

INTRODUCTION TO THE SOCIOLOGY OF APPALACHIA

S/A 140:01 Seq. #25532
T/Th 2:30-3:45pm
109 Woodburn
Fall 1996

Dr. Sally Ward Maggard
415 Hodges Hall
Office Hours: T 4:00-5:00 pm
W 1:00-2:00 pm
Phone: 293-5801 ext. 1621

Teaching Assistant:
Danielle Gibbs, 331 Hodges Hall
Office Hours: to be announced
Phone: 293-5801, ext. 1635

SYLLABUS

COURSE DESCRIPTION

This course introduces students to sociological perspectives on the history, culture, and social organization of the Appalachian Region. Students examine the origin and functions of images and stereotypes of Appalachia and a history of "discoveries" and definitions of the region. They study social institutions: work and the economy, family and kinship, religion, education, health care, politics, and the media. Students encounter the region's literature and musical traditions, social life, economic history, community patterns, and social stratification. Differences by race, class, gender, age, and ethnicity are examined. Traditions of social protest and organized resistance in the face of the region's problems are introduced.

Offered in the fall term, this course introduces students to sociological approaches in the study of Appalachia. It is a recommended prerequisite for S/A 290 Social Change and Regional Development (spring term), an advanced course on the comparative analysis of regional development.

4 REQUIRED TEXTS

- (E&K) Ergood, Bruce and Bruce E. Kuhre, editors. *Appalachia: Social Context Past and Present*. Third Edition. Dubuque, IA: Kendall/Hunt. 1991.
- (DG) Giardina, Denise. *The Unquiet Earth*. New York: W.W. Norton. 1992.
- (CG) Giesen, Carol. *Coal Miners' Wives: Portraits of Endurance*. Lexington, KY: University Press of Kentucky. 1995.
- (PUP) Lewis, Helen, Linda Selfridge, Juliet Merrifield, Sue Thrasher, Lillie Perry, and Carol Honeycutt, editors. *Picking Up the Pieces: Women In and Out of Work in the Rural South*. New Market, TN: Highlander Research and Education Center. 1986.

3 RECOMMENDED TEXTS

- (SF) Fisher, Stephen L., editor. *Fighting Back in Appalachia: Traditions of Resistance and Change*. Philadelphia: Temple University Press. 1993.
- (OA) Shackelford, Laurel and Bill Weinberg, editors. *Our Appalachia*. Lexington, KY: University Press of Kentucky. 1988.
- (JW) Williamson, J.W. *Hillbillyland: What the Movies Did to the Mountains and What the Mountains Did to the Movies*. Chapel Hill, NC: University of North Carolina Press. 1995.
- BOOKS AND MATERIALS ON RESERVE IN COLSON LIBRARY

Some required and recommended readings are shelved for the semester in the Colson Library. These are indicated on the schedule by "R:" (for "reserve"), followed by a title or other identifier and the abbreviation of the book or pamphlet in which you will find them. Books are located on a shelf set aside for our course. Pamphlets, book chapters, and articles are located behind the main desk in a file cabinet drawer also set aside for us.

- (Own) The Appalachian Land Ownership Task Force. *Who Owns Appalachia? Landownership and Its Impact*. Lexington, KY: University Press of Kentucky. 1983.
- (JA) Axelrod, Jim. *Growin' Up Country*. Clintwood, VA: Council of Southern Mountains. 1973.
- (C&C) Carawan, Guy and Candie. *Voices from the Mountains: Life and Struggle in the Appalachian South - the Words, the Faces, the Songs, the Memories of the People Who Live It*. Urbana: University of Illinois Press. 1982.
- (RC) Couto, Richard A. *An American Challenge: A Report on Economic Trends and Social Issues in Appalachia*. Dubuque, IA: Kendall/Hunt. 1994.
- (CSH) Couto, Richard A., Nancy K. Simpson, Gale Harris, editors. *Sowing Seeds in the Mountains: Community-Based Coalitions for Cancer Prevention and Control*. Washington, D.C.: National Cancer Institute. 1994.
- (LD) Dillon, Lacy A. *They Died in the Darkness*. Parsons, WV: McClain. 1976.
- (EKP) East Kentucky Grassroots Poetry Project. "Mountain Poetry: A Teaching Unit." Lexington, KY: The Appalachian Center, University of Kentucky.
- (WE) Ewald, Wendy. *Portraits and Dreams: Photographs and Stories by Children of the Appalachians*. Writers and Readers Publishing, Inc. 1985.
- (SF) Fisher, Stephen L., editor. *Fighting Back in Appalachia: Traditions of Resistance and Change*. Philadelphia: Temple University Press. 1993.
- (GSW) Gaventa, John, Barbara Ellen Smith, and Alex Willingham, editors. *Communities in Economic Crisis: Appalachia and the South*. Philadelphia: Temple University Press. 1990.

