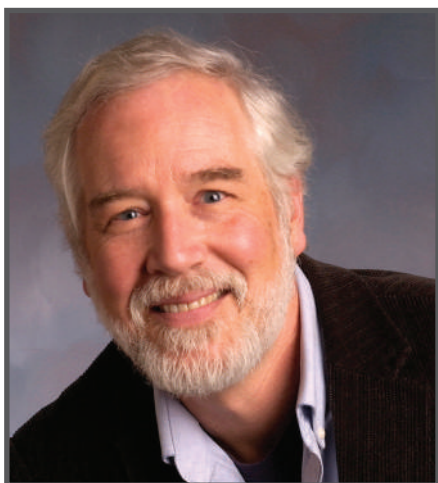




Creating a History of Success

The UT History Department continues on a path of remarkable success, thanks to our highly productive faculty.

In the past year our faculty's work has appeared in the profession's top academic journals and been published by the most distinguished scholarly presses. We have published four books and placed several more under contract. Our research continues to be supported by prestigious fellowships, and the work of our faculty and graduate students has been recognized with a number of dissertation, article, and book awards.

This lively intellectual community is growing. Within the past two years

we have hired five outstanding new faculty who have brought to the department a record of past accomplishment and exciting research agendas. Their expertise is already enriching our curriculum and contributing to our efforts to guide our students to a deeper understanding of all that has happened before them. We want our students to know history, but as importantly, to learn to think historically—developing analytical and communication skills that will enrich their lives, make them more effective citizens, and serve them well in whatever profession they choose to pursue after graduation.

Beyond the classroom, we share our research with other experts in our fields at national and international conferences, but also with the public in venues such as the History Channel, C-Span, and PBS. We are committed to bringing the benefits of our research to Tennesseans, and speak often to local audiences of alumni, senior citizens, and civic organizations.

We are also engaged in various partnerships to improve history education in the state's secondary schools. Our goal is to support the region's many excellent teachers and enrich their students' curriculum. To this end, for more than a decade we have been teaming up with the East Tennessee Historical Society to

provide enrichment opportunities for area teachers, including our annual History Teachers' Workshop, and National History Day, a program that brings hundreds of area history students to the UT campus for a day each spring to share their historical research on the year's theme.

This year, in collaboration with Knox County Schools (Tennessee), we established "UT Bridge to AP U.S. History"—a program to help prepare students in inner-city and rural high schools for the Advanced Placement U.S. History exam. Faculty visit schools to lecture and lead student discussions and students are invited to visit campus to attend a history class, tour campus, and spend time with student recruitment staff. In the end, we hope this program will encourage more, and more diverse, students to become UT history majors. ◀

We invite you to learn more about the department's activities and news in the pages that follow and online history.utk.edu

- ERNEST FREEBERG
Professor and Department Head

NEW FACULTY Talent Expands Research and Enriches Teaching



KRISTEN BLOCK

joined UT as an associate professor after seven years on the faculty at Florida Atlantic University. As an early modern Atlantic historian, her teaching repertoire spans the early Americas, using themes—religion, witchcraft and magic, independence and revolution—to

demonstrate the vibrant ideas and transformative circulation of people from Africa, Europe, and the Americas.

Her research focuses on the seventeenth and eighteenth-century Caribbean. Her first book, *Ordinary Lives in the Early Caribbean: Religion, Colonial Competition, and the Politics of Profit*, was published by the University of Georgia Press in 2012. *Ordinary Lives* examines the entangled histories of Spain and England, two colonial powers searching for profit and fighting to assert their own version of religious dominance. Focused on the stories of ordinary people, the book illustrates how the powerful rhetoric and rituals of Christianity helped ordinary people survive in a harsh world.

Block has begun a second project, “Health, Disease, and the Spirit: Religion and the Colonial Body in the Early Caribbean,” which will explore a range of ideas about disease and contagion.

