

# Introduction to Appalachian Studies

HUM 1704 (CRN 96729), Torgersen 1020, TR 12:30 - 1:45AM, Virginia Tech, Fall 2008

**Instructor:** Dr. Emily Satterwhite

**Office phone:** 540 231 8779

**Office hours:** Lane Hall 344 (use Bay #4 stairwell), TR 2-3, W 11-12 and by appointment.

**Email:** satterwhite@vt.edu. General questions: class discussion board at <http://learn.vt.edu>.

## Course Description

This course introduces students to the history of Appalachia from the nineteenth century to the present with particular attention to race and ethnicity: what have been the actual experiences of residents of the region? The course also examines the *idea* of Appalachia by tracing the ways that Americans have constructed and imagined the region over time as an object of romance, pity, fear, admiration, and scorn: what purpose does the concept of Appalachia serve for Americans? The course emphasizes students' active role in their learning through reading, writing, class discussion, teaching for a day, and critical thinking. Students will practice ways of knowing that are based in multiple disciplinary traditions, including history, literature, and cultural studies. This course meets the Area 2 Humanities requirement.

**Course Texts**, available at Virginia Tech bookstores:

Introduction to Appalachian Studies course pack [CP]

Denise Giardina, *The Unquiet Earth* (1992) (about \$7 at bookstore, also available used online)

Richard A. Straw & H. Tyler Blethen, *High Mountains Rising: Appalachia in Time and Place* [HMR] (2004)

(about \$20 at bookstore). This text is recommended because it is a great overview of the region but it is not required because there is only one chapter assigned from it. If you do not choose to purchase it, you MUST print the assigned reading from Blackboard and bring it with you to class.

- Additional *required* readings are available electronically on the Blackboard site, <http://www.learn.vt.edu>, and are marked on your syllabus with [B].
- You are ALWAYS expected to bring a copy of the assignment to class on the day it is to be discussed.

## Course Requirements

Grades will be based upon the following formula:

I.	In-class participation	10%
II.	Preparation, Engagement & Professionalism	10%
III.	Discussion board participation	20%
IV.	Teacher for a Day discussion	10%
V.	Extra-Curricular Activities	10%
VI.	Midterm exam	20%
VII.	Final exam	15%
VIII.	Teaching assessments	5%

I. In-class participation - 10% (or more, if you are absent a lot)

In other words, I give you lots of credit just for coming to class. This is the easiest part of your grade, so take advantage of it! This is a discussion-based course. We practice the tools used by humanities scholars, which means that we engage in the collaborative production of knowledge through reading, writing, and dialogue. Your regular attendance, consistent preparation, careful reading of visual and print texts prior to class, and informed participation in discussion are essential to your success and the course's success.

- a. It is your responsibility to sign the attendance sheet in order to be counted present.
- b. For each of the next five absences, you will lose 2% of your in-class participation grade.

- c. In other words, if you have 3 or fewer absences, you will have a 100% factored into your grade! If you have 5 absences, you will have a 60% factored into your grade. If you have 8 absences, you will have a 0 factored in for your 10% in-class participation grade.
- d. \*NOTE: For each additional absence after the first 8, you will lose 5% off your final grade.
- e. I do not distinguish between excused or unexcused absences because much of the content of this course occurs during class time and cannot be made up no matter how valid your reason for your absence. I do appreciate the courtesy of advance notice of absences, and make a note of it.
- f. You are permitted up to 3 absences without penalty.
- g. If you are absent due to circumstances beyond your control, speak to me privately and we will discuss your options.

TESTIMONIAL --“The discussions allowed me to solidify my own opinions and views of topics while learning how other people see things.” sophomore, computer science, spring '08

## II. Preparation, Engagement, and Professionalism – 10%

I will assign your overall level of engagement in the class as a  $\checkmark$ ,  $\checkmark+$ , or  $\checkmark-$ .

- a. A **check plus** is 100% or 95% awarded for professionalism in your interactions with me and your classmates, for active engagement, for thoughtful contributions to discussions, and for consistent preparedness (including doing the reading and consistently bringing all materials to class).
- b. A **check**, for courtesy, attentiveness and preparedness, counts as an 85% or 90%.
- c. A **check minus** for habitual lack of preparedness, inattentiveness, tardiness, or discourteous behavior, counts as a 70% (or *less* for excessively disruptive behaviors).
- d. I reserve the right to give unannounced quizzes. Quiz performance will help me determine who receives a  $\checkmark$ ,  $\checkmark+$ , or  $\checkmark-$  but will not factor into your grades mathematically. If given, quizzes will occur at the beginning of class and may NOT be made up in the event you are tardy or absent.

## III. Discussion board participation - 20%

The discussion board may be the most important component of this course for your learning. It takes a little getting used to, so just be patient. I guarantee that participating regularly will change the way you read assignments, make the reading more interesting, challenge your opinions and judgments, and allow you to learn more about yourself and your classmates. The task will become easier as the semester goes on, because you will learn to read actively, searching for issues, inconsistencies, and/or connections among class topics. Here's the way it works.