- (Fox) Gillespie, Paul, editor. *Foxfire 7*. Anchor. 1982.
- (HRE) Highlander Research and Education Center. *Dismantling the Barriers: Rural Communities, Public Participation, and the Solid Waste Policy Dilemma*. New Market, TN: Highlander Research and Education Center. 1993.
- (AH) Hoffman, Alice M. *Oral History Projects*. University Park, PA: Pennsylvania State University. 1985.
- (KK) Kahn, Kathy. *Hillbilly Women*. Avon. 1973.
- (WK) Keesler, William. *The Appalachian Environment: Protecting Our Air, Land, and Water*. Lexington, KY: University of Kentucky Appalachian Center. 1991.
- (HL) Lewis, Helen M. "Sociologist as Filmmaker: Dealing with Images of Appalachia." Unpublished Manuscript. 1982.
- (SM) Maggard, Sally. "From Farmers to Miners: The Decline of Agriculture in Eastern Kentucky." Pp. 25-66 in Busch, Lawrence, editor. *Science and Agricultural Development*. Totowa, NY: Allanheld, Osmun. 1981.
- (SWM) Maggard, Sally Ward. "From Farm to Coal Camp to Back Office and McDonald's: Living in the Midst of Appalachia's Latest Transformation." *Journal of the Appalachian Studies Association* 6:14-38. 1994.
- (JM) Merrifield, Juliet. *We're Tired of Being Guinea Pigs! A Handbook for Citizens on Environmental Health in Appalachia*. New Market, TN: Highlander Research and Education Center. 1980.
- (OA) Shackelford, Laurel and Bill Weinberg, editors. *Our Appalachia*. Lexington, KY: University Press of Kentucky. 1988.
- (SMD) Sitton, Thad, George L. Mehaffy, and O.L. Davis, Jr. *Oral History: A Guide for Teachers (and Others)*. Austin: University of Texas Press. 1983.
- (BES) Smith, Barbara Ellen. *Digging Our Own Graves: Coal Miners and the Struggle Over Black Lung Disease*. Philadelphia: Temple. 1987.
- (T&C) Turner, William and Edward Cabbell, editors. *Blacks in Appalachia*. Lexington, KY: University Press of Kentucky. 1985.
- (CW) White, Connie and Juliet Merrifield. *A Foot in the Door: Rural Communities Involved in Educational Change*. Knoxville, TN: Center for Literacy Studies, University of Tennessee.
- (JW) Williamson, J.W. *Hillbillyland: What the Movies Did to the Mountains and What the Mountains Did to the Movies*. Chapel Hill, NC: University of North Carolina Press. 1995.

Abbreviations identify the location of your reading assignments as listed in the Class Schedule section of the Syllabus.

COURSE REQUIREMENTS

1. Class Participation:

All students enrolled for credit must attend class. Lectures are not directly from the readings, and you will be tested on lecture material. Lectures are augmented with class exercises and class discussions. Attendance in class is, therefore, necessary for success in this course. Students are expected to do the required readings prior to the period for which they are assigned and then react to the readings and contribute to class discussions each time we meet.

2. Research Project:

Option I: Oral History: Topical oral histories help us reconstruct and explain events, document culturally important patterns, and understand history from the point of view and experiences of ordinary people. Students who choose this option will conduct an in-depth, oral history interview with a selected individual whose experiences contribute to our knowledge and understanding of significant events, institutions, or historical periods in Appalachia. This project involves (1) research on the contextual framework for the interview: the event, institution, or period of interest; (2) preparation of an interview schedule; (3) conducting and analyzing the interview; (4) discussion of the interview's contribution to our understanding of the region.

Option II: Case Study of Activism: In this course the idea that Appalachian people are fatalistic and passive is exposed as myth. There is a rich tradition of local community organization and social movements to address problems in the region. Students who select this option will conduct a descriptive case study of a particular change effort. This involves (1) research on the origin and nature of the problem which prompted people to organize; (2) analysis of its impact on families and communities; (3) a review of individual and organizational responses to the problem; (4) reflections on the successes or failures of the responses. The study may focus on recent or ongoing community organizing, or on social change efforts in the region's history.

