

**INTRODUCTION TO APPALACHIAN STUDIES
SPRING 2009**

RUTH DERRICK-INSTRUCTOR

Office: 105 Buchanan House

Office phone: 831-6152

E-mail: rbderrick@radford.edu

Office hours: Monday 10:30-12:30, Tues and Thurs 3:15-3:45

Course Description:

This class focuses on introducing students to the Appalachian Mountain region through a survey of its geography, history, cultures, issues, and its unique art forms. You will learn by attending class as well as through outside activities. Class format will include lectures augmented by power point presentations, viewing of films, discussion of reading assignments, and guest presenters. In addition, you will do detailed research on a regional topic of your choice. The goal of the class is to develop your appreciation for and knowledge of the region. You will also be encouraged to become involved in some of the issues related to life here in Appalachia.

Required Texts:

Edwards, Grace Toney, JoAnn Aust Asbury, and Ricky L. Cox. *A Handbook to Appalachia*. Knoxville: U of Tennessee P, 2006.

Gilliam, Diane. *Kettle Bottom*. Florence, MA: Perugia P, 2004.

Rash, Ron. *One Foot in Eden*. New York: Novella Festival P, 2003.

Walker, Frank X. *Affrilachia*. Lexington: Old Cove P, 2000.

Assignments:

- 100 Response logs (5) at 20 points each
- 100 In-class work including individual participation (40) and small group work (60)
- 20 Write-up of Appalachian Awareness presentation
- 40 Outside attendance of two Appalachian Events and write-ups
- 200 Research paper
- 40 Research presentation
- 500 Total points (Bonus points to be explained later)

Grading scale:

- 450.500 A
- 400.449 B
- 350.399 C
- 300.349 D
- 299 and below F

Response logs:

These logs will allow you to demonstrate your engagement with class material including readings, films, presentations, and discussions generated during class time. Some times I will give you guidelines for the way to approach the topic. Other times, I will leave it open to you. You will be graded on your analysis and your thoughtful examination of the material. I am not looking for a summary. I want to see you thinking and connecting with the ideas, the more thoroughly you do this, the better.

I will expect a minimum of 300 words and would like you to put a **word count** at the end of your work. Please use a reasonable font (10-12) and double space. They must be submitted on time. If you are absent on the day the work is due, you need to bring the assignment the day you return. Late work will receive point deductions. **I do not accept emailed work.** With nearly 100 students, I can be overwhelmed with electronic submissions, so you must bring me a paper copy to receive a grade. If you must be absent the day the work is due, you may email it to me to demonstrate completing the assignment, but it must be followed up with a paper copy.

In-class work:

Often throughout the semester, you will work in small groups during class time to answer questions and grapple with the topic we are discussing. Then you will share your thoughts/findings with the rest of the class. In most cases, I will ask for a written copy of your main ideas with the participants' names. I will use this as a portion of your in-class grade. If you are absent the day we do an activity, you will miss these points. In addition, I will consider your individual participation and willingness to contribute as part of this grade.

Outside assignment:

Twice throughout the semester, I require that you attend two regional events and submit a 300 word write-up. One of these must be related to environmental issues—both *may* be. Just like the logs, I am looking for a response with thoughtful analysis, not just a blow-by-blow list of the goings on. I encourage you to submit your write-up soon after the event while the details are fresh in your mind. However, the due date is the last regular day of class.

In addition to the environmental opportunities, here are some other potential events (I may give more ideas as they come to my attention):

Bluegrass Music at the Old Country Store in Floyd, VA (every Friday night from 6:30pm)

A visit to any of the locations on “The Crooked Road”

Sitting in on the Monday night bluegrass jam sessions at The Coffee Mill

A visit to Selu conservancy and a tour of the I House

A visit to a coal mine/museum in Beckely, WV

Appalachian Awareness Day (If you attend one event, it will fulfill the mandatory requirement.

If you attend two events, the second can fulfill your environmental requirement.)

Attendance at an AEC meeting held Monday nights in Buchanan House.

Feel free to propose an event, but get approval in advance.

Bonus points:

Often on Thursdays, I will give a quiz over the information covered during the week. The total points earned divided by total points attempted multiplied by 20 will allow you to gain up to 20 extra points. Because these are extra points, they cannot be made up if you are absent.

Research project:

After you have a taste of life in Appalachia, you will have an opportunity to choose a topic that interests you. We will have one class period at the library with the Appalachian Collection librarian, Gene Hyde, who is a wonderful resource. The paper must be an analysis of a regional topic/issue and not simply a report. I will expect 1800-2000 words and it must be **properly cited** using the style guide of your choice. If you want to use Chicago or APA but are unfamiliar with it, you should attend a library workshop. During class time, I will give a presentation on MLA, since most of you will probably use that style. The final class periods will be given to presentations of your findings.

Besides the library holdings, we have an excellent resource at the Appalachian Regional Studies Center housed in Buchanan Hall. There you can find audio recordings, a wide variety of journals, an extensive library of research projects as well as video and print items. Archivist Kerri Huff is available to help students locate materials to facilitate their research.

Attendance:

I will pass around an attendance sheet each period, but I do not have a strict policy. I keep this record for two reasons: 1. I can answer to university officials if you stop attending class; 2. if you are absent seven times, you lose half of your in-class points (50); if you are absent 10 times, you lose all those points (100). After all, if you are absent an excessive number of times, you can't be participating in any significant way.