1. Initiators. There are 14 days marked “DB” on the syllabus. For TWO of these, you will be one of five “initiators.”
  - a. If you are the initiator, you must post one substantive question or issue and give your own speculations in response to it. It will not be enough to simply say “I didn’t like this work.” Find something that interested you, intrigued you, confused you, or infuriated you in the reading, develop an argument, and support your position.
  - b. Your post should be brief, approximately 200-250 words.
  - c. These posts must be titled INITIATOR followed by a very specific, apt, and catchy title to attract respondents.
  - d. This must happen well before the class we are to discuss the reading so you will need to read ahead. You should post by 10am the day before class (Mon or Wed).
  - e. You will have an opportunity to sign up for your preferred initiator dates in class. Late posts will create a problem for your classmates. If you are unable to write a response as scheduled, you must find someone to switch dates with you.
2. Respondents. On 6 occasions during the semester, you will participate in discussion board as a respondent. Your job is to

- a. read all INITIATOR questions and
  - b. respond to one of the initiator's questions with your own thoughtful answer. It will not be enough to simply say "I liked this student's post." You will need to support or challenge the initiator's post using evidence from the text. Give your post an original title.
  - c. Your response should be *brief* (no more than 150-200 words).
  - d. You should post by 10 a.m. the day of class.
  - e. If you prefer to work ahead, you may post before the initiators do. Please do try to be informed about the DB conversations going on among your classmates, however.
3. Plan ahead. Of the 14 "DB" dates, you will need to initiate twice and respond 6 times for a total of 8 posts over the course of the semester.
  4. Please do not post your comments as attachments. Trust me, no one will open them.
  5. Sign your post with the name you prefer we use, since Blackboard lists your "official" name.
  6. Support your claims with specific passages from the text, including page numbers. Ideas are more important than grammar, punctuation, and spelling, but these do matter so re-read your post before submitting it to be sure that it will be clear to your readers.
  7. The success of the discussion board requires your consistent participation in a timely manner; your insightful ideas and thoughtful contributions; and your concrete examples and evidence with page numbers provided.

I will grade your discussion board participation at the end of the semester. If you follow ALL of the above guidelines, you will be guaranteed a minimum discussion board grade of 85%. Of course, your grade may be higher, depending upon the quality of your posts.

TESTIMONIALS: --"Discussion board makes us interact with each other and exchange ideas, while also forcing us to actually read the assignments." – sophomore, landscape architecture, spring '08

--"The discussion boards were crucial in helping people understand certain parts of the readings that might have been confusing. Also, the discussion boards forced people to read, which made them more informative about the issues we were talking about in class. – sophomore, aerospace engineering, spring '08

--"I also like the discussion board in that it gave those of us who are shy in class [a chance] to be vocal in a different forum. These were two methods of learning that helped our grade, but challenged us to think and engage with our classmates. – sophomore, IDST, spring '08

--"The Discussion Board was confusing at first but it was one thing that really helped me...to understand material and see other people's points of view." – sophomore, animal science, spring '08

#### IV. "Teacher for a Day" (TFAD) - leading class discussion - 10%

Once during the semester, you will work as a team with 2-3 classmates to lead class discussion about the day's reading.

1. Successful discussion leaders will prepare 3-4 well-crafted questions designed to generate discussion about the reading assignment. Discussion should highlight significant themes relevant to the course, connect the day's assignment to prior discussions and texts, and elicit your classmates' participation.
2. *Successful discussion leaders will research additional materials* to help contextualize the assignment and generate discussion. Discussion leaders may present background information, audiovisual materials (maps, charts, photographs), or critical analysis related to the text if they so choose but presentation of this material may not exceed 10 minutes.
3. Your leadership will extend for approximately 20 minutes before the professor steps in to help guide the remainder of the class.
4. Before you leave class on the day you present, you will need to turn in
  - a. a copy of any materials you used in researching or presenting (e.g. your list of questions plus any articles, websites, or notes you used);

- b. a completed "Teacher for a Day - Teamwork Grades" sheet (handout, also available on Blackboard) that assesses your own and your group members' contributions;
- c. a hard copy AND a digital copy of your presentation, which should include citations. (In other words, I should be able to retrace your steps and find anything you found.)

Be sure to read the grading rubric handout (also available on Blackboard) prior to planning your discussion so that you understand how I will grade you.