3. Reaction Journal:

The Reaction Journal provides a format for personal reflection and response to assignments, films, speakers, and class discussions. It is turned in and graded three times during the semester. The Journal motivates you to keep up with readings, indicates what you are reading and your understanding of course material, and gives you the opportunity to relate personal experiences to what we are studying.

4. Exams:

There will be one in-class, mid-term exam and a final exam. Exams consist of short identification questions and more analytical essay questions. Several essay questions will be handed out in advance of each exam to help you prepare. One or two of these will be selected for the examination. Bring your own (large size) blue book to class for exams.

GRADING

Class participation:	20 points
Reaction Journal:	30 points
Research Project:	50 points
Mid-term Exam:	100 points
Final Exam:	100 points
Total	300 points

On a 300 point scale, the grading system is:

A = 300-270	90%
B = 269-240	80%
C = 239-210	70%
D = 209-180	60%
E = 179 - 0	50% and below

EDUCATIONAL AND LEARNING SKILLS OBJECTIVES

1. Apply sociological concepts and analytical approaches to understanding the Appalachian Region
2. Apply insights from the study of Appalachia to other regions, places, groups
3. Develop self-awareness in relation to broader processes and social change
4. Ability to listen, read, comprehend, and critically reflect
5. Ability to communicate clearly and effectively in writing and speech
6. Develop skills in library research and information retrieval methods
7. Develop skills in conducting a research project
8. Learn to collaborate with other students
9. Enjoyment of learning

ADDITIONAL COURSE INFORMATION

1. Student Rights & Responsibilities: WVU and the Department of Sociology & Anthropology have official documents about your rights and responsibilities as students. Consult these documents concerning questions on any course.

2. Different Abilities: If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me early in the semester and make appropriate arrangements with Disability Services (293-6700).

3. Social Justice: WVU is committed to social justice. Dr. Maggard concurs with that commitment and expects to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

CLASS SCHEDULE AND REQUIRED READING ASSIGNMENTS

Schedule and assignments subject to change if need arises.

INTRODUCTION

Aug. 20 Course Orientation

UNIT I. STEREOTYPES, POPULAR IMAGES, AND COMMON SENSE NOTIONS OF APPALACHIA

Aug. 22 Thinking about Appalachia

Readings:

E&K #6: West: "Freedom in the Mountains" (pp.37-39)
E&K: "Foreword"; "Preface"; "I. What is Appalachia?" (pp.v-2)
Handout: "Definitions of Appalachia"

Recommended:

R: (JW) "What 'Mountain' Means, What 'Hillbilly' Implies" (Ch.1)

Exercise 1: Locating the Region in Our Minds

Discussion:

Do unique "Appalachian" characteristics exist? What does Don West mean when he says the region has been "hillbillyized" and "Tobacco Roaded"? What is his image of Appalachian people? What is your own image? How do they compare?

Aug. 27 Appalachia as "Other" vs. Appalachia as "Us"

Readings:

E&K #10: Shapiro: "Appalachia and the Idea of America..."(pp.74-80)
Handout: Miller: "Brier Sermon--You Must be Born Again"

Recommended:

R: (WE) Portraits and Dreams

Exercise 2: Dissecting Stereotypes of Appalachia

Exercise 3: Appalachia On Our Minds - using Appalachian Voices

Discussion:

What does Henry Shapiro mean by "Appalachian otherness"? How is this idea related to the origin and nature of Appalachian stereotypes? What was the "local color movement" in American literature, and why is it so important for Appalachia? How is it connected to the writing of contemporary Appalachian poet, Jim Wayne Miller?

Aug. 29 History of Images of Appalachia

Readings:

E&K: I. "What is Appalachia?" (pp.1-2)

E&K: #20: Jones: "Appalachian Values" (pp.169-173)

Handout: Lewis: "History of Images About Appalachia"

Recommended:

R: (HL) "Sociologist as Filmmaker" (in file drawer)

R: (JW) "Comedies: The Hillbilly as Fool" (Ch.2); "More Than Dogpatch:
The Mountains as Monstrous" (Ch.6)

film: "Strangers and Kin" (AppalShop 1984) (60 min.)

Discussion:

Scholars, filmmakers, local historians, and cultural workers collaborated over several years on this film. They reviewed photographs, films, literature, magazines, and historical records to uncover images of the region. The film addresses the problem of mass misconceptions of Appalachia. It shows the evolution and continuity of stereotypes over time. It also presents the social, political, and economic contexts which gave rise to stereotypical images and against which such images are perpetuated today. Which images are "outsider" created? Which are "insider" created? Do "insiders" sometimes over-correct the stereotypes? Do the values Jones identifies characterize a real subculture? What about the values the filmmakers share?

