

APST610-01: Foundations of Appalachian Studies  
Fall 2014  
Asynchronous Online

Dr. Theresa L. Burriss  
[tburriss@radford.edu](mailto:tburriss@radford.edu)  
540-831-6857 (office)  
540-230-8499 (cell)

COURSE SYLLABUS

Required Texts:

- Billings, Dwight B., & Kathleen M. Blee. *The Road to Poverty: The Making of Wealth and Hardship in Appalachia*. New York, NY: Cambridge UP, 2000.
- Billings, Dwight B., Gurney Norman, and Katherine Ledford. Eds. *Back Talk from Appalachia: Confronting Stereotypes*. Lexington, KY: UP of Kentucky, 1999.
- Caudill, Harry. *Night Comes to the Cumberlands: A Biography of a Depressed Area*. Ashland, KY: Jesse Stuart Foundation, 2001 (1963).
- Pudup, Mary Beth, Dwight B. Billings, and Altina L. Waller. Eds. *Appalachia in the Making: The Mountain South in the Nineteenth Century*. Chapel Hill, NC: U of North Carolina P, 1995.
- Satterwhite, Emily. *Dear Appalachia: Readers, Identity, and Popular Fiction Since 1878*. Lexington, KY: UP of Kentucky, 2011.
- Shapiro, Henry D. *Appalachia on Our Mind: The Southern Mountains and Mountaineers in the American Consciousness, 1870 – 1920*. Chapel Hill, NC: U of North Carolina P, 1978.
- Whisnant, David E. *All That is Native & Fine: The Politics of Culture in an American Region*. Chapel Hill, NC: U of North Carolina P, 1983.

Course Objective:

In this required course of the Appalachian Studies graduate curriculum, students will be exposed to an overview of the history of the Appalachian Region from its earliest European explorers and their interaction with Native Americans to its settlement by various ethnic groups. There will be a heavy historical emphasis on events in the late 19<sup>th</sup> century up to the latter 20<sup>th</sup> century and how those events have shaped the formation of the Appalachian region and the creation and continual evolution of a formal Appalachian Studies discipline that began in the 1960s.

The course may cover all or any of the following groups, events, and activities and how they have influenced and continue to impact the Appalachian Region :

1. Native American Presence
2. European Colonization
3. Slavery, Emancipation, and Jim Crow Era
4. Civil War
5. Natural Resource Extraction
6. Industrialization of the U.S.
7. Single Industry Economies
8. Labor Unionization

9. Local Color Writers
10. Missionaries
11. Folk culture
12. Education (opportunities, policies, and beliefs)
13. WWI and WWII
14. War on Poverty
15. Creation of the Appalachian Regional Commission
16. Outmigration
17. Absentee landownership
18. Tourism
19. Growth, creation, distribution, and abuse of drugs

Course Goals:

Students will be able to:

- \* identify historical events unique to Appalachia
- \* explain how these unique historical events have formed the region's political economy
- \* explain how these unique historical events have shaped the region's cultural identity
- \* explain how the region's image has been molded by literary treatments over the course of more than a century
- \* identify Appalachian stereotypes
- \* explain how Appalachian stereotypes have served various individuals, groups, industries, and businesses at the expense of the residents and environment
- \* explain the social and political implications of Appalachian stereotypes

Grading and Evaluation:

A (excellent work)	930-1000
A-	890-929
B+	860-889
B (meets Graduate College expectations)	830-859
B-	790-829
C (work below Graduate College expectations)	690-789
F (failure)	689 and below

**COURSE ASSIGNMENTS:**

**Critical Reading Reflection Logs (300 total points possible; 30 points each)**

Over the course of the semester, students will submit a total of ten (10) logs based on the readings. You may incorporate class online discussions into your responses as well. Each entry will be worth up to 30 points. Students should write at least three full pages (12 point, Times New Roman, double-spaced) and can choose which four weeks they do NOT want to submit a log. In other words, there are 14 weeks of reading but you only have 10 logs due.