TESTIMONIAL: "I really enjoyed the Teacher for a Day presentations. This made us as students take readings and assignments to a greater level of detail. When you prepare to teach someone else, you make sure you master the material yourself." –sophomore, Interdisciplinary Studies, S '08

#### V. Extra-Curricular Activities – 10%

See the Blackboard course site for suggestions for activities outside of class. You must complete one extra-curricular activity before the midterm exam and one before the last day of class. To receive credit:

- a. choose an activity that allows you to learn new material, go someplace or do something you have not ever done before *and probably wouldn't do otherwise*, and allows you to interact with people in the community beyond campus.
- b. write a one-page (double-spaced) written response *reflecting upon the most valuable and significant aspect of your experience*. (DO NOT merely summarize or narrate your experience but examine how the experience affected the way you think about the course themes.)
- c. post your reply to the extra-class activity forum in the discussion board area so that your classmates can also learn from your explorations.

For each activity reflection, you will receive a check plus *for insightfully connecting the activity to course themes* (48 to 50 out of 50); a check (46/50) if your response shows you participated fully and learned something; or a check minus (40/50 or lower - points depend upon nature of problem with the choice of activity and/or the adequacy of the reflection paper). If you post on the same event as your classmates, be sure to give details that make it clear that you attended rather than read other posts and made one up!

NOTE: In addition to the 2 required activities, you may complete up to 2 additional extra-curricular activities for extra credit if you choose.

TESTIMONIALS: "I think that the extra class activities are an excellent way to get out of the classroom and actually interact with events or other people that are living or working in Appalachia today." – sophomore, landscape architecture, spring '08

#### VI. Midterm Exam – 20%

The midterm exam will consist of an essay, multiple choice questions, and identification questions about significant vocabulary terms, concepts, historical eras, publications, authors, and/or quotes. Sample questions will be provided prior to the exam.

#### VII. Final Exam – 15%

The final exam will consist of an essay; identification questions about significant terms and concepts; a timeline; and/or a letter about mountaintop removal mining to your congressional representative. Sample questions will be provided prior to the exam. The final exam will be cumulative.

#### VI. Teaching Assessments – 5%

On 3 occasions you will post a 1-page (double-spaced) paper that responds to the course. Please tell me what about the course is working well, what is working poorly, and what suggestions you have for changes. The first 2 assessments are required but will be ungraded. In other words, you automatically receive full credit if you turn them in, but failure to turn them in *on time* will result in a zero. The third teaching assessment is a Final Reflection Paper graded with  $\surd$ ,  $\surd+$ , or  $\surd-$ . See handout (also available on

Blackboard) for Final Reflection Paper details. You should post your papers to the discussion board or, if you prefer privacy, place them in the digital drop box. Please label your word document AND your post "TA1 YourLastName;" "TA2 YourLastName;" and "Final reflection YourLastName YourFirst Name."

## **Course Policies**

**Classroom Environment** - We come to the classroom to meet with others engaged in shared study.

Because private communication of any sort disrupts this shared public space, I ask that you turn off cell phones and refrain from using phones or text messaging in our classroom at any time (even if class has ended or not yet begun). As a matter of common courtesy you should arrive on time, avoid unnecessary exiting from class during the class period, refrain from speaking when someone else has the floor, and, of course, demonstrate respect for academic and personal differences. I reserve the right to ask you to leave the room if you disregard appropriate classroom decorum.

**Honor Code** - I expect you to read and abide by the Virginia Tech honor code, which you can find at <http://www.honorsystem.vt.edu/>, for all work in this course. The honor code expressly prohibits:

- cheating, i.e., giving or receiving of any unauthorized assistance or unfair advantage;
- plagiarism, i.e., passing off the language, structure, ideas, or thoughts of another as one's own;
- falsifying or tampering with records or purchasing academic work.

Conviction may result in probation; a failing grade; university service; suspension; dismissal from VT.

**Special needs** - If, because of a disability or any other circumstance, you may require special arrangements in order to meet course requirements, you must see me within two weeks of the start of the semester. It may not be possible to honor requests for modifications made after this date.

**Grade Disputes** - If you choose to dispute any grade, you must submit your protest to me in writing and return to me the work in question. In your statement, describe exactly what seems unfair and explain why you deserve a higher grade. I will respond in writing. Please note that, while rare, there may be occasions when further reflection prompts me to lower rather than raise a grade. If you are not satisfied after receiving my response, you may request to discuss your grade with me privately during office hours. I will not at any time discuss your grade with you in the classroom.

## **COURSE SCHEDULE**

Date indicates the day the reading will be discussed. You are responsible for changes announced in class.

SEMESTER-LONG ASSIGNMENT: Read ahead in the novel *The Unquiet Earth*. Otherwise, you may feel totally overwhelmed when we get to that portion of the semester, especially if you aren't a fiction reader.

### **INTRODUCTION: MAPPING THE TERRITORY**

T 8/26 In class: 5 Myths of Appalachia

TR 8/28 Letter to my students from Dr. Satterwhite; Wilma Dunaway, "Appalachia and the Agrarian Myth," *The First American Frontier*, pp1-3 [handout].