Sept. 03 The Power and Function of Appalachian Stereotypes

Readings:

E&K #22: Fisher: "Victim-Blaming in Appalachia" (pp.185-194)

E&K #6: West: "Freedom in the Mountains" (pp.37-39) (again)

Miller: "Brier Sermon--You Must be Born Again" (handout 8/27 again)

Recommended:

R: (JA) "As Country as I Could Sing" (pp.239-247)

R: (JA) "Free Feelings" (p.25)

R: (C&C) Voices from the Mountains

Discussion:

Stereotypes are exaggerated and distorted images of a category of people based on real or imagined characteristics of members of the group. Stereotypes have social, psychological, economic, and political consequences. Several authors of "Appalachian Voices" columns reveal the pain of struggling against negative stereotypes. Jim Wayne Miller and Don West stress psychological damages caused by stereotypes. Discuss the psychological consequences of

stereotypes. Steve Fisher attacks people who try to blame Appalachia's problems on a presumed subculture with "deficient" cultural traits ("Blaming the Victim"). "Subcultural" theories are also based on stereotypes of Appalachian people. What are the consequences of using such theories to explain the region's problems? How do we peel back stereotypes and uncover "the rest of the story"?

Sept. 05 An Overview of "Definitions": Preparing to Study the Region

Readings:

E&K #7: Ergood: "Toward a Definition of Appalachia" (pp.39-48)
PUP: "Reclaiming Our Past" (pp.32-33)
PUP: "Work History" (pp.34-35)
CG: "Preface" (pp.ix-x); "Raising Consciousness" (pp.1-14); "Research Methods and Findings" and "The Interview Schedule" (pp.150-159)

Recommended:

R: (AH) Oral History Projects
R: (SMD) Oral History: A Guide...
R: (OA) "Introduction" (pp.3-13)
R: (JA) Growin' Up Country.
R: (KK) Hillbilly Women.
R: (SF) Fighting Back in Appalachia

video: "Mabel Parker Hardison Smith" (AppalShop 1985) (30 min.)

Exercise 4: "The topic I think I want to pursue for my semester Research Project is _____ . I am interested in this research because _____ ."

Discussion:

Bruce Ergood reviews studies and writing about the region from the late 1800s through 1972. What does he mean when he says that to most people "the mountaineer is not a person but a prototype"? How does the video about Mabel Parker Hardison Smith challenge stereotypes of the region? How will your research project this semester go beyond stereotypical images of Appalachia and contribute to our knowledge and understanding of the region?

UNIT II: DISCOVERING, LOCATING, AND DEFINING THE REGION

Sept. 10 Missionaries, Tourists and Travelers, and Local Color Writers

Readings:

E&K #5: Campbell: "The Southern Highlands" (pp.31-37)
E&K #40: Stokely: "Settlement Schools of Appalachia" (pp.330-336)
Handout: Frost: "A Simple People..."

Recommended:

R: (OA) "Outside Influences" (pp.162-191)

Discussion:

Use Henry Shapiro's thesis again - that Appalachian serves as a metaphor for some time, history, way of life that differs from (is "other" than) the rest of America. Does this help you evaluate the early literary movement called the "local color school"? The establishment of religious and educational missions? The development of famous health resorts, spas, and rural retreats in the region? Other there other ways to interpret these connections between Appalachia and "greater America"?

Sept. 12 Social Scientists and Historians

Readings:

E&K #1: PARC: "Why Study Appalachia?" (pp.3-6- up to "3 Appalachias")

E&K #4: Eller: "Finding Ourselves" (pp.26-31)

E&K #3: Raitz & Ulack: "Regional Definitions...Cognitive Appalachia"
(p.21)

E&K #8: Walls and Billings: "The Sociology of Southern Appalachia"
(pp.49-59)

Recommended:

E&K #3: Raitz and Ulack: "Regional Definitions...Physical Geographic
Definitions" (pp.10-16)

R: (T&C) "The Demography of Black Appalachia" (pp.237-261)

video: "West Virginia: A Film History" (1995) (excerpts)

Discussion:

"Why Study Appalachia?" (by PARC) represents a departure from earlier studies of the region. Identify the research agendas and themes these contemporary scholars address in their writing and in the video. How does their work depart from the studies up to 1972 described by Ergood (9/5)? Billings and Eller argue that Appalachia was never an "arrested frontier"; instead, they argue that the region has always been "modern". What do they mean? Review course offerings at your university. What can you learn about the region as students at WVU?

