

Notice: If you are seeking academic accommodations under the Americans with Disabilities Act, you are required to register with the Disability Resource Office (DRO). To receive academic accommodations for this class, submit your documentation to the DRO in the lower level of Tyler Hall Suites 54-69, by fax to 540-831-6525, or by email to dro@radford.edu. Once documentation is received and reviewed, you will be contacted by your Disability Services Specialist (DSS) to complete an interview. Notification will be sent to you via RU email when your accommodation package is ready. When you have picked up your package, you will meet with each course professor, during office hours, to discuss your accommodations. For more information, visit www.radford.edu/dro or call 540-831-6350.

Appalachian Studies 200-01: Introducing Appalachia
CRN 23033 Spring 2014 Tuesday 6:30-9:30 p.m. Waldron 200

Mr. Ricky Cox, 235 Russell Hall E-Mail: rcox@radford.edu Office Ph: 831-6153 Home Phone: 789-4145 Office Hours: Tues. 5:00-6:00 PM Tues. and Thurs. 2:00-3:15. Wed. 9:30-10:30 Other times by appointment.

TEXTS:

Chappell, Fred. *I Am One of You Forever*. Baton Rouge: LSU Press, 1985.

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

Rash, Ron. *Eureka Mill*. Corvallis, Oregon: The Bench Press, 1998.

Additional readings provided as handouts, as PDF files on D2L, or via links to websites.

COURSE DESCRIPTION & OBJECTIVES:

This interdisciplinary course offers a survey of the central and southern Appalachian Mountain region of the United States, past and present, with specific emphasis on these topics: history, peoples, natural environment, economy, health care, education, folk culture, music, political activism, visual arts, and outmigration. Readings, discussions, guest speakers, and multi-media presentations will be supplemented by a modest amount of library research incorporated into individual student presentations to the class. The course is designed to promote awareness and appreciation of life in Appalachia and of the region's historical and contemporary place within the United States. As a means of acquainting you with the Appalachian people and their culture, this course should prove especially useful to students who mean to make a home in this region, as well as those who may seek or continue employment in the region in education, health professions, law enforcement, recreation, religious organizations, social services, cultural preservation, business, and industry.

OPPORTUNITIES/REQUIREMENTS:

- 1) *Reading* of assigned works by due dates. Expect *unannounced* reading quizzes (one quiz grade to be dropped). When two chapters are assigned, read both. Also, *write about both* if a response is due from your group.
- 2) Regular class *attendance*. More than two unexcused absences will lower your participation grade.
- 3) *Participation* in class discussion.
- 4) A 10-12 minute *presentation* to the class based on THREE sources related to the topic of the week (If we read two chapters, choose *either* topic). For ONE class meeting (dates to be assigned), each student will find, examine, and present to the class the essence of three sources (**excluding** our texts) that represent Appalachia within the context

of the topic for that week. Many kinds of sources will qualify, e.g. a newspaper or magazine article about the economy or politics in an Appalachian community or city, a website about “clean coal”, a book about religion in Appalachia, or a videotaped documentary about health care or folkways. TV programs, advertisements (brochures, TV, magazine), movies, music CD’s, poetry collections, YouTube videos (**no more than one** of these) could also be used. Almost anything that offers or creates an impression of the Appalachian region is (properly handled) suitable. Note that you *must* use **at least ONE (originally) printed source** found in McConnell Library or located via a McConnell Library search engine. McConnell has an outstanding collection of credible regional materials. **To repeat**, course texts may *not* be used as one of the three sources.

The oral, in-class component of your presentation will be graded on your EXPLICIT inclusion of **ALL** parts of the following **three components (A, B, and C)** for *each* of the three sources. Be sure to cover all part of all three for each source and to make it clear to your audience that you are addressing these requirements individually:

A) First, tell us *what kind* of media it is (book, journal article, video, website, etc.), *where/how* you found it, *when* it was created, and *by whom*. These are more important than it may seem. Tell us why you think the source is or is not *credible*. In other words, what about the source or its origins affects its authority or objectivity.? Is it the work of a university scholar or was it funded by a corporation? Does its age make it less credible?...more credible? Then *summarize the source* and tell us what *questions* it asks directly or raises in your mind. Make sure to address EACH of these points explicitly, for each source.