### **EARLY HISTORY OF THE REGION, 1776-1860**

T 9/2 Tyler Blethen, "Pioneer Settlement," pp17-29, *High Mountains Rising* [HMR] [B]. DB#1

TR 9/4 Appalachian Music. See Blackboard for reading and listening assignment. DB#2

Note: Bring three one dollar bills and 50 cents to class today for field trip on Thursday.

### **SLAVERY IN APPALACHIA, ANTEBELLUM ERA (BEFORE THE CIVIL WAR, 1861-1865)**

T 9/9 Reading due: Lecture supplement "Smithfield Plantation" [B]. Field trip to Smithfield Plantation (\$3.50). Meet at Smithfield Plantation. DB#3

TR 9/11 Wilma Dunaway, "Slavery's Grip on the Mountain South," *Slavery in the American Mountain South*, pp15-47 [CP]. DB#4 TFAD#1 Warning: this is a dense and difficult chapter! Please read the following passages: from p25, "How many Appalachian Families Owned Slaves?" up to p26, "rose between 1800 and 1860"; p28, "Incidence of Plantations," to bottom of p29; p33 from "Throughout the region, capitalist farms were operated" [in last paragraph before the break] to p34 (re: concentration of land into the hands of few); p36-38 "Monopolization of Wealth and Economic Power by Slaveholders." After that, you can pick from the following suggestions if you wish. If you're interested in Native American slaveholders, read pp15-17. If you're interested in the reason that Appalachians made so few investments in manufacturing before the Civil War, read pp38-41. If you're interested in economic inequality and class attitudes, read pp41-end. Page 44 talks about the impossibility of upward mobility. Page 46 talks about elites' refusal to fund elementary public education but support for UVA, which catered to slaveholders. Page 47 describes plantation owners' refusal to improve transportation in the mountain portions of their states.

### THE LOCAL COLOR MOVEMENT, POSTBELLUM ERA (1867-1900)

T 9/16 John Fox, Jr., excerpts from *A Mountain Europa*, pp3-32, 46-51, 104-113, and "The Local Color Movement" overview [CP]. DB#5 TFAD#2

TESTIMONIAL: I learned that the dominant group is the one in control of the media and gets to decide how to tell the story. This was most evident during the local color movement....They had great power to convey Appalachia to the rest of the country and used the opportunity to profit. This made me think more about how the media conveys other topics that I don't know as much about. - sophomore, computer science, spring 08

TR 9/18 Teaching Assessment #1 due to DB. NO CLASS: Extended office hours for optional conferences. Read ahead in *The Unquiet Earth*. Be sure to read for Tuesday so you can teach your classmates!

T 9/23 You are responsible for teaching your article to a classmate who read the other one, so DO NOT FAIL to read for today. If your last name begins with A-H, read: Nina Silber, "What Does America Need So Much as Americans?" *Appalachians and Race*, pp245-258 [CP]. Last names I-Z read: Darlene Wilson, "The Felicitous Convergence of Mythmaking and Capital Accumulation," *Journal of Appalachian Studies* (Fall 1995), pp5-31 [CP].

### INDUSTRIALIZATION AND VIOLENCE BETWEEN THE CIVIL WAR AND WWI (1867-1945)

TR 9/25 Fitzhugh Brundage, "Racial Violence," *Appalachians and Race*, pp302-316 [CP]. DB#6 TFAD#3

T 9/30 You are responsible for teaching your article to a classmate who read the other one, so DO NOT FAIL to read for today. A-H: Blee and Billings, "Where 'Bloodshed is a Pastime,'" in *Confronting Appalachian Stereotypes*, pp119-137 [CP]. I-Z: Altina Waller, "Feuding in Appalachia," *Appalachia in the Making*, pp347-376 [CP].

TR 10/2 Midterm review.

10/3 Last day to drop.

T 10/7 Midterm exam. Extra-class activities for the first half of the semester are due by today.

### LIFE IN THE COAL FIELDS IN THE TWENTIETH CENTURY

TR 10/9 Read ahead in *The Unquiet Earth*. In class: *Matewan*. Dir. John Sayles (1987). 142 minutes.

T 10/14 Read ahead in *The Unquiet Earth*. In class: *Matewan*. Dir. John Sayles (1987).

TR 10/16 TFAD#4 on *Matewan*. Denise Giardina, *The Unquiet Earth*, pp1-102. DB#7 on *Unquiet Earth*.

T 10/21 Giardina, *The Unquiet Earth*, pp103-234. TFAD#5.

