, when it comes to communicating voices of freedom, one of the standard practices is to write or to print messages on pickets and signs, which are used to represent a sense of urgency in modern society. Typography within pickets and signs is a visual form and expression of liberty as seen in demonstrations. Students will collect, commemorate, re-contextualize, and (re)visualize, the invisible and the voices of freedom by investigating significant information, visual concepts, letter-forms, images, and the relationships between form and content .

Design Center will also promote design outcomes and share the value of these resources with the University community and the greater public: students can contribute to innovative and meaningful ways of using and looking at the primary materials and resources by giving them a new life in the digital world. Eventually, this course will create a web-exhibition, *Visualizing the Voices of Freedom* featuring course outcomes.

LORI JOHNSTON

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[description unavailable]



KEVIN JONES

kevjones@uga.edu; Department of History

HIST 3572 U.S. and the Middle East

This course covers the history of U.S. involvement in the Middle East from the “Barbary Wars” of the early 19th century until the present day. The course covers major wars and covert military operations, the evolution of missionary activity, diplomatic relations, economy investment, and aid arrangements, and the popular attitudes shaped by cultural encounters between Americans, Jews, Arabs, Turks, Persians, and Afghanis in both the United State and Middle East. Students will utilize archival documents from both the Russell Library and Brown Media Library to develop independent research projects related to one or more of these encounters

ROY LEGETTE

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EDUC 2110 Critical Issues in Education

This course will explore critical issues in education/music education, inclusive of movements, people, and laws that have shaped its development historically, philosophically, sociologically, and politically. Recorded stories of public school teachers from a variety of music teaching settings and experiences, archived in the Richard B. Russell Special Collections Library will be used to illuminate and reinforce central points and issues of music teaching discussed in class.

TONY LOWE

tblowe@uga.edu; School of Social Work

SOWK 7215 Social Welfare Policy and Programs

Social welfare policies are designed to intervene in a wide range of unmet human need and societal problems. The school lunch policy, and its associated program, is one such example that intersect educational, economic, and nutritional needs of vulnerable children, families, and farmers. The National School Lunch Program is currently a federally assisted meal program operating in public and nonprofit private schools and residential childcare institutions. It provides nutritionally balanced, low cost and no-cost lunches to children each school day. The program was established under the Richard B Russell Jr. National School Lunch Act, signed into law by President Harry Truman in 1946. Specifically, it reads: “It is hereby declared to be the policy of Congress, as a measure of national security, to safeguard the health and well-being of the Nation’s children and to encourage the domestic consumption of nutritious agricultural commodities and other food, by assisting the States, through grant-in aid and other means, in providing an adequate supply



of food and other facilities for the establishment, maintenance, operation and expansion of nonprofit school lunch programs.” (Sec. 2, The National School Lunch Act, 1946) At the federal level, the Food and Nutrition Service administers the program and is operated by the U.S. Department of Agriculture. Beyond the general welfare benefits to poor children and their families, poor states and local school districts and the agricultural industry were among the greatest benefactors of the bill. This program enjoyed bipartisan support and expanded through the Child Nutrition Act of 1966. However, the Reagan Administration in 1981 moved to reduce the federal budget by cutting the program through revising eligibility criteria.

Learning Objectives:

- To critically understand the connection between anti-poverty and the school lunch policy in the U.S.
- Identify competing economic, social, and political factors and tensions that underlie the policy development and maintenance.
- Understanding the shifting public demands over time
- Use primary archival-based source materials to enrich student’s understanding of contributing forces.

TONY MADONNA

ajmadonn@uga.edu; Department of Political Science

POLS 4620 The United States Congress: Process and Policy-Making

This course provides students with an advanced understanding of how congressional rules of procedure impact policy-making. This is done by training students to collect data on lawmaking and drafting a detailed legislative history on a landmark law of their choice. Students will utilize primary source material such as the Congressional Record, historical newspapers, committee reports and documents from special collections to generate their legislative histories.

JANE MCPHERSON

jmcpfers@uga.edu; School of Social Work

SOWK 7114 Foundation SW Practice with Individuals & Families

This course focuses on generalist micro-level social work practice viewed through the lens of race, culture, gender, oppression, social justice, and the history of the social work profession. Historic and current documents will promote reflection on the changing nature of social justice and social work intervention over time. Knowledge, skills, and values essential to the professional relationships (including mutuality, collaboration and respect



for the client system) are developed using various practice models through class discussion and critiques of case studies. Assessment of clients both individually and as family systems will be emphasized. Knowledge and skills needed to critically evaluate practice effectiveness are addressed.