Sept. 17 Tools for Your Own Discovery:
Guest Lecture: Appalachian Studies and Library Resources at WVU

Jo Baily Brown, WVU Reference Librarian and Appalachian Specialist

Report directly to Wise Library Appalachian Room at 2:30pm.

WVU Libraries have excellent resources for studying the Appalachian Region. These include the popular "Appalachian Room" in Wise Library, the acclaimed West Virginia and Regional History Collection in Colson Hall, the audio visual library in Colson, and extensive

holdings on coal mining. Additional materials related to Appalachia are found in the Evansdale, Law, Music, and Medical Center Libraries. Plan to visit all these collections.

Readings:

E&K: Sections X (Selective Bibliography) and XI (Audio-visual Materials) R:
(SF) "Dissent in Appalachia: A Bibliography" (pp.339-360);
"Organizations" (pp.361-362)

Begin reading *The Unquiet Earth* - through Book One.

These and other bibliographies will give you a good feel for the range of topics and materials available for studying Appalachia. Ask for help today about where in the library to look for material on various topics and issues of interest to you.

Sept. 19 Skills for Your Own Discovery:
 Instruction in Information Retrieval and WVU Library Orientation

Host: Jo Baily Brown, Reference Librarian

Report directly to White Hall G27 Computer Lab at 2:30pm.

Today you will learn about MountainLynx and practice using a terminal to search WVU resources. You will also tour the Reference Room, Government Documents, CD-ROM databases, and periodicals. Spend time after this session working on your Research Project proposal.

Readings:

Continue reading *The Unquiet Earth* - finish Book Two.

>>>Journal #1 due. Give them to Danielle Gibbs, our TA, at the beginning of class when you arrive at White Hall.<<<

Sept. 24 Problem Solvers Discover Appalachia in the Modern Era

Readings:

E&K #3: Raitz and Ulack: "Regional Definitions...Governmental
Regionalization" (pp.19-21)

E&K #31: Branscome: "What the New Frontier and Great Society Brought"
(pp.257-266)

Recommended:

R: (C&C) "Talkin' Community Action Blues" (pp.80-103)

video: "West Virginia: A Film History" (1995) (excerpts)

Discussion:

By the 1960s and 1970s, "regional developers" saw Appalachia as a region in crisis. How did their interpretation of regional problems differ from that of the early missionaries and settlement school workers? Compare definitions of problems and methods proposed to solve them. Now think about the region from the point of view of residents struggling to cope with these problems. What changes? [Use the recommended reading and *The Unquiet Earth*.]

Sept. 26 Discovery from Inside Out: The Region via Denise Giardina

Readings:

DG: continue *The Unquiet Earth* through Book Three.

Exercise 5: Meeting Giardina's characters

Come to class with a written sketch (1-2 paragraphs) of Carrie, Flora, Rachel, Dillon, Tony, Arthur Lee, Jackie, Tom, and Hasssel.

Discussion:

How is the region changing when we meet Rachel and Dillon in Book One? What is happening as the novel unfolds? How are the characters affected?

Oct. 01 MID-TERM EXAMINATION - Bring large size blue books to class.

UNIT III: APPALACHIAN INSTITUTIONS

Oct. 03 Economy: The Importance of Coal

Readings:

E&K #27: Lewis: "Fatalism or the Coal Industry?" (pp. 221-229)

CG: "Traditional Views: The Backgrounds of Their Lives (Ch.2) (pp.15-39)

Review: Book One, *The Unquiet Earth*

Recommended:

R: (SM) "From Farmers to Miners" (pp.25-42)

Photos, songs, comments in *Voices from the Mountains*:

R: (C&C) "Come All You Coal Miners" (pp.104-125)

R: (C&C) "Men Who Dug Each Other's Graves" (pp.126-153)

R: (C&C) "They Can't Put it Back" (pp.18-43)

video: "West Virginia: A Film History - King Coal" (1995)

Discussion:

What is the relationship between natural resources and the particular way Central Appalachia experienced industrialization? What can we learn from "Justice County" in *The Unquiet Earth* about the impact and side effects of the industrialization of the coalfields? How is the development of the coal industry affecting the families of Rachel and Dillon when the novel begins? By 1961 how has Justice County changed? How would you describe the actual work of coal mining?