MATTHEW BRYAN GILLIS

teaches courses on early medieval Europe, the Carolingian empire, medieval intellectual history, pre-millennial European religious history, and the Vikings. Before joining UT this year as assistant professor, he taught at Furman University (Greenville, South Carolina) and the University of Virginia.



A historian of early medieval Europe, focusing on the religious and intellectual history of the Carolingian empire in the eighth and ninth centuries, Gillis earned the doctorate at the University of Virginia and the master's degree in medieval studies at Western Michigan University. He was a Fulbright fellow in Vienna, Austria, as well as a colleague at the Austrian Academy of Sciences' Institute for Medieval Research during his stay in Vienna.

In both his teaching and research, Gillis aims to develop ways of viewing authors, texts and ideas that challenge our understanding of the past. To this end, his research offers a new perspective on early medieval political power and religious coercion through a detailed analysis of the life and thought of the Carolingian world's most notorious heretic, Gottschalk of Orbais (806-868).

ALISON VACCA joined the department this year as assistant professor and is teaching courses on Islamic history and art history.



Although she first read the Qur'an as a high school student, Vacca's interest in Islam deepened after several semesters abroad in Muslim-majority countries while an undergraduate in history and religious studies at Nazareth College of Rochester. After completing the

bachelor's degree she moved to Jerusalem as a Fulbright scholar where she studied early Islamic history and Near Eastern languages (mostly Arabic and Armenian).

Vacca is interested in religious and ethnic diversity in the Islamic world. She completed the doctoral degree at the University of Michigan, where she wrote her dissertation about the Christian province of Armenia in the eighth and ninth centuries, when it was part of the Islamic world and ruled by Arab governors.

Vacca is currently working on a book about the transition from Persian to Arab rule in Armenia and Azerbaijan in the seventh century C.E., focusing on the perception of continuity, the idea of Iran, and the reliability of tenth-century sources.

BRANDON WINFORD joined the department this year as assistant professor. His teaching and research interests focus on late nineteenth and twentieth century U.S. history and African American history.

His current book project, "New South Prosperity: John Hervey Wheeler, Black Banking, and the Civil Rights Era in North Carolina" traces Wheeler's life in order to explore race, power, and citizenship in the South from the 1930s to the 1960s. Wheeler offered a bold vision of regional prosperity, which he believed to be forever bound to the economic prospects of black Americans. This vision could only be



SHANNEN DEE WILLIAMS joined the department this year as an assistant professor, where she is teaching courses in United States, African American, women's, civil rights, and religious history.

Williams earned a B.A. *magna cum laude* with Phi Beta Kappa honors in history from Agnes Scott College in Atlanta. During her senior year, she wrote her thesis on the "Free Joan Little" movement and completed an independent study on the 1963 white supremacist bombing of the Sixteenth Street Baptist Church in Birmingham, Alabama.

Williams also earned a master's degree in Afro-American studies from the University of Wisconsin at Madison and a Ph.D. in history and a graduate certificate in women's and gender studies from Rutgers University-New Brunswick.

A specialist in African American history, Williams is interested in women's activism and leadership in radical struggles for democracy and human justice. She is currently completing a book manuscript entitled, "Subversive Habits: Black Nuns and the Struggle to Desegregate Catholic America after World War I." Her work examines the twentieth-century freedom struggles of black Catholic sisters in the United States.

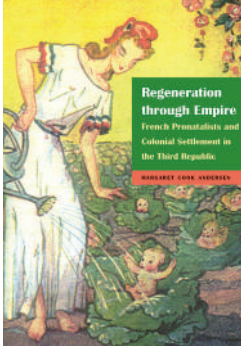


achieved if African Americans were granted broad and immediate access to their full citizenship rights. By exploring Wheeler's unique sphere of black leadership, the book works to capture the larger relationship between black institutions, their connections to political and economic power, and the "brokering" of the Civil Rights movement.