**Reading Response Rubric**

Categories	Acceptable	Borderline	Unacceptable
<i>Reading</i>	It is clear through the	Something is lacking,	Does not seem as if the

<i>(knowledge and comprehension thinking levels)</i>	response that <u>all</u> of the assigned reading was completed.  7.5 points	but not enough to make it unacceptable.  5 points	student read required parts of the assignment.  0 points
<i>Writing Quality</i>	There are few to no errors in Standard English grammar, punctuation, word choice, spelling, and format; the errors that are present do not significantly interfere with the student's meaning/message.  7.5 points	There are a number of errors in grammar, punctuation, word choice, spelling, and format; and these errors somewhat interfere with the student's meaning/message.  5 points	There are a number of errors in grammar, punctuation, word choice, spelling, and format; and these errors significantly interfere with the student's meaning/message.  0 points
<i>Reflection (synthesis, analysis, evaluation, application thinking levels)</i>	The student was able to pull out the main theme between all the readings (synthesis) and provide ample evidence of having processed/thought deeply about the information (this may include such things as making connections to his/her life, or to other things noticed or read about, or researched outside of the readings), applying the information to new or experienced situations, making judgments about the author's thoughts/conclusions,	Something is lacking, but not enough to make it unacceptable.	Minimal to no evidence of higher order thinking on the assigned readings.

	etc. 15 points	10 points	0 points
--	-------------------	-----------	----------

Score: \_\_\_\_\_/30

**Online Asynchronous Discussion (420 total points possible; 30 points per week for 14-week semester). Our Wikispaces link is: <https://apst610fall2014.wikispaces.com/>**

Given the size of our class, we'll all contribute to one threaded discussion that will occur each week between Tuesday at 6:30 pm (right after you have submitted your reading log to me via email) and Friday at 6:30 pm.

Each week we will have one "discussion starter," who is responsible for putting up the first post by posting his/her reading response for others to read in order to get the conversation going. From that point, the discussion can range far and wide and I, too, will be posting into your discussion. Only the weekly leader posts his/her reading response to the discussion board. Other group members can certainly mention theirs in the discussion, or pull excerpts from them, but it is not necessary to post them. I'll have a "sign up" sheet the first week of class for everyone to pick the two weeks they want to serve as discussion starter. Before the semester begins, though, I'll ask for someone to volunteer to lead off the first week of class with his/her reading log.

I am looking for each class member to do some substantive posting. What does that mean?

Substantive responses should not be based solely on opinion, but should reflect the content of the reading assignment or other scholarly sources for the current topic. It is also appropriate to include personal experience and/or information from outside sources that supports the content from the assigned reading. Asking clarifying questions or stating something that will clarify or support a point brought out in the discussion are acceptable tactics in an academic discussion. Sometimes it is appropriate to challenge a thought or idea that has been presented, as long as the challenge is supported by quality evidence and is done in a civil manner.

A substantive post to an online discussion forum will almost always be more than one sentence, will extend the discussion with new information or will ask questions that will continue the discussion. Short statements like "I agree" or "good work" are not considered to be substantive.

Only coming into the conversation once is not substantive. I would expect that you log on at least two or three times to see what others have written and that you respond when so motivated.

How will this be graded? All of your postings for a given week's readings will be evaluated using the rubric below. You will receive via email a completed rubric at the end of each week's cycle (by the next Tuesday at 6:30 pm at latest).

### Asynchronous Discussion Grading Rubric

Criteria	Acceptable	Borderline	Unacceptable
<i>Discusses the assigned readings in a way that shows engagement with reading, understanding of reading, and understanding of how the various readings connect to one another.</i>	Evaluates and synthesizes course concepts, theories, or materials correctly, using examples or supporting evidence. Consistently provides references to specific readings. Applies relevant professional, personal, or other real-world experiences. Can apply theoretical critiques as relevant.	Summarizes relevant course concepts, theories, or materials. Provides references to specific readings some of the time. Contributes some professional, personal, or other real-world experiences that may not relate to course content. Rarely employs theory to readings.	Does not explain relevant course concepts, theories, or materials. Does not provide references to specific readings.  Does not contribute professional, personal or other real-world experiences.  Demonstrates no use of theory.
	15 points	7.5 points	0 points
<i>Responds to fellow learners, relating the discussion to relevant course concepts and providing feedback. (keeps the discussion as a back and forth, clearly responding to others' ideas and posting thoughts that will work to continue the conversation)</i>	Extends the dialogue by responding to the examples of peers.	Responds some to peers, but just sort of randomly posts.	Does not really seem to be in conversation with peers on the discussion board.
	15 points	7.5 points	0 points

