



Georgia Gwinnett College's first graduating class of seniors with a B.A. degree in history included from left Samantha Mihalak, Bradlee Miller, and Jonathan Mihetiu.

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GGC GRADUATES FIRST HISTORY MAJORS

Georgia Gwinnett College's December 14 Commencement Ceremony in 2011 witnessed a number of "firsts" for the college. Among them was the graduation of its first three History majors with the Bachelors of Arts Degree. The three graduates joined 155 others in the ceremony.

Samantha Mihalak earned the distinction of being the first history graduate to pursue a concentration in Western Civilization. Her Senior Capstone Project, titled "Historiography of Roman Imperialism," investigated how modern historians have interpreted and viewed the Roman Empire. Praising the faculty and the library for helping her, she said, "I value the close knit atmosphere of the faculty and students because it is easy to get faculty advice."

Jonathan Mihetiu and Bradlee Miller shared the distinction of being the first two students to

graduate with the Bachelors of Arts degree in History Teacher Education.

Mihetiu, a graduate from Mill Creek High School, started studying at GGC in Fall 2008. Originally from Timisoara, Romania, Mihetiu knew early on that he wanted to specialize in history education. He credited the "one on one help" from professors as a key factor in his success. He graduated *cum laude* (with honors).

Bradlee Miller enrolled at GGC after transferring "from a larger institution." He discovered in GGC's professors of history and education a knowledgeable faculty who were also accessible to students. He especially cited the courses, "Rome and the Mediterranean" and "History of China and Japan" as classes influencing his thinking. Miller, a graduate of Berkmar High School, intended to pursue a position in high school history instruction.

The Spring 2012 commencement, held at GGC on May 11, witnessed eight history majors receive their BA degree:

James Autry, Ashley Davis, Giovanni De la Pena, Christopher Hunter, Jessica Loshy, Whitney Puckett, William "Clark" Sipsy, Vesna Kurspahic, and Jake Slusher.

On December 20, 2012, GGC awarded the B.A. degree in history to Imanuel Bernard, Kenan Kurspahic, Kemal Kurspahic, Chad Meeh, Jacob Sagel, and Christian Santiago.

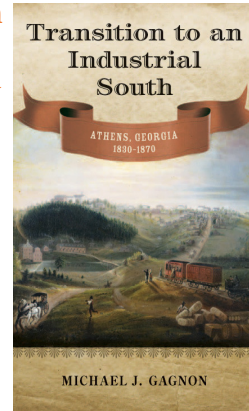
GGC's History degree offers breadth and depth. It has five concentrations, including Teacher Education, United States History, World Civilizations, Western Civilizations, and Thematic and Interdisciplinary History. Students taking the teacher education concentration must also take courses in GGC's School of Education. It culminates in a supervised student teaching experience in an actual classroom in Gwinnett County. Students enrolled in the other concentrations must take a capstone course and complete a research project under the supervision of faculty. GGC has thus far awarded 18 history degrees.

Ex Libris: From the Bookshelves of GGC Historians

Dr. Michael Gagnon discusses the virtues of listening to audio books. He gives some hints on how to access them and shares some recent favorites.



Dr. Gagnon's recent book, a case study in southern industrialization, was published by Louisiana State University Press in 2012.



So many good books to read! But so little time! Most of us choose to study history because it requires reading so many good books. But how do we find the time? Oh, I forgot, we live in metro Atlanta, whose snarling traffic makes commuting time difficult to predict on a daily basis. This very inconvenience can be the key to productive "reading."

Over the years of commuting in the Atlanta area, I learned the trick of listening to recorded lectures and books while I drive. A recorded book or lecture can make the time pass, well, productively. So if a thirty-minute commute turns into an hour, I don't consider it a complete waste of time. A word of caution to the novice though. If traffic requires your undivided attention, you can always back up the recording later to discover what you missed while attending to the drive. Fortunately, most of us have access to really good recorded books and lectures for free. I obtain most of my books through the Gwinnett Public Library and most of the lectures through iTunes U.

Gwinnett Public Library has two ways of accessing recorded books. The first is books on disc. Most books take between ten to twenty-five hours of listening to complete. The library has both history books and lecture series on disc. The Modern Scholars series of recorded lectures covers everything from ancient history to the present, although it mostly focuses on

the origins of Western Civilization.