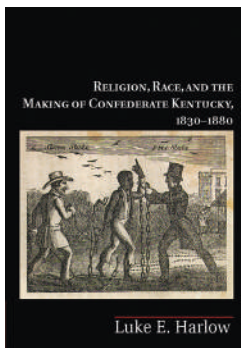
Winford received the bachelor's and master's degrees from North Carolina Central University. He completed a doctoral degree in United States history at the University of North Carolina at Chapel Hill in 2014. ◀

ADDING TO THE BODY OF KNOWLEDGE

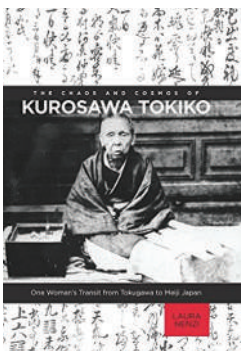
Faculty Scholarship Appears in Four New Books



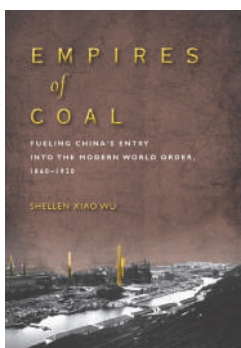
Margaret Cook Andersen's book, *Regeneration through Empire: French Pronatalists and Colonial Settlement in the Third Republic* (University of Nebraska Press, 2014), examines how France's position as an imperial power shaped demographic debates from 1870 to 1940. As France's birthrate steadily declined during the nineteenth century, concerned citizens feared that France was headed towards depopulation and sought solutions to the crisis. Reformers believed that it was not enough to encourage French population growth solely within France's borders; true demographic prowess entailed extensive colonial settlement and financial support for French families, both in France and the empire, where French settlers tended to have higher birthrates.



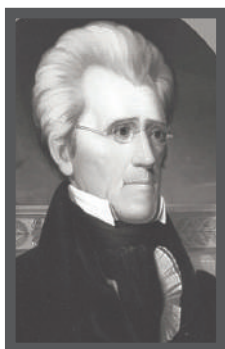
In *Religion, Race, and the Making of Confederate Kentucky, 1830-1880* (Cambridge University Press, 2014), Luke Harlow shows the influential role of debates over Christian "orthodoxy" in the shaping of American political debates about slavery and abolition. Focusing on the border slave state of Kentucky, which claimed a longstanding antislavery presence and remained in the Union during the Civil War, Harlow explains how theological conservatism compelled the majority of the state's whites to embrace the Confederate cause after the fact. In so doing, the book shows both the potential and limitations of public discourse about race and slavery throughout the United States before, during, and after the Civil War.



Laura Nenzi's *The Chaos and Cosmos of Kurosawa Tokiko* (University of Hawaii Press, 2015) follows the story of a self-described "base-born nobody" whose life coincided with Japan's transition from the early modern to the modern eras. A peasant woman, teacher, and divination specialist turned political activist, Kurosawa Tokiko (1806-1890) tried to change the course of history and failed. Spectacular yet ultimately inconsequential, her actions on both sides of the Tokugawa-Meiji divide nuance our understanding of political consciousness among the non-elites in nineteenth-century Japan and illuminate some of the tactics ordinary individuals deployed to preserve their identities and legacies against the relentless attacks of progress, science, and modernity.



In *Empires of Coal: Fueling China's Entry into the Modern World Order, 1860-1920* (Stanford University Press, 2015) Shellen Wu argues that the changes specific to the late Qing were part of global trends in the nineteenth century, when the rise of science and industrialization destabilized global systems and caused widespread unrest and the toppling of ruling regimes around the world. When the first China Geological Survey began work in the 1910s, conceptions of natural resources had already shifted, and the Qing state expanded its control over mining rights, setting the precedent for the subsequent emergence of the Republican and People's Republic of China regimes. ◀



Andrew Jackson Project

Projects Publication of Volume X, 1832

The History Department's Andrew Jackson project recently celebrated the publication by University of Tennessee Press of *The Papers of Andrew Jackson: Volume IX, 1831*. This massive 987-page volume documents the crucial third year of Jackson's tumultuous presidency.