Oct. 08 Coal, Family, and Community

Readings:

E&K #23: Shifflett: "Coaltowns" (pp.194-198)

CG: "Unseen Dangers: The Perils of Mining" (Ch.3) (pp.40-62)

Review: "Dillon, 1943" (pp.54-60) and Book Two of *The Unquiet Earth*

Recommended: Oral histories from *Hillbilly Women*:

R: (KK) "How I Got My Schoolgirl Figure Back" (pp.39-49)

R: (KK) "John Wears a Gun When He Goes to the Mines" (pp.24-31)

video: "Clinchco: Story of a Mining Town" (AppalShop 1982) (30 min.)

Discussion:

"I didn't think this was a town when I just seed them little lights. They told me, 'Well, this is as large as it be.' And I thought it was the terriblest place ever I seen in my life... I wasn't used to a mining camp. But I got used to it after I lived here and got acquainted with the people." -Clinchco, Va., resident

Why are households and family seen as "central structures" (Giesen) in coal regions? The video on Clinchco, Virginia, documents the boom and bust of a multi-racial coal town. What were the joys of living in a coal town? The hardships? By what means can a company control a community? What happens to communities which build up along with an industry only to decline when it declines? In Book Two of *The Unquiet Earth* it isn't industry decline that is affecting miners, mining families, and mining communities. What is it? How do people respond? What do we learn about race relations from the video and the novel? What do we learn about the differences in women's and men's roles?

Oct. 10 Segregated Economic Opportunity and Vulnerability

Readings:

PUP: "Introduction. Women in the South: Economic Survival" (pp.4-5)

PUP: "In and Out of Work" (pp.22-23); "Phyllis' Story" (pp.24-25);

"Nancy's Story" (pp.26-28); "Mable's Story" (pp.15-16)

R: (SWM) "From Farm to coal Camp to Back Office and McDonald's"

Review: Book Three of *The Unquiet Earth*

Recommended:

R: (GSW) "Women Miners Can Dig It, Too!" (pp.53-60)

film: "Coalmining Women" (AppalShop 1982) (40 min.)

Discussion:

What were the most valued jobs in the coal economy? Who got these jobs? Did race or ethnicity matter in access to jobs? What eventually led women to seek jobs in this dangerous, male-dominated industry? What problems did they face? What choices do women have in Appalachia's "formal" or "waged" labor market? How do race and ethnicity shape choices for women and men? How does the economy shape different kinds of vulnerability or opportunity for different groups in the coalfields? What part does culture play?

>>>Research Project Proposal due in class.<<<<

Oct. 15 Economic Refugees

Readings:

E&K #16: Obermiller and Maloney: "Living City, Feeling Country"
(pp.133-138)

CG: "Living Day by Day: Women's Work and Widowhood" (Ch.4) (pp.63-88)

DG: The Unquiet Earth, Book Four

R: (C&C) "Ain't Goin' Home Soon" (pp.57-79)

Review: Handout: "Definitions of Appalachia" - Mike Maloney quote

Recommended:

Oral Histories from Hillbilly Women:

R: (KK) "No Woman Can Stand on a Street Corner Around This Neighborhood"
(pp.57-61)

R: (KK) "I Really Know What it Means to do a Man's Work" (pp.61-66)

video: "Long Journey Home" (AppalShop 1987) (60 min.)

Discussion:

"Winter, it wasn't so bad, but when it started getting spring, you'd start looking out the factory doors, wanting to go home... Load up on Friday night if I was working days... and we'd cut out, throw the kids in the back, and drive all night." -Bill Belcher

What economic forces cause people to migrate into Appalachia? To migrate out? What has life been like for those who moved away and found jobs building appliances, automobiles, and other consumer goods? What problems did migrants face in their "host" cities? Why? (Consider the consequences of stereotypes.) Is migration a different experience for men and women (causes of; consequences of)? What is the "hillbilly highway"? In *The Unquiet Earth* why has Jackie left the mountains? How does she feel about leaving?

Oct. 17 Politics: Control Over the Workplace

Reading:

CG: "Coping: Work, Faith, and Denial" (Ch.5) (pp.89-112); "Today and Tomorrow: Company Issues and Personal Issues" (Ch.6) (pp.113-135)
R: (SF) "The Memory of Miners and the Conscience of Capital: Coal Miners' Strikes as Free Spaces" (pp. 165-194)
R: (SF) "Singing Across Dark Spaces: The Union/Community Takeover of Pittston's Moss 3 Plant" (pp. 195-223)
Review: "The Roving Pickets" (Book Two) in *The Unquiet Earth*

Recommended:

"Matewan" - feature length commercial film on union organizing
R: (LD) *They Died in the Darkness*
R: (SF) "The People's Respirator: Coalition Building and the Black Lung Association" (pp. 225-241)
R: (BES) *Digging Our Own Graves*
R: (C&C) pp. 158-169 on the Roving Pickets
video: "Roving Pickets 1961-1965" (AppalShop 1991) (30 min.)