The second way to access free audio books from Gwinnett Public Library is via Media Overdrive, which is an app you can download through the eBooks tab of the library's website. Once the app is down-loaded to your computer, you can browse the holdings of eBooks and audio books. The holdings in history are somewhat smaller than those available on disk, but the holdings will grow as long as use of the format continues to grow. Be aware that eBooks are electronic texts and not audio, so you'll need to watch that you are downloading the right format for listening. In a multi-step process, you check out the book and then download it. The download is good for two weeks and will automatically turn itself off when it expires. Once checked out to you, you can download it to your smart phone too. I usually listen to these books directly through the media console app on my phone. The app also frequently allows you to burn it to disk, depending on how the book is licensed. You can rip it if you need to keep it longer than two weeks.

Those with an iPhone can also access iTunes U lectures via the iTunes Store. Log into your iTunes account, open the iTunes store, and see the iTunes U tab on the top bar. Then pull down "history" from the menu on the right. If you want to look for a specific place for good lectures on US History, the Gilder-Lehrman Institute posts lecture podcasts mainly about the

Civil War, Slavery and Abolition, Great Depression, and Famous Americans. You can also subscribe to podcasts from the Organization of American Historians in iTunes. From 2011 to 2015, the OAH will post a number of scholarly lectures on the Civil War as part of the sesquicentennial memorial of that war.

With the 150th anniversary of the US Civil War, I'm listening to books and lectures on the late unpleasantness. A good starting place is a iTunes podcast from BYU by James McPherson on why the Civil War matters. Rather than arguing any counterfactual fictions of what would have happened, he discusses what would NOT have taken place had there been no secession and no war to reunite the nation. The most important recent work to which I've listened is Eric Foner's *The Fiery Trial*, which won the Pulitzer Prize for history in 2011. Foner's work is a biography of Lincoln's ideas about Emancipation. Foner, who is a great historian, convincingly argues that Lincoln from the late 1830s until even after the Emancipation Proclamation, professed a desire for ending slavery through three basic means: gradual emancipation, compensation to owners for their loss of property, and colonization of freedpeople to some place other than America. That Lincoln changed his mind in the end is the result of the crucible of war and his own untimely demise.

Standing Ovations! Faculty Accomplishments

Dr. Nathan Orgill



Nathan Orgill recently received a grant to study in the Hess Seminar at the United States Holocaust Memorial Museum.: "Teaching about the Holocaust: History, Memory, and Memorialization," at the annual Jack and Anita Hess Faculty Seminar, Center for Advanced Holocaust Studies, United States Holocaust Memorial Museum, Washington, D.C., January 2013.

GGC's Interim Vice President for Academic and Student Affairs, Dr. Lois Richardson, announced **Dave Mason's** promotion from Assistant to Associate Professor at the Fall 2011 Convocation Ceremony. Mason earned a Ph.D. in history at Ohio State University, and a MBA at the University of Texas. He has worked at GGC since Spring 2008. Congratulations!

Dr. Dave Mason



Button Gwinnett Grant

Kathryn Gray-White secured a \$2,000 Georgia Humanities Council grant to help observe Button Gwinnett Day. Gwinnett was one of Georgia's three signers of the Declaration of Independence. Gray-White also gave a paper at the (ISETL) International Society for Exploring Teaching and Learning in San Antonio in October 2012: "Gateway: Non-traditional Student Needs at Georgia Gwinnett College."

Eugene Berger gave a paper at the 2013 Meeting of the Georgia Association of Historians (GAH).

"Blackshirts in Gaucho pants," *Gauchesque, Caudillismo*, and Argentine Fascism Outside Buenos Aires," was delivered to a panel titled: "Shapes of Nations and Nationalisms: Changing Contours of Authoritarian Nationalisms in the 20th Century."

Michael Gagnon attended book signings for his monograph (see p. 2), and published two articles in the *New Georgia Encyclopedia*: 1) "Augustin Smith Clayton," and 2) "Georgia Gwinnett College." His review of L. Diane Barnes et al., *The Old South's Modern Worlds: Slavery, Region, and Nation in the Age of Progress* (N.Y.: Oxford University Press, 2010), appeared on H-Net, April 2012.

Nathan Orgill, gave a paper as part of the GAH panel *Shapes of Nations and Nationalisms: Changing Contours of Authoritarian Nationalisms* entitled: "Of Beer Bench Politics and 'Boeritis': Transnational Nationalism and Anglophobia in Germany during the Boer War."