B) Then share your perception of *how the source relates to the reading* (to AHTA in particular) assigned for that class meeting. Choose verbs carefully: you might decide that your source *illustrates* or *expands upon* or *validates* what we’ve just learned. It’s also possible that it could *contradict* or *refute* the content of the assigned readings. Try to use words more descriptive and specific than “supports” or “relates to”. If you see connections to *other courses* you’ve taken or are taking, to *your academic major*, or to *current events*, please describe those, too. Interdisciplinary connections are always interesting to your classmates and your instructor.

C) Finally, tell us *how the source has affected* (broadened, sharpened, complicated, clarified or???) *your personal understanding* of the Appalachian Region. For this part, you may make references to previous readings and classes as well as your personal experience, as either a long-time resident or someone gaining your first exposure to the region, or anything between those extremes. You’ll have a chance to explore this again on the final exam.

REMEMBER that I am not asking you to form a thesis or blend the sources into a coherent whole as you would do in a typical research project. Your job is simply to find, evaluate, and introduce to us resources that might help us better understand the topic at hand.

We will hear 2-3 presentations each week excluding the first class and the week of the mid-term exam (March 4). You will sign up for your week in the spotlight during the first or second class meeting or by email.

Written component: To hand in to me on the evening you present, create a *complete MLA or APA format* bibliographic entry (following online McConnell Library models) for each of your three sources. Web addresses, by themselves, are inadequate. Below the bibliographic information for each source, in 150-200 words (for each source), summarize the source *in your own words* and tell me why it would or would not be a useful addition to the materials used in this course. These should be typed, double-spaced, 12 point font, with 1” margins. Remember to *compose* the summary—do not copy or loosely paraphrase an abstract or other existing summary. Doing so can result in a charge of plagiarism.

Study and follow these instructions carefully and completely to earn the best possible grade.

- 5) **Reading Response.** Every third week (see course schedule for due dates for groups I, II, and III), each student will submit a response, devoting *at least 300 words* (unless otherwise noted) to the AHTA chapter(s), and making *some comment* on *ALL* supplemental readings. Clear, *comprehensive* summaries are acceptable, especially if

connections are made to previous topics, personal experiences, or other courses. Outstanding examples will include both *comprehensive* summary and personal comments or observations. **FORMAT:** Must be typed, DS, 12 point font, 1” margins. Include *your name, submission date, and number of words*. **SUBMIT** and **KEEP** paper copies in a folder with pockets so that subsequent entries can be added. Proofread carefully for grammar, spelling and punctuation. Responses that are incomplete, incorrectly formatted, or that include multiple grammar or spelling errors will be returned and points deducted from resubmitted revisions. You may submit ONE of the response logs up to a week late with no penalty. Enclose brief quotations from our texts in quotation marks, followed by the source’s title and page no(s). Cite sources of paraphrases in the same way. If your presentation (assignment 4) is due the same week as one of your responses, you may hand the response in the following week with no penalty. *No work will be accepted more than 2 weeks late.*

- 6) *Reading Questions* (7 sets of 3) based on the assigned readings, due *at the beginning of class* on weeks when reading is assigned but your group does not submit a response log. Submit on paper **THREE** typed or legibly written questions that will invite discussion or speculation about the assigned reading. These should be specific, but not “quiz” type questions, whose answers are easily found in the reading. We may discuss them briefly in groups early in the class and I will take them up each week. You may skip **1** week of **8** without penalty.
- 7) **REQUIRED attendance** at this event or an approved alternative. Alternatives will be announced as they become known. You are welcome to suggest appropriate alternatives.

Appalachian Awareness Day, 10:00AM-4:00 PM. Friday, February 21. Hurlburt (the Bonnie) Hall Auditorium. You must stay for all of any single 50-minute presentation. Written response (one typed page) due not more than two weeks after event. Submit in class *or* by RU email.

- 8) *Field trip* to Selu Conservancy, on Tuesday, April 15. You may bring friends, roommates, etc. Carpooling is required. This takes place within regular class hours.
- 9) *Mid-Term* (Tuesday, March 4 at regular class time—class resumes after exam) and *Final Examinations* (7:30 PM Tuesday, May 6) Matching, multiple choice, short answer, essay.

11) Adherence to Radford 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. Violations of academic integrity will not be tolerated. This class will be conducted in strict observance of the Honor Code. Refer to your Student Handbook for details.

Grade Weights:

Quizzes	5%
Weekly questions	5%
Participation	5%
Presentation	15%
Mid Term	20%
Reading Response Logs	25%
Final	25%

COURSE POLICIES

Late Work:

Quizzes **cannot** be made up, but at least one quiz grade will be dropped at semester’s end. *Questions* may not be submitted in class on the date due (not late or emailed), but you may skip or drop one set. (I.e. you need submit only 7 out of 8 sets of 3).