Score \_\_\_\_\_/30

**Final Paper/Project/Exam (280 total points possible): Due Tuesday, December 9 by 7:30 p.m. via email.**

I want the final paper/project to be meaningful to you and your career and am glad to be creative and flexible with what you propose. However, please know I will apply rigorous standards to the

final product, as it must be scholarly, well-researched and documented, and demonstrate higher orders of thinking. As the time draws closer, we can discuss your ideas and brainstorm together. Because I am familiar with some of you and your work, I will throw out these suggestions, just as suggestions. You may wish to create an entire learning unit, with multiple lesson plans, for the grade you teach or intend to teach based on the readings this semester. Or you can pick a contemporary topic, such as healthcare, and historically contextualize it to inform readers how the present political economies and social challenges affect that topic today. For this latter approach, you'll want to be sure to provide a thorough literature review to ensure you're not repeating another scholar's work. Again, these are only examples. I am open to other possibilities. The grading for this final paper/project will be more fluid due to the wide range of approaches students can take. The following will serve as guidelines, though:

- Intellectual rigor in researching topic
- Appropriate literature review and proper citation of sources
- Clear, concise writing with proper syntax, grammar, organization, cohesion, and flow
- Contribution to the field of Appalachian Studies

As you'll note, I also included "final exam" as an option, which will be for those students who simply don't have a project or topic about which they feel passionate, a necessary ingredient for meaningful research. Therefore, I will provide these students with two or three prompts based on the semester's readings and they will respond, drawing directly from their selected texts. This is like a take-home exam in a traditional class. Again, I expect proper citations and clear, concise writing with proper syntax, grammar, organization, cohesion, and flow.

#### READING ASSIGNMENTS:

Please have the work read before submitting your reading log to me on the assigned Tuesdays by 6:30 p.m.

Week of Aug 25: Introductions by way of "Where I'm From" poem, inspired by George Ella Lyon, discussion about syllabus and course requirements, beginning class questions and prompts. We will engage on Wikispaces and email for these beginning-of-the-semester activities. READ Introduction and Chapters 1 – 7 in *Appalachia in the Making*.

Week of Sept 1: READ to end of *Appalachia in the Making*.

Week of Sept 8: READ Preface and Sections I, II, and III in *The Road to Poverty*.

Week of Sept 15: READ to end of *The Road to Poverty*.

Week of Sept 22: READ Parts I – IV in *Night Comes to the Cumberlands*.

Week of Sept 29: READ to end of *Night Comes to the Cumberlands*.

Week of Oct 6: READ Preface and Chapters 1 – 5 in *Appalachia on Our Mind*.

Week of Oct 13: READ to end of *Appalachia in Our Mind*.

**\*\*\* Saturday, October 18: Possible fieldtrip to Southern West Virginia to visit the Beckley Exhibition Coalmine, Kayford Mountain, and Whipple Company Store in Scarbro, WV.**

Week of Oct 20: READ Preface, Introduction, and Chapter 1 in *All That Is Native & Fine*.

Week of October 27: READ to end of *All That Is Native & Fine*.

**\*\*\* Wednesday, October 29: Sue Massek performance, *Sweet Memories* (about Sarah Ogan Gunning), in the Bonnie Auditorium on RU's campus at 7 p.m.**

Week of Nov 3: READ Foreword and Sections I, II, and III in *Backtalk*.

Week of Nov 10: Final paper proposal due, along with 10-entry working bibliography. READ to end of *Backtalk*.

Week of Nov 17: Five-entry annotated bibliography due. READ Introduction and Chapters 1 – 3 in *Dear Appalachia*.

**Thanksgiving Break Week of 11/24 – 11/28.**

Week of Dec 1: Writing workshop/peer review. READ to end of *Dear Appalachia*.

**FINAL EXAM PERIOD:** Tuesday, December 9, at 7:30 p.m. Final paper/project/exam due via email.

\*\* Special thanks to Dr. Kristan Morrison, who assisted me with the asynchronous online discussion portion of this syllabus.