Discussion:

Who were the "Roving Pickets"? How were they different from the miners who went on strike in the 1980s against Pittston Coal Company? What do you think it takes before a group of people decides to organize a union? To take the drastic action of going on strike? Consider personal, family, and community life as described in *Coal Miners' Wives*. Why might miners in these families strike? What about the women Giesen interviewed? What might push them to collective action?

Oct. 22 Politics: Control Over Natural Resources

Readings:

E&K #28: ML&W: Alliance Releases Land Ownership Study (pp.230-237)
PUP: "Becky's Story" (pp.9-10)
R: (OA) oral history with Bessie Smith Gayheart (pp.334 mid-page-339)
R: (SF) "Stopping the Bulldozers" (pp. 17-30)
R: (GSW) "People Power" (pp.29-37)
R: Begley: a copy of a "broad form deed" (in file drawer)

Recommended:

R: (C&C) "Don't You Want to Go to that Land?" (pp.154-171; 186-203)
R: (C&C) "Better Listen to the Voices from the Mountains" (pp.204-221)
R: (C&C) "They Can't Put it Back" (pp.44-55)
R: (WK): *The Appalachian Environment* (in file drawer)
R: (Own): *Who Owns Appalachia?*

video: "On Our Own Land" (AppalShop 1988) (30 min.)

Discussion:

Is there a difference in these words: earth, land, soil, dirt? How do we think about our relationship to the earth? Land? List specific issues underlying conflict over "land use" and "land ownership"

in Central Appalachia. Who in the region decides how natural resources are "used"? What are the consequences of corporate or federal ownership of natural resources?

Oct. 24 Access to Health Care

Readings:

R: (CSH) "Health Care Services in Appalachia" (pp.62-80)

R: (OA) oral history with Benny Bailey (pp.357-364)

Review: *The Unquiet Earth*: pp.132-135 and sections on Rachel's free clinic; discussions of health needs and health care delivery

Recommended:

R: (CSH) "Status of Health in Appalachia" (pp.43-60)

R: (C&C) "The Black Lung Movement" (pp.172-186)

video: "Mud Creek Clinic" (AppalShop 1986) (30 min.)

Discussion:

What are the primary barriers to quality health care in Appalachia? How has the history of development in the region contributed to pressing health issues today? Why do some people (i.e. Couto) write about the "political economy" of health care?

>>>Journal #2 due. Covers material from September 19 through October 22.<<<

Oct. 29 Schooling in Central Appalachia

Readings:

E&K #39: Branscome: "Educating Appalachia's Poor" (pp. 327-330)

E&K #41: Boyd: "Progress is Our Most Important Product" (pp. 337-345)

PUP: "Carol's Story" (pp.6-7)

R: Maggard: "Gender and Schooling in Appalachia" (pp.140-151)

Recommended:

R: (CW): A Foot in the Door: Rural Communities Involved in Educational Change

R: (EKP) "Mountain Poetry: A Teaching Unit" (in file drawer)

video: "Hard Times in the Country: The Schools" (AppalShop 1988) (30 min.)

Discussion:

Rural school consolidation is a controversial issue today in Central Appalachia. What does the Breathitt County, Kentucky, experience teach us? Should public schools be designed to meet labor force needs? What does the Appalachian experience suggest for contemporary schools-to-work programs?

Oct. 31 Solid as a Rock: Religion and Community

Readings:

E&K #43: McCauley: "Grace and the Heart of Appalachian Mountain Religion" (pp.355-362)

Review: "Kudzu Jesus" (pp.302-315) of The Unquiet Earth

Handout: selections from diverse traditions

Recommended:

R: (OA) oral histories with Sam Johnson (pp.284 mid-page-295); and with Luther Addington (pp.44-50)

R: (Fox) "Introduction"; "Baptism"; "Foot Washing"; "The People Who Take Up Serpents"; read about other denominations of interest to you and look through the photographs

video: "In the Good Old Fashioned Way" (AppalShop 1973) (30 min.)

Class reading: Selections from religious traditions

Discussion:

Are the religious traditions in Appalachia "invisible", hidden behind stereotypes? Outline the diverse religious traditions McCauley describes. What common features does she find? What are the four "c's"? Which traditions does she miss? How does "place" shape religious expression?