TR 10/23 Giardina, *The Unquiet Earth*, pp235-339. DB#8 TFAD#6

TESTIMONIAL: I really liked reading *The Unquiet Earth* because it tied Appalachia into world events. It challenged the myth that Appalachia is isolated. It showed the War on Poverty from the perspective of the

people it was supposed to help. Those trying to help may have had good intentions but they were trying to help people who were proud that they worked hard and didn't easily accept charity. --sophomore, computer science, spring '08

- T 10/28 Mountaintop removal mining [B]. DB#9. Teaching Assessment #2 due to DB. 1. Learn about mountaintop removal mining at <http://earthobservatory.nasa.gov/Study/MountaintopRemoval/>. 2. Learn about your connection to mountaintop removal mining. Go to <http://www.ilovemountains.org/> and type in your zip code in Blacksburg and your home zip code. (OPTIONAL: a. Play around with the Google Earth options for viewing sludge dams, etc, at <http://www.ilovemountains.org/multimedia#ge>; b. Read/watch the "Latest Endangered Mountain" information on Blair Mountain, a historical site for the 1920s Mine Wars). 3. Learn about the Clean Water Act and the Stream Buffer Zone Rule: a. Read "What can Congress do to stop mountaintop removal?" <http://www.ilovemountains.org/resources/#mtrcwpa>; b. Read "Additional Information" about the Stream Buffer Zone Rule <http://www.ilovemountains.org/action/sbz>. 4. Read the instructions for the letter-writing assignment due on Thursday, November 6. (See "Syllabus and Assignments" on Blackboard). (OPTIONAL: See "Moving Mountains" diagram, which shows the original intent of the "approximate original contour" rule in the 1977 SMCRA law and compares it to current practices in West Virginia, from Ken Ward, "'As high as God did,'" *Charleston Gazette* 3 May 1998, <http://www.wvgazette.com/static/series/mining/MINE0503.html>, accessed 24 Oct 2008. OPTIONAL: Jeff Goodell, "Coal isn't the energy answer, America," [http://www.dallasnews.com/sharedcontent/dws/dn/opinion/viewpoints/stories/DN-goodell\\_03edi.ART.State.Edition1.243f154.html](http://www.dallasnews.com/sharedcontent/dws/dn/opinion/viewpoints/stories/DN-goodell_03edi.ART.State.Edition1.243f154.html))
- TR 10/30 Begin drafting a letter to your congressional representative (see Blackboard for guidelines). In class: view *Black Diamonds*. Dir. Catherine Pancake (2006). Plan ahead! You need to watch *Wrong Turn* by 11/11 (available in the library and through Netflix).
- T 11/4 In class: discuss *Black Diamonds*. TFAD#7. Plan to watch *Wrong Turn* by 11/11.
- TR 11/6 Bring to class 3 properly formatted copies of your letter to your congressional representative to share with your classmates. Remember to watch *Wrong Turn* by Tue.

#### **THE POLITICS OF REPRESENTATION: APPALACHIA IN 21<sup>ST</sup> CENTURY POPULAR CULTURE**

- T 11/11 Before class: view *Wrong Turn*. Dir. Rob Schmidt (2003) 84 minutes. In class: Quiz! Discussion of *Wrong Turn*. TFAD#8 DB#10

#### **RACE, CLASS, GENDER, & SEXUALITY IN THE REGION: LOYALTY, EXIT, OR VOICE FROM WWII TO TODAY**

- TR 11/13 Peggy Shifflet, *The Red Flannel Rag*, Introduction, pp7-17, and Part 8, pp233-250 [CP]. DB#11 TFAD#9
- T 11/18 Jeff Mann, selections from *Loving Mountains, Loving Men* (2005) [CP]. Bring to class: an index card with your name and one question for our guest speaker, Prof. Mann. DB#12
- TR 11/20 Pam B. Cole, "Southwest Virginia High School Graduates: Crossing Cultural Terrains in the University Setting," *Journal of the Appalachian Studies Association* 7 (1995), pp121-130 [CP]; Crystal Wilkinson, "On Being Country," *Confronting Appalachian Stereotypes*, 184-186 [CP]. In class: Excerpts from *Coal Black Voices*; "Brier Sermon: You Must Be Born Again." DB#13 TFAD#10

TESTIMONIAL: "I found the most interesting piece so far this year is the article on the study of four students who are from Appalachia coming to Virginia Tech and their experiences here...Never did I think once that people who I would consider 'country folk' would have such a problem being here." - sophomore, landscape architecture, spring '08

**11/24-11/28 THANKSGIVING BREAK** - You may want to think about your final reflection (due 12/4).

- T 12/2 Cynthia Duncan, "Why Poverty Persists in Appalachia," online at <http://www.pbs.org/wgbh/pages/frontline/countryboys/readings/duncan.html>. In class: *Country Boys*, Dir. David Sutherland (2006). Reminder: Teaching Assessment #3/Final Reflection due to db by Thursday at the beginning of class. TFAD#11 DB#14
- TR 12/4 Teaching Assessment #3/Final reflection due. C. Theodore Koebel, "Growth Patterns and Rural Housing in Appalachia," *Virginia Issues & Answers* (Winter 2006). [CP] In class: how to find current events articles online; if time, more *Country Boys*. DB#15
- T 12/9 Exam review. In class: more *Country Boys*. What are key issues for the region now? *Bring to class* one of the following that you would like to discuss: 1) a recent newspaper clipping (or article printed from Lexis-Nexis Academic) or 2) your notes on a report of your choice from the Appalachian Regional Commission, <http://www.arc.gov/index.do?nodeId=57>. Extra-class activities for the second half of the semester are due by today unless your activity is the potluck recipe & report.