TAYLOR MILLER

Entertainment and Media Studies

EMST 4310 Television Histories

I have taught a version of this course before although not since it's been redesigned in our curriculum overhaul. The version I am teaching of it for Spring 2021, will have a more research heavy track available to students. The students in the past learned to search the archive and even conducted some basic research there on a Peabody project I assigned every semester. But they had very little engagement with the archive beyond that and at that point in the semester, most of them had forgotten how to even do a basic search. I want to give them more sustained contact with the archive this semester with more research-focused mini-projects, but given this course is all-online for the Spring, I'll need to find ways of providing them that access without overloading the staff or creating inequality for students. This course is gamified meaning students will have a variety of different options for projects to earn the grade they want to achieve in the course, and some of these will involve extra research at the archive. The gamification and variety of projects will also help keep things fair for students who cannot go on campus. These extra archival projects will be in addition to Close First Encounters of the Archival Kind, which itself will utilize archival materials provided to students online.

ELIZABETH SAYLOR

Department of Educational Theory and Practice

EDEL 6040 Learning Ecologies I: Equity, Assess, and Inclusion

This course is designed to introduce students to the Elementary Education program and to guide their initial exploration of the role of community and cultural contexts in elementary pedagogical theory and practice. Students will build upon their pre-professional experiences by linking the "achievement gap" phenomena with broader historical, social, and political issues such as access, power, privilege, deficit ideologies, and low expectations. Drawing on sociocultural and anthropological theories in education, students will engage in community-based research and learning activities that require humility, open-mindedness, curiosity, a willingness to challenge possible assumptions and biases, a nonjudgmental stance, and a high regard for all students, families, and communities. In doing so, students will be challenged to cultivate a lens that views children's diverse experiences, concerns, and aspirations as learning assets.



Since many of our class topics center on sensitive and sometimes controversial issues, it is imperative that students approach this journey with a commitment to consider alternative viewpoints, to listen for understanding before critiquing, and to use their own voice effectively. This course can only be fully executed—and enjoyed—if participants come to class with a willingness to challenge their ideas and a desire to learn about and with others.

2019 SPECIAL COLLECTIONS LIBRARIES FACULTY TEACHING FELLOWS

MARGARET ARIOTTI

mariotti@uga.edu; Department of International Affairs

INTL 4355 African Politics

This course focuses on the political, economic, and social dynamics that shape African countries, their relationships with one another, and their relationships with the rest of the world. We will use documents from the University of Georgia's Special Collections Library Archives and other scholarly works to examine independence leaders and their goals, regime transitions and democratization, protest and social movements, conflict, and international involvement, focusing on how these factors have shaped African politics over time. While we will discuss the colonial period, this course will mostly focus on post-Independence politics. It will also emphasize the role of the international community, particularly with respect to relations between African countries and their former colonizers.

MARY ATWATER

atwater@uga.edu; Department of Mathematics and Science Education

College of Education; Institute for African American Studies

[no description available]

ANDREW CARSWELL

carswell@uga.edu; Department of Financial Planning, Housing, and Consumer Economics

FHCE 4300/6300 Advanced Housing Theories

The study of housing is inherently a multi- and interdisciplinary adventure. For example, the disciplines of psychology, sociology, history, finance and economics offer theories that contribute to our understanding of housing consumption and production, the functioning of capital markets, and consumer attitudes, preferences and behaviors. By the time this course is over, you should be: (1) better grounded in important and relevant housing theories that impact consumers in a contemporary society; (2) cognizant of important and timely issues which confront housing policy makers' agendas; (3) more conversant in the



theoretical discourse of the housing industry; and (4) better equipped to participate in future seminar style and advanced level classes. You will also be introduced to methods of scientific inquiry and discovery, specifically quantitative, qualitative and archival research techniques.

ROBERT CAPUOZZO

Capuozzo@uga.edu; Department of Educational Theory and Practice (Early Childhood Education)

EDEC 7110 The Educational Foundations of Play

The purpose of this course is to examine multiple perspectives of play and its role in children's learning and development. In this course play is considered a cultural activity that reflects and shapes views of childhood and child development, and that utilizes tools and meanings available in a given cultural context. We will link theories to practices by critically investigating various issues related to children's play and teacher roles in contemporary U.S. early schooling and by evaluating and designing play materials and activities. The course also includes an archival/special collections component in which participants will analyze children's television programming and relate to learning theories.