The next volume, covering the year 1832, is in preparation for projected publication in 2016. The entire Jackson series will also soon be available online as part of the American Founding Era Collection produced by University of Virginia Press's Rotunda digital imprint. More information and recent news about the project can be found on its website at the papersofandrewjackson.utk.edu.

History professor Daniel Feller and research associate professors Laura-Eve Moss and Thomas Coens edit the Jackson Papers. The project receives support from the History Department and the College of Arts and Sciences and from two federal agencies, the National Historical Publications and Records Commission and the National Endowment for the Humanities. ◀

Graduate Students Associated with CSWS Win Prestigious Fellowships

Two graduate assistants associated with the Center for the Study of War and Society have won fellowships this year, continuing a winning streak of eleven major awards received by graduate students active with the center since 2008. Michael McConnell won a Harry Frank Guggenheim dissertation-writing fellowship, while Will Rall won a Hunt Fellowship from the American Council on Germany to fund archival research. ◀

Read more news of CSWS activities on the website csws.utk.edu

Donor Support Leverages *Student Success*

Sometimes just reading about a historical issue or problem isn't enough to fully understand it. Travel to the location enables students to acquire firsthand experience that both deepens their knowledge and enriches their perspective.

Similarly, the documents needed for research are frequently archived in far-flung locations and the only option to access them is travel. But how do full-time students fund travel that is critical to their learning and research, but not covered by tuition? That's where gifts from generous donors come in. Gifts large or small can have a big impact on students' educational experiences. These selected stories illustrate how students have benefited from enrichment funds, named scholarships, endowment funds, and other gifts.

Charles Walton received a \$3,000 grant in 2013 from the Department of History Enrichment Fund for five weeks of travel and study in Guatemala and Nicaragua. He visited Managua, Nicaragua and studied Spanish in

Cobán, Guatemala, a small city in the highlands just south of the tropical forest, and in Xela (Quetzaltenango), the second largest and one of the most culturally diverse cities. Walton is grateful for the grant that enabled him to witness the effects of a long history of colonialism, neocolonialism, civil war, and genocide. Central America is a region often overlooked

by historians, despite its importance in understanding modern geopolitics. His trip to Central America opened his eyes in a way that no book or film could have done.

Walton graduated in 2014 with a bachelor's degree in 20th century US and Latin American history.

In spring 2014, graduate student **Denise Harris** received a \$500 travel grant from the Bruce Wheeler Award which helped support her visit to the John W. Hartman Center in the David M. Rubenstein Rare Book & Manuscript Library at Duke University. She began researching her dissertation, which will explore representations of African American women in late twentieth century print advertisements. She spent five days surveying archival materials from the John Walter Thompson Collection, examining visual sources (magazine advertisements and newspaper clippings), research materials (focus group results and consumer studies), analytical materials (sale reports and advertisement efficacy data), and prescriptive materials (niche marketing guides and ethnic marketing guides). Her time at the Hartman Center helped her to determine the direction of future research and begin developing a dissertation thesis. She is grateful for the financial support of the Bruce Wheeler Award and the summer research it made possible.