#### FINAL EXAM

Friday, December 12, 10:05a.m. to 12:05p.m. OR take-home exam due at Reading Day potluck supper on December 11, approx. 6-7 p.m.

#### TESTIMONIALS

- "The open class discussions were very refreshing from all of my other large lecture classes." - sophomore, marketing, spring '08
- "This class has really influenced the way I see and perceive who people are and how their background effects who they are. This class has been a wonderful learning experience and an overall enjoyable class." - sophomore, landscape architecture, spring '08
- "I spent probably close to an hour or more a day on the assigned readings." - sophomore, communication, spring '08
- "This semester I enrolled in some very challenging courses but this course has been by far the most challenging. I took the course because I saw it as the easiest opportunity to gain the area credit.... I was surprised to learn how much work was required for the class. This definitely led to many frustrating late nights in which I struggled to complete the long readings and post by the required deadline. I definitely took many new concepts and information from the area. But what I would say is the most note-worthy would be some of the skills that I have picked up from taking this class. My time management and detailed reading have most definitely improved. Overall I learned a lot about the subject but also some key skills for my academic career." - first-year student, business, spring '08

#### APPENDICES ATTACHED

# Write your U.S. Congressional Representative to the House

Assignment: Write a letter to your representative in the U.S. House of Representatives

Due: Thursday, November 6, 2008

Bring to class: 1) three copies of your correctly addressed and correctly formatted letter and 2) a printout of your representative's contact information.

Step-by-step:

1. Go to <https://forms.house.gov/wyr/welcome.shtml> to find your representative in the U.S. House of Representative. Type in the state and zip code where you are registered to vote. Click on "Contact my representative." Print one copy of the contact information for your representative and turn it in with your letter. You will use this information to format your letter appropriately.
2. Format your letter according to appropriate etiquette.
3. The body of your letter should be approximately 300-350 words.
4. In your letter, encourage your representative to support or oppose H.R. 2169, "To amend the Federal Water Pollution Control Act to clarify that fill material cannot be comprised of waste."
  - a. Go to <http://www.govtrack.us/congress/billtext.xpd?bill=h110-2169> to read the full text of the bill.
  - b. Note whether your representative is already a sponsor of the bill. (To do this, click on "Bill status" and then "Show cosponsors.") Use this information to do one of the following:
    - i. thank her/him for being a sponsor or for not being a sponsor
    - ii. encourage her/him to co-sponsor the bill
    - iii. discourage her/him from remaining a sponsor
5. Your stance is entirely up to you. You may base your position on economic, ethical, or environmental arguments. You will be graded upon how well you articulate your position, how well you support your position with reasons and data, and how persuasively and eloquently you craft your tone and arguments. See "Resources," below.
6. Give at least two pieces of evidence that help you make your argument. This will signal to your audience that you are well-informed about the issues. Refer to your sources in the text of your letter. For example, "According to x, 900 miles of stream have been buried by valley fills in West Virginia since 1990."
7. Keep it simple. Skip the high-falutin' tone, skip the emotional appeal, and keep your letter non-nonsense.
8. Print three copies of your letter and bring them to class with you to share, along with the printout from the "Write your rep" website.

Alternatives: A timely alternative would be to write Stephen Johnson, head of the EPA, in favor of or in opposition to George Bush's proposed change to the Stream Buffer Zone Rule (see <http://www.ilovemountains.org/action/sbz>). Or, if you would prefer to write a letter regarding a more local issue, topics might include the Giles County fly ash fill controversy; the new power plant proposed for Wise, Virginia; or mountaintop removal mining in your home county. You must email me the topic and the intended reader in advance for approval.

## Resources: Mountaintop Removal Mining

- a. FOR: "Fueling Growth," Coalition for Affordable Reliable Energy,  
[http://www.careenergy.com/fueling\\_growth/index.asp](http://www.careenergy.com/fueling_growth/index.asp)  
"Coal and the Environment," World Coal Institute,  
[http://www.worldcoal.org/assets\\_cm/files/PDF/coalminingandtheenvironment.pdf](http://www.worldcoal.org/assets_cm/files/PDF/coalminingandtheenvironment.pdf)

Friends of Coal, <http://www.friendsofcoal.org/>

- b. AGAINST: "Mountaintop Removal Surface Operations," <http://online.wju.edu/ai/Profile-MTR.htm>  
"The Social and Cultural Effects of Mountaintop Removal/ Valley Fill Coal Mining,"  
[http://www.ohvec.org/issues/mountaintop\\_removal/articles/EIS\\_social\\_cultural.pdf](http://www.ohvec.org/issues/mountaintop_removal/articles/EIS_social_cultural.pdf)