Richard Rawls gave a paper with GGC colleagues Janita Rawls (Management and Leadership) and Amanda Wilsker (Economics) at the Annual Georgia Conference on College and University Teaching: "Really? The Use of Oral Examinations in the Traditional Undergraduate Disciplines of History, Economics, and Management." He also wrote a book review of *Marcus Aurelius Meditations With Selected Correspondence*, Translated by R. Hard and Edited by C. Gil, Oxford University Press, 2011, in *The Classical Review* 63: 1 (2013).

Seth Kendall published two articles in the *Encyclopedia of Ancient History*, (Bagnall, et. al., ed). Wiley-Blackwell: 2012: 1) "Duillius, Gaius" and 2) "Proletarii." He also published, "Appian, allied ambassadors, and the rejection of 91: Why the Romans chose to fight the Bellum Sociale," in *Processes of Integration and Identity Formation in the Roman Republic* (Roselaar, ed.). Leiden: Brill,

2012. He also presented "L. Cornelius Sulla and the consular elections of 90 and 89 BCE," at the Classical Association for the Midwest and South.

Nik Ribianszky published a review of two books in *The Journal of American Ethnic History* 32, Issue 3 (Spring, 2013): 90-93. 1) Amrita Chakrabarti, *Forging Freedom: Black Women and the Pursuit of Liberty in Antebellum Charleston*, University of North Carolina Press, 2011, and 2) Teresa Zackodnik, *Press, Platform, Pulpit: Black Feminist Publics in the Era of Reform*, University of Tennessee Press, 2011.

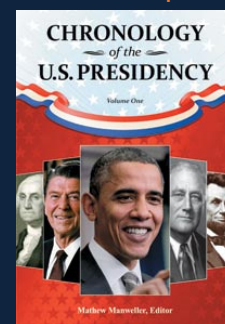
Patrick Zander was a guest speaker at Reinhardt College's "Year of Ireland Speaker Series." His paper was titled, "Fascism and Irish Politics in the 1930s." He also presented a paper at the all-GGC symposium (Shapes of Nations and Nationalisms: Changing Contours of Authoritarian Nationalisms) at the Georgia Association of Historians: "Fences, Walls, Shields, and Moats: Britain's Interwar Extreme Right and the Language of Exclusive Nationalist Modernity 1930 – 1939."

Michael Gunther wrote a review of James D. Rice's book, *Nature and History in the Potomac Valley*, in *William and Mary Quarterly*, October 2012. He also presented, "Toward an Environmental History of the Revolutionary War," at the Northeast and Atlantic Canada Environmental History Forum. He further presented at the Georgia Association of Historians Conference: "Not a Stick upon the Mount: Military Labor and Environmental Change in the Revolutionary War."

Luke Ryan presented a paper, "It Has Been Twenty Years Since I visited the Wyandots': William Connelley, Indian Historian," at the 2012 Ethnohistory Conference in November.

Mazin Tadros' manuscript, titled *The Jesuits in Syria: 1625-1660*, was accepted for publication by Catholic University of America Press.

Rafshoon Publishes Book Chapter



Ellen Rafshoon contributed a chapter on the presidency of Jimmy Carter to the *Chronology of the U.S. Presidency*, Matthew Manweller, ed. (ABC-Clio), which was published in March 2012. Publisher's link: <http://www.abc-clio.com/product.aspx?isbn=9781598846454>

Rafshoon recently visited Germany to research the life of political scientist, Hans J. Morgenthau. She was History Point of Contact in the Spring 2013 semester.

HISTORY MAJOR PROGRAM PLAN—ALL EMPHASES

General Education: (60 hours)

Required of All History Majors:

Area A - Essential Skills: (9 hours) (“C” or better)

- _____ ENGL 1101 English Composition I
- _____ ENGL 1102 English Composition II
- _____ MATH 1111 College Algebra (*or higher*)

Area B - Institutional Option (4 hours)

- _____ ITEC 1001 Intro to Computing

Area C - Humanities/Fine Arts (6 hours)

- _____ *Choose one from the following:*
- _____ MUSC 1100/ARTS 1100/ENGL 2110/ ENGL 2100/FILM 1005
- _____ *Choose one from the following:*
- _____ RELN 1100/GEOG 1101/2000 level foreign lang

Area D – Natural Sciences, Math, Technology (11-12 hours)