BYRON FREEMAN

budfree@uga.edu; Eugene Odum School of Ecology

Museum of Natural History

Natural History collections in the broadest sense have been an important resource for students and faculty since the beginning of the University of Georgia. Students enrolled in the Museum of Natural History Internship will explore the History of these collections and museums, and their fates, in teaching and study at the University of Georgia. Much of this historical information has not been curated and the primary sources and clues to this past history reside in University-held archives. Students will learn how to access, explore and summarize this information and contribute to a curated knowledge base of Natural History at the University of Georgia that will assist development of Museum Exhibits that can inform visitors about this rich history.

JOSHUA HUSSEY

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ENGL 1102 Special Topics, "Mapping Nature"

This Special Topics ENGL1102 course in multimodal composition, "Mapping Nature," uses the concepts of technical, literary, and psychological maps to connect students to empirical and historical research. Place-based and archives-based learning, using the



Special Collections Libraries, are incorporated into traditional writing and more complex digital projects. The curriculum includes both fiction and non-fiction texts, poetry, film, videogames, maps, and archival material. The class will work through standard FYC requirements such as grade distribution, essay length requirements, and process work. Students will engage several rhetorical situations to accomplish composition tasks; essays will fundamentally cover Reflection, Reporting, Informing, and Analysis/Argument. Though the reading list will vary, past courses have looked at non-fiction, personal essays that report empirical practices through walking (Annie Dillard, Eula Biss, J.J. Rousseau), and historical texts, such as Thomas Jefferson's Notes on the State of Virginia, to provide insight into the observation and analysis of data, while offering contentious grounds for lively debate in American social landscapes. We will analyze contemporary mapping projects — such as Scott Nesbit's (UGA) "Mapping Occupation" (mappingoccupation.org/), Georgia State's ATLmaps project (atlmaps.org) and the videogame, Geoguessr — to report on the representation of space and power. Capstone projects will ask small groups (3-4) to curate digital exhibits with Omeka software, researching in the UGA Special Collections libraries, Digital Library of Georgia, and the National Archives. Students will also furnish essays reporting on research methodology.

ALISA LUXENBERG

allux@uga.edu; Lamar Dodd School of Art

ARHI 4916/6916 Topics in 18th- and 19th-Century Art: Freemasonry in Georgia: Archival Research and Visual Symbols

This new course will introduce students to a historical topic, Freemasonry and its impact in Georgia, through close study and research of its visual and material traces, to be found in archives and Special Collections within the UGA Libraries. Through closely guided and further independent examination of little or never studied items, mostly from the eighteenth and nineteenth centuries, students will come to understand the central role that archives and material objects can play in the creation of new knowledge. Research project topics may range from masonic documents, items of dress or furnishings to masonic-inspired designs and architecture, gravestones of Athenian Masons, or secret societies on campus. Students will also have the opportunity to interact with living Freemasons, and to explore sites in Athens and the university campus for traces of the legacy of this important social organization.

ERIC MACDONALD

eamacdon@uga.edu; College of Environment + Design

LAND 4910/6910 Applied Historical Ecology



The course introduces historical ecology concepts and techniques, with emphasis on their application to environmental management and interpretation in the Georgia Piedmont region. Students will learn how to infer and interpret information about past ecosystems from both documentary and in-situ physical evidence, and how to communicate historical ecological analysis via mapping and writing.

2018 SPECIAL COLLECTIONS LIBRARIES FACULTY TEACHING FELLOWS

JONATHAN BURR

Jonathan.burr@uga.edu; 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 19th and 20th 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

bdotts@uga.edu; 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.” During this course, students will be able to experience researching history amid a challenging landscape obscured by “fog and mist.

TIM CAIN

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EDHI 8000 History of Higher Education in the United States

This course examines the history of higher education in the United States from its colonial founding through the late 20th 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

lfusillo@uga.edu; Department of Dance

FYOS 1001 “Lights, Costumes, Music, and Dancing! Theatre Designs from Paris Music Halls to Broadway”

Exploring connections between Paris Music Halls and American Broadway productions from the 1920s to the 1950s, this course will be centered on the works of several famous artists who designed the costumes for shows during this period. We will examine original costume designs and programs from key productions in Paris and on Broadway; discover a few of the stars who performed; and learn about theatrical dancing in these shows. Using the extensive collections of artifacts from the “Paris Music Hall Collections” in the Hargrett Rare Book and Manuscript Library, students will gain experience in studying and analyzing primary source materials for original research projects. Students will keep a journal of their research investigation on the course topic, write reports of their findings, and prepare a final presentation/display with materials selected from the collections.