## Resources: Proposed Wise County Coal Plant

Roanoke Times editorials:

- a. FOR: <http://www.roanoke.com/editorials/commentary/wb/147176>
- b. AGAINST: <http://www.roanoke.com/editorials/commentary/wb/149689>

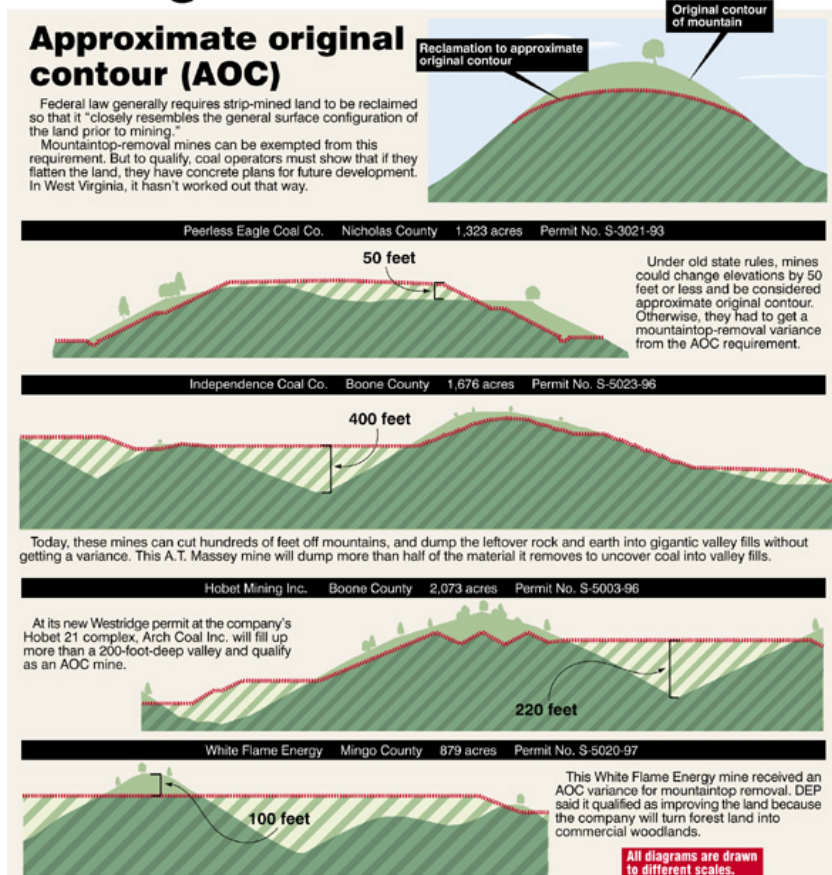
## Resources: Giles County fly ash fill proposal

- a. "Giles supervisors ask for liner, testing for fly ash site," *Roanoke Times*  
<http://www.roanoke.com/news/nrv/wb/140652>
- b. Concerned Citizens for Giles County website <http://www.concernedgilescitizens.org/>

## Resource: Moving Mountains explanation

This table describes the original intent of the 1977 federal SMCRA law and the actual variances occurring in West Virginia. Taken from Ken Ward, "As high as God did," *Charleston Gazette* 3 May 1998, <http://www.wvgazette.com/static/series/mining/MINE0503.html>

# Moving mountains



Source: W.Va. Division of Environmental Protection, Congress, Arch Coal Inc., U.S. Office of Surface Mining

Design: ALEX MORGADO, Research: KEN WARD JR. / Sunday Gazette-Mail

# Midterm Study Guide

## Intro to Appalachian Studies

### The basics

Be able to define (and draw) Appalachia according to federal and core definitions.

Be able to describe how the region was named and defined.

### Myth, Reality, and Motivation

Most of the material we have covered in class to this point can be framed in terms of learning what the myths are, what the reality is, and what the motivations have been for people with the power to narrate to promote the myths (or to find the stereotypes appealing). You might study by naming the myth, reality, and the “how” and “why” of the myths for each of our topics.