Nov. 05 NO CLASSES: ELECTION DAY

Nov. 07 The Power of Cultural Expression

Readings:

E&K #34: McKenzie: "Appalachian Culture as Reaction to Uneven Development" (pp.284-289)

Handout: McFerrin: "Sedition? -- from the heart of the plateau"

Handout: Carawan: "Sowing on the Mountain"

Recommended:

R: (JA) "As Country as I Could Sing" (pp.239-247) (again)

R: (C&C) Music and photographs in Voices from the Mountains

R: Green: Only a Miner

R: Korson: Coal Dust on the Fiddle

video: "Dreadful Memories: The Life of Sarah Ogan Gunning" (AppalShop 1988) (30 min.)

photos: The work of Earl Dotter on Appalachia and the South

Discussion:

How can different cultural and socioeconomic groups use cultural resources like music, photography, painting, sculpture, and the performing arts to maintain and promote their cultural

identity and history? How do cultural, political, economic, and social history and experiences influence artistic expression? What do we mean by "a people's culture"? Can cultural expression have a political purpose?

Nov. 12 Celebrating Mountain Music

Guest Musician:

Keith McManus, WVU Creative Arts Center and "Stewed Mulligan"

Readings:

E&K #24: Tribe: Traditional Appalachian Music/Early Commercial Music:
Continuity and Transition (pp.198-203)

R: Dunlap: "Brooks Smith: The Making of a Banjo Player" (pp. 53-59)

Recommended:

Review back issues of Goldenseal and Now and Then

R: Conway: African Banjo Echoes in Appalachia

IV. APPALACHIA TODAY AND TOMORROW

Nov. 14 Agriculture and Farming in Appalachia

Guest Speaker:

Agnes Vanderpool Spicer, WVU Extension Specialist- Aquaculture

"Regional Agriculture Then and Now: Environment, Sustainability, and the Future"

Readings:

E&K # 37: Tickamyer: "Gender, Family Structure, and Poverty" (pp.307-315)

R: (SF) Hamilton and Ryan: "The Community Farm Alliance in Kentucky"
(pp. 123-147)

Recommended:

R: (JA) Groce: "Growin' Up Country: Sharecropping in the Fields"
(pp.216-220)

R: (OA) "Working" (pp.91-108; 113-129)

Discussion:

With industrialization, relationships to the land in Appalachia were fundamentally changed and "mountain agriculture" was transformed. What has farming been like in Appalachia in the last

several decades? What new concerns shape the future of agriculture in the region? How have women and men related to farming and the agricultural industry?

Nov. 19 Economic Restructuring

Readings:

PUP: "Coming Forward and Taking Change"(pp.30-31); refer again to pp.4-5

R: (GSW) "From the Mountains to the Maquiladoras" (pp.85-95)

R: Maggard: "From Fram to Coal Camp to Back Office and McDonald's"
(pp.14-38)

Recommended:

R: (RC) "Appalachia in a National and International Economy" (pp.41-73)

video: "Fast Food Women" (Appalshop 1991) (30 min.)

Nov. 21 The Expanding Economy of Regional Art and Handcrafts

Guest Speaker:

Chuck Matala, Owner: Woodworks

"Entrepreneurial Strategies and Appalachian Artists"

Readings:

E&K # 29: "The Kentucky Way: Resistance to Dependency..." (pp.237-243)

R: File folder on "Tamarack"

Recommended:

R: (JA) Kline: "Something for July" (pp.72-77)

Review back issues of Then and Now and Goldenseal

>>>Journal #3 due. Covers materials from October 24 through November 19.<<<

Nov. 26-28 NO CLASSES: THANKSGIVING RECESS

Dec. 03 Community Economic Development: A New Era

Guest Lecture:

New Development Initiatives in West Virginia and the Nation

Dr. Rachel B. Tompkins, WVU Extension Professor of Community Development

Readings:

PUP: "Making Changes" (p.29); refer again to pp.30-31

Handouts: materials from Dr. Tompkins on community capacity building,
social capital, and community development programs

Recommended:

R: (HRE) Dismantling the Barriers

R: (GSW): Waller: "It Has to Come from the People"

>>>Research Project due in class.<<<

Dec. 05 Our Synthesis - Where do We Go From Here?

Readings:

E&K #29: Halperin: "The Kentucky Way: Resistance to Dependency"
(pp.237-243)

E&K #35: McNutt: "An Alternative Development Strategy" (pp.290-296)

Dec. 10 FINAL EXAM - 8:00 am - 10:00 am - Bring Large Blue Books