JENNIFER GEORGE

georgejl@uga.edu; 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

ekraft@uga.edu; Department of English

English 4420 Early Eighteenth-Century British Literature

The early eighteenth century witnessed a rapidly expanding print culture. Booksellers such as Edmund Curll and Bernard Lintot were new cultural authorities, and writers such as Daniel Defoe, Jonathan Swift, Eliza Haywood, and Alexander Pope competed not only with each other but with all kinds of print matter available in the book stalls, the coffeehouses, and the drawing-rooms of London. In this class, engagement with eighteenth-century books, prints, broadsides, maps, and manuscripts from our Special Collections will enhance readings of some of the classics of English literature (*The Tatler*, *The Spectator*, *Gulliver's Travels*, *Robinson Crusoe*, *The Dunciad*, to name a few). Students will come to know, first hand, the lively--sometimes exciting, sometimes overwhelming, occasionally threatening--material culture by and in which this literature was produced.

CAROL BRITTON LAWS

cblaws@uga.edu; Institute on Human Development and Disability

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

Course Objectives or Expected Learning Outcomes

- Students will develop fundamental archival research skills, including mastering the appropriate terminology and learning the proper handling of original materials
- Students will analyze documentary materials and artifacts within the framework of archival research and build observation and summarization skills
- Students will develop their abilities to think critically, analyze information, and write persuasively about a variety of topics in disability studies using documentary artifacts
- In service to the Georgia Disability History Alliance, students will develop research products, curate archival material, and/or assist with community outreach services to increase their understanding of the value of the interconnected processes of research, analysis, and dissemination in the scholarship of disability studies



- Students will discover the sensory and emotional impact of handling historical materials
- Students will reflect critically on the value of archival research and curation to disability studies

Topical Outline

- Georgia Disability History Alliance Overview and expectations
- Georgia Disability History Archive & Other Special Collections at UGA
- Archives-Based Learning basics – the documentary record
- Archives- Based Research methods – searching the archive
- Disability in Image: curation of photographic rhetoric
- Disability in Writing: curation of written/published rhetoric
- Disability in Audiovisuals: curated film clips/sound bites
- Project formulation Research, analysis and synthesis (multiple weeks)
- Project presentations and discussion

JULIE VELASQUEZ RUNK

juliev@uga.edu; 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

jshort@uga.edu; Department of History

HIST 3432 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

ssoper@uga.edu; 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

jwiv@uga.edu; New Media Institute

NMIX 4110 New Media Production

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

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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 TEACHING FELLOWS

BRANDON CRASWELL

craswell@uga.edu; 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

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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

Kate.fortmueller@uga.edu; 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

mskozak@uga.edu; 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

bleopkey@uga.edu; Department of Kinesiology

FYOS 1001 “Understanding Mega-Events: The Case of the Olympic Games”

The Olympic Games are the leading international sporting event in the world. In this seminar, students will learn about the historical underpinnings of the event, as well as engage in discussions about the political and social issues surrounding the hosting of the Games. In addition, the governance structure of international sport and the role of the IOC and the International Sport Federations will be presented. The Olympic Movement and the concept of Olympism will also be reviewed. Finally, the event bidding, planning and implementation, and wrap-up stages, as well as legacy issues surround the hosting of the Games are covered. Students will also have to opportunity to watch and analyze previous coverage of the event, as well as related Games productions, and individual sport competitions. Students will be responsible for investigating and presenting on a topic of their choice related to the Olympic Games.

UNKNOWN INSTRUCTOR

KINS 7270: Sport Facility and Event Management”

This course is designed to introduce students to sport events and facility management. Upon completion of this course, you will understand the basic competencies necessary for managing and operating sport events.

Course Objectives:

- Introduce the concepts related to sport facility and event management;
- Understand the various job opportunities available in sport facilities and event management organizations;
- Provide students with experience in critically evaluating sport facility needs and development; and
- Gain a broad understanding of the differences in event and facility planning in different sport events and contexts.

We will have the opportunity in class to visit the UGA Special Collections Library (archives). Here we will learn about how to search and use the artifacts at the archives.

More specifically, we will look at information on the evolution of the sports facilities on campus. Students will be asked to return to the archives to further explore the information available and to write a short reflection paper on the historical evolution of the sports facilities here on campus.



JOHN LOWE

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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

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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

roulston@uga.edu; 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

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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

Wallace1@uga.edu; 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 TEACHING FELLOWS

GARRISON BICKERSTAFF

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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

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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

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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

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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

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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 & 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

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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

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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

spenser@uga.edu; 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

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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

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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.