1. *5 Myths of Appalachia* - review powerpoint. What are the five myths according to Dr. Satterwhite? How does she complicate them?
2. *Agrarian Myth* – review in-class worksheet. What is the myth and why is it so popular?
3. *Pioneer Settlement* – review in-class worksheet. How does Blethen’s history of antebellum Appalachia challenge myths of Appalachia?
4. *Appalachian Music* – review powerpoint. How does the history of Appalachian music challenge myths of Appalachia?
5. *Smithfield Plantation, Blacksburg, Virginia* – review the reading and think about what you learned on the tour. How does Smithfield challenge myths of Appalachia?
6. *Slavery* – review handout. What have we learned that challenges the notion that there was no slavery in Appalachia? How does the presences of slavery in the region challenge myths of Appalachia?
7. *Local color fiction* (circa 1873-1910) – review “The Local Color Movement” page in your course packet, the “A Mountain Europa” in-class worksheet, and the Wilson/Silber handout. What myths and stereotypes did the local color movement promote? (How does “A Mountain Europa” illustrate cultural evolutionism?) Why/how did it promote those myths? (What were the motivations of John Fox Jr. and local color audiences?) What is the relationship between the historical period to local color fiction?
8. *Racial Violence* – review in-class worksheet. What was the purpose of white lynching and mob violence toward African Americans? Where did it occur? What is the relationship between industrialization and racial violence?
9. *Feuding* – review in-class worksheet. What are the myths about feuds? The realities? How and why did those myths become established? What were the motivations of the *creators* and the *consumers* of the stereotypes? What is the relationship between industrialization and feuding?

## Grading Rubric for “Teacher for a Day” Leadership of Class Discussion

Date:

Text:

Members of group:

Remember, you are not expected to lead discussion for the entire class period. The instructor will thank you and take over after approximately 20 minutes.

Criteria:	Weak	Good	Strong
<b><u>Guide discussion</u></b> - Prepare 3-4 questions without clear answers. These should pick up on important issues about the text and inspire discussion among your classmates. You may want to highlight course themes, connect the topic to prior readings or contemporary issues, and/or present 1-2 well-chosen quotes from the text to help focus discussion.			
Elicit classmates’ participation - <b>Provoke a productive intellectual exchange about the text among a majority of your classmates. Recognize classmates who offer to speak. Consider calling upon or otherwise engaging others!!</b>			
<b><u>Contextual materials</u></b> - Provide visual images (photographs, maps, etc), audio or video clips, or outside historical or biographical materials that will help your classmates understand the assigned text and its significance to the themes of the course.			
<b><u>No summary!</u></b> - Choose a productive direction for exploration without repeating to your classmates what the assignment said.			
<b><u>Appropriate length</u></b> - Presentation of materials lasts approximately 8-10 minutes.			
<b><u>Grasp of text</u></b> - Strong comprehension of the text’s implications.			
<b><u>Logistics</u></b> - Turn in before you leave class: 1) a paper and digital copy of your presentation (if applicable); 2) a typed list of your 3-4 questions, if not included in the presentation; 3) a copy of any contextual materials you drew upon (e.g. articles, web sites); 4) works cited, including for any images used (these should be included in the presentation if you do a powerpoint); and 5) a Teamwork Grades sheet filled out by each member of the group independently.			
<b><u>Final Grade for Team:</u></b>			
<b><u>Final Grade for Individual*:</u></b>			

\*Teamwork - I expect that you will share responsibility fairly with each other during each phase of the project. I will use your Teamwork Grades sheets to help me adjust your team grade for each individual if necessary.

## Final Reflection: “What I Learned”

Satterwhite

Please write a 2-page (double-spaced) reflection paper that considers some of the questions below.

- How would you describe your intellectual journey? What surprises, resistances, excitements, and frustrations did you experience over the course of the semester?
- What new information, concepts, and skills will you take away from this course?
- How did in-class activities help you learn? (e.g. class discussion, small group discussions, Teacher for a Day, and mini-lectures or review of materials by Dr. Satterwhite)
- How did out-of-class assignments help you learn? (e.g. reading assignments, writing and reading discussion board posts, preparing for TFAD, and Migrations Project)
- How will the knowledge and skills you gained from this course affect your academic course of study, your future career, and/or your activities and values as a citizen? (In other words, demonstrate to me that you have recognized this course’s relevance beyond this semester.)
- Can you tell me a story or otherwise demonstrate how you and/or your thinking have changed as a result of this course?

Obviously you will not be able to write a complete response to each of these questions, but hopefully thinking about them will get your juices flowing. Don’t worry, you will have filled up two pages before you know it!

The nitty-gritty:

1. At the top of your paper, please include your name, the name of the course, your major(s), your minor(s), and your year (e.g. sophomore). The title of your document should be “Final reflection S08 YourLastName.”
2. Please read over your paper to check for spelling and grammatical errors.
3. You may use this paper to lobby for a grade if you choose. In other words, you can say to me—“See, I learned all of this (x, y, and z), so clearly I deserve an A!”
4. Your paper will be graded as  $\sqrt{+}$  (94-100%),  $\sqrt{\phantom{x}}$  (88-92%), or  $\sqrt{-}$  (75-80%), or 0 if it is not turned in before class on the day it is due. A grade of  $\sqrt{-}$  is rare, and only applied if the paper is totally careless and dismissive or rude and unconstructive in its observations and criticisms.

You may post your reflection to the Blackboard Discussion Board Assignments forum OR if you are shy/private you may place it in the digital drop box on Blackboard as long as the drop box title is “Final reflection F08 YourLastName.”