Academic Integrity--

University Honor Code: By accepting admission to Radford University, each student makes a commitment to understand, support, and abide by the University Honor Code without compromise or exception. This class will be conducted in strict observance of the Honor Code. For details, familiarize yourself with the links on Academic Integrity on the following page maintained by the Office of the Dean of Students: <http://www.radford.edu/%7Edos-web/academicintegrity.htm>.

Support for Student Learning

The university provides free tutorial assistance to students who need assistance in strengthening their academic skills. The Learning Assistance and Resource Center (LARC), located in 126 Walker Hall, is open to all students Monday through Friday from 9 a.m. until 5 p.m. Certified, trained tutors provide help with basic study skills, writing, and content-specific material. An appointment is necessary and can be made by calling 831-7704, emailing larc@radford.edu, or IMing "rularcappt".

Services to Students with Disabilities

Students with disabilities who desire adjustments to the class setting may work with the Disability Resource Office (DRO) in order to document their needs and establish appropriate accommodations. No adjustments may be made until you have provided your instructor with completed forms from the DRO. Please be advised that accommodations cannot be applied retroactively.

Reading Schedule

Week	Date	Assignments/Class Plan	Work Due
1	Tues 1/20	Introduction to class Syllabus discussed Stereotypes	Student profile
	Thurs 1/22	View: <i>Stranger with a Camera</i> Discuss insider-outsider phenomenon	
2	Tues 1/27	READ “Appalachian History” in <i>A Handbook to Appalachia</i> (afterwards referred to as <i>AHTA</i>)	
	Thurs 1/29	READ “Appalachian Values” Visit to ARSC	Response log #1 over introductory material
3	Tues 2/3	READ <i>Kettle Bottom</i> Author’s Note Introduction to history of coal mining and the mine wars Visit to ARSC	
	Thurs 2/5	READ <i>Kettle Bottom</i> pp 7-42 Begin viewing <i>Matewan</i>	
4	Tues 2/10	READ <i>Kettle Bottom</i> pp 45-54 Finish viewing <i>Matewan</i>	
	Thurs 2/12	NO CLASS TODAY --Attend an Appalachian Awareness presentation on Friday	
	Fri 2/13	Mandatory attendance at one Appalachian Awareness Event	Meet during 10AM-4PM Bonnie Hurlburt Auditorium
5	Tues 2/17	READ <i>Kettle Bottom</i> 58-87 View <i>Sludge</i>	Response log over Appalachian Awareness event
	Thurs 2/19	READ “Natural Resources and Environment of Appalachia” (<i>AHTA</i>) View <i>Black Diamonds</i>	Response log #2 over <i>Matewan</i> and <i>Kettle Bottom</i>
6	Tues 2/24	READ “The Politics of Change in Appalachia” (<i>AHTA</i>) Meet in the Library for Research Instruction—Classroom A	Preliminary research topic submitted
	Thurs 2/26	Women, Activism, and Environmentalism- Read assigned article Possible guest lecturer on Women in Appalachia	
7	Tues 3/3	READ <i>Affrilachia</i> (3-55) READ “Claiming a Literary Space: The Affrilachian Poets” View <i>Coal Black Voices</i>	Response log #3 over environmental issues and/or women activists
	Thurs 3/5	READ <i>Affrilachia</i> (56-100) In class reading and discussion of “Mr.” and “Peoples of Appalachia” from <i>AHTA</i>	Final research topic submitted Response log #4 over <i>Affrilachia</i>
		SPRING BREAK!	
8	Tues 3/17	READ “Appalachian Folklore” (<i>AHTA</i>) READ <i>One Foot in Eden</i> (3-159)	
	Thurs 3/10	READ <i>One Foot in Eden</i> (163-214) Brief presentation on MLA	Working bibliography for research paper submitted in proper format for chosen style

9	Tues 3/24	READ "Appalachian Literature" (<i>AHTA</i>) READ assigned poetry Discussion of the importance of place in Appalachian literature	
	Thurs 3/26	READ assigned short stories/poetry	
10	Tues 3/31	Discussion of storytelling Come with an Appalachian Tale or a family story	Response log #5 over literature
	Thurs 4/2	READ "Appalachian Music: Examining Popular Assumptions" (<i>AHTA</i>) Performance either here or 4/7	
11	Tues 4/7	Discussion of music and/or performance	Come with any research related questions for a brief Q&A period
	Thurs 4/9	Half class does peer review; half class has mini-conferences with instructor	Bring latest draft of research paper properly cited
12	Tues 4/14	Half class does peer review; half class has mini-conferences with instructor Sign up for presentation dates	Bring latest draft of research paper properly cited Last day to withdraw with a "W"
	Thurs 4/16	READ "Religion in Appalachia" (<i>AHTA</i>) View <i>In the Good Old Fashioned Way</i>	ALL COMPLETED RESEARCH PROJECTS ARE DUE
13	Tues 4/21	Presentations	Optional: extra credit or replacement log over music or religion due today
	Thurs 4/23	Presentations, continued	
14	Tues 4/28	Presentations, continued	
	Thurs 4/30	Presentations, continued	Submissions on outside activities due today
Exam Week	Thurs 5/7 8AM	Section 1 (11AM) Presentations to finish if needed	
Exam Week	Mon 5/4 10:15AM	Section 2 (2 PM) Presentations to finish if needed	