- _____ *Choose one sequence from the following:*
- _____ PSCI 1101, 1101L **and** 1102 OR
- _____ BIOL 1101, 1101L **and** 1102
- _____ *Choose one from the following:*
- _____ ITEC 2110 Digital Media OR
- _____ ITEC 2120 Introduction to Programming

Area E – Social Science (12 hours)

- _____ POLS 1101 American Government
- _____ *Choose one sequence from these three below ****
- _____ HIST 2111 and HIST 2112 (*US HIST 1 and 2*)
- _____ HIST 1111 and HIST 1112 (*World History I, II*)
- _____ HIST 1121 and HIST 1122 (*Western Civ. I, II*)
- _____ *Choose one from the following:*
- _____ SOCI 1101/ANTH 1102/ECON 2100/PSYC 1102

Area F – Courses Related to the Program of Study (18 hours) (“C” or better)

- _____ Two 1000/2000 level history courses ***
- _____ **6 hrs**
- _____ Two foreign language courses (in sequence)
- _____ **6 hrs**
- _____ One from the following not used in Area C:
- _____ RELN 1100/GEOG 1101 (**3 hrs**)
- _____ One 1000/2000 level course from the following disciplines (cannot also satisfy Areas B-E):
- _____ ANTH/ECON/GEOG/POLS/SOCI/ITEC (**3 hrs**)

**** All majors are required to complete two history sequences (including HIST 2111 and HIST 2112) as part of Areas E and F**

Additional Requirements (3-4 hours)

Physical Education Requirement

- _____ _____ Wellness (1 hour)
- _____ _____ Additional Physical Education (2 hours)

Regents Requirements – The requirements for US and Georgia History and Constitution can be satisfied by transfer credit of HIST 2111 OR 2112 and POLS 1101 from a University System of Georgia institution. If not satisfied, the student should work with their adviser concerning exemption exams or can complete the courses.

- ___US Constitution ___Georgia Constitution
- ___US History ___Georgia History

Teacher Education Program of Study: (65 hours) Grade of “C” or Better

Required History Courses (30 hours)

- _____ HIST 3110 America to 1789
- _____ HIST 3135 America since 1945
- _____ HIST 3150 Economic History of America
- _____ HIST 3265 History of Georgia
- _____ HIST 3335 Europe since 1789
- _____ HIST 3500 The Atlantic World
- _____ HIST 3520 History of the Middle East India
- _____ HIST 3540 History of China and Japan
- _____ *Choose one from the following:*
- _____ HIST 3310 Greece & the Ancient Near East
- _____ HIST 3315 Rome and the Mediterranean
- _____ *Choose one from the following:*
- _____ HIST 3721 History of Ancient and Medieval Science
- _____ HIST 3775 Medieval Life, Religion and Thought

Required Education Courses (35 hours)

(Formal Admission to Teacher Education required)

- _____ EDUC 2110 Critical and Contemporary Issues in Education*
- _____ EDUC 2120 Exploring Socio-Cultural Perspectives on Diversity*
- _____ EDUC 2130 Exploring Teaching and Learning*
- _____ EDUC 3300 Teaching Exceptional Learners
- _____ EDUC 3350 Models of Teaching and Learning
- _____ HIST 3050 History Content Methods
- _____ EDUC 4050 Opening of School Experience: History
- _____ EDUC 4500 Assessment
- _____ EDUC 4550 Instructional Adaptation
- _____ EDUC 4800 Leadership Seminar
- _____ EDUC 4850 Student Teaching: History

**required prior to Admission to Teacher Education*

History Minor:

Take any 5 3000-4000 level history courses.

Program of Study: (60 hours) Grade of “C” or Better

Required History Courses (18 hours)

- _____ HIST 4900 Senior Capstone Seminar
- _____ One 3000/4000 level General History Elective
- _____ *Select one 3000 level course from each of the following History Elective areas (see catalogue for courses):*
- _____ U.S. History
- _____ Western Civilization
- _____ World History
- _____ Thematic/Interdisciplinary History

History Concentration Electives (15 hours)

*Select 3000/4000 level courses from one of the following areas: 1) U.S. History, 2) Western Civilization, 3) World History, 4) Thematic and Interdisciplinary History (see catalogue for courses) **

** at least one course must be at the 4000 level*

Additional History/Outside Discipline Electives (15 hours)

Select only 3000/4000 level history electives or courses from a non-history discipline

General Electives (12 hours)

Any courses from the college catalogue

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