Graduate student **Josh Sander** received a travel grant of \$1800 from the department in 2013 that enabled him to attend two seminars: the Summer Archival Research Seminar at the Center for Jewish History in New York City and the Summer Institute on the Holocaust and Jewish Civilization presented by the Holocaust Education Foundation at Northwestern University in Chicago. During summer 2014, another departmental grant of \$2000 subsidized his visit to the Dutch National Archive in The Hague and the NIOD Institute for War, Holocaust, and Genocide Studies in Amsterdam. Both archives contain essential records documenting education and propaganda generated by the German occupation during the Second World War, and essential to completing his dissertation. The travel grants not only helped him begin



CHARLES WALTON
Antigua, Guatemala

IMPACT

“His trip to Central America opened Walton’s eyes in a way that no book or film could ever have done.”

his dissertation research, but also made him more competitive for outside funding. During the 2014-2015 academic year, he is the Norman Raab Foundation Visiting Fellow at the Jack, Joseph, and Morton Mandel Center for Advanced Holocaust Studies at the United States Holocaust Memorial Museum in Washington, D.C., an opportunity he traces directly back to the generous support of donors to the Department of History Enrichment Fund.

Jeremy Pearson is a fourth year doctoral student specializing in Muslim-Christian-Jewish relations in the later Middle Ages. One of the difficulties of being a medievalist in the United States is that most of the pertinent archives and libraries are located abroad. Fortunately he was awarded the UT affiliated fellowship at the American Academy in Rome, which is made possible by

a variety of university departments who contribute from their enrichment fund accounts, including the MARCO Institute of Medieval and Renaissance Studies and the Department of History. The fellowship allowed Pearson to spend five weeks at the American Academy in Rome, one of the premier institutes in Europe where he had access to archives and libraries including the Vatican Library and the Pontificio Istituto Orientale, an important library for Arabic Christian sources. He also benefited from the opportunity to interact with some of the top pre-modern scholars in the world, sharing ideas and developing personal and professional connections. Opportunities like this one which foster cutting edge scholarship and contribute to UT’s international reputation are made possible by the generosity of our donors. ◀

ALUMNI SPOTLIGHT



UT History Alum Garner's International Reputation

John C. McManus’s career success is testimony to the quality of UT’s graduate program in history.

McManus completed a doctorate in the department in 1996 and has since become an internationally recognized authority on U.S. military history.

In December 2014 the University of the Missouri Board of Curators named John McManus the Curators’ Professor of History and Political Science, at Missouri University of Science & Technology. This honor recognizes “outstanding scholars with established reputations in their field of study.” Declared a “Top Young Historian” by History News Network in

2007, McManus is the author of eleven books. His latest, *The Dead and Those About to Die -- D-Day: The Big Red One at Omaha Beach*, was published in April 2014. During a subsequent book tour, he gave the keynote lecture at the National World War II Museum’s 70th Anniversary Commemoration of the Normandy invasion.

In 2012 he received the Missouri Governor’s Award for Excellence in Teaching. During his time at the University of Tennessee, he was a Normandy Scholar, and the Assistant Director of the Center for the Study of War and Society. ◀

Visit our website to learn more about our distinguished alumni and use the Alumni Response Form to update your information or to add your name to the department mailing list. history.utk.edu/alumni-support/alumni-profiles



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Support your Department of History

Your donation to the Department of History will be used to help a dynamic and accomplished faculty in its mission to produce ground-breaking research, to train a new generation of professional historians, and to extend the benefits of an excellent liberal arts education to more citizens of the state.

Contributions may support one or more of these worthy causes:

- Time in the archives for our award-winning scholars, who are producing fascinating research in a wide range of fields
- Support for our graduate students, who need financial help in pursuing their dissertation research
- Faculty outreach to history teachers and the wider Tennessee community to share their expertise and passion for history
- Scholarship awards to support a number of undergraduate history majors, some for financial need, others to reward excellence in undergraduate research
- Funding to bring major scholars to our campus for public lectures and for seminars with faculty and graduate students

At a time of declining financial support for the humanities at the state and national level, private donations are crucial. Your dollars will be gratefully received and carefully stewarded, supporting a dynamic department that is leading the way in UT's drive to be a Top 25 public research university.



Your gift counts more than ever! We sincerely thank the many alumni and friends who so generously support the Department of History. Gifts can be designated to the program you prefer and will be most gratefully received.

For more information, visit history.utk.edu/alumni-support