Any ONE of the *first three* reading responses may be submitted up to one week late without penalty. If your response is due the same night as your presentation, you may submit the response the following week without penalty. Aside from those exceptions, late logs are penalized 5 points (out of 100) per weekday (M-F). E.g. a response submitted one full week late loses 25 points. Logs returned for revision begin losing points the following day. **No** work will be accepted more than two weeks after it was due, or after the last day of class without prior agreement.

Cell Phones:

Use of cellular telephones or other means of communicating electronically with persons or other entities (extra-terrestrials, artificial intelligences, etc.) in or outside our classroom is expressly prohibited once the professor is in the classroom and the appointed time for beginning the class (6:30 PM) has arrived. Neither active use of (initiating or replying to messages) nor passive monitoring of a cell phone or similar device is permitted. Persons observed consulting objects hidden in book bags, purses, or their laps will be questioned.

The first instance will result in a verbal warning which will be noted in the course roster. The first subsequent instance will result in the deduction of ONE point from the semester grade (equal to 5 points off the midterm or 4 points of the final exam). The second instance costs TWO points off the semester grade. The third costs THREE points, and so on. These penalties are independent of the negative effect disrupting the class in this way will have on participation grades.

If you are expecting news which, once received, may make it necessary for you to leave the classroom before class is dismissed, you must notify me of the nature of this emergency BEFORE class begins in order to be exempted, for a single class period, from the stated policy and penalties.

You MAY use your cell phone during the mid-class break but must put it away as soon as class resumes.

Laptop Computers:

The midterm and final examinations are based heavily on material from assigned readings. Your best course is to annotate your texts and supplement those annotations as needed in a separate hand-written notebook. Laptops used *exclusively* for note taking or consulting online or digitized materials pertinent to the class are welcome. But in my recent and overwhelming experience laptops are being used during class to respond to email, surf the web, or work on other classes, none of which are permissible activities. If you have other work that *must* be completed during our class time, stay home and do it.

If you wish to make *responsible* use of a laptop during class, indicate this at the appropriate place on the class policy agreement. Your signature there indicates your agreement to show me the screen of your computer any time during class and/or to save as a document and send to my email address without delay your class notes just as they appear at the moment of request.

The penalties for failure to comply with the policy are the same as for cell phone use.

Food:

A classroom is not a cafeteria or a lounge. Further, it is a community. Respectful members of any community would not ordinarily eat/drink/chew gum in the presence of other members without first offering to share. Drinks are acceptable, but please plan to eat before or after class. If your schedule does not allow you time to eat before class or you have a medical condition that makes it necessary for you to eat during class, let me know that on the class policy agreement form and an exception will be granted. Snacks are acceptable during the mid-class break.

COURSE SCHEDULE

AHTA= A Handbook to Appalachia; EM= Eureka Mill; IA0oYF= I Am One of You Forever

Week; Date; Items Due Reminders to Instructor	Subject Matter:	Readings:	Activities:
WEEK 1 Tuesday, January 21 <i>Preview Course</i> <i>Explain Course</i> <i>Policies</i> <i>Learn Names</i>	Introduction to Course and the Region Overview of <i>McConnell Library</i> Resources for Appalachian Studies by Craig Arthur, Instructional Librarian	NOTE: Readings in this column should be done by date at the far left, unless otherwise explained in this column.	Craig Arthur, RU Librarian Visits. "How to pronounce 'Appalachia'" <i>The Appalachians</i> , DVD, Part 1
WEEK 2 Tuesday, January 28 Response 1 due from Group 1, (First One-third of Class) Questions Due at beginning of class: Groups 2 and 3 2-3 Students Share Resources	The History of Appalachia America's Old Frontier Historical Influences on Contemporary Economy and Culture	AHTA pp. 1-26, "The History of Appalachia". EM 6-9. "Removal of the Cherokees" from <i>Voices From the Hills</i> Posted on D2L	Parts of <i>The Appalachians</i> , Part II
WEEK 3 Tuesday, February 4 Response 1 due from Group 2, (Second One-third of Class) Questions Due at the beginning of class: Groups 1 and 3 2-3 Students Share Resources	The Peoples of Appalachia Who Lives Here (besides all of us)? Where did they come from? How did they get here?	AHTA pp. 27-49, "The Peoples of Appalachia: Cultural Diversity Within the Mountain Region". EM 13,14, and 41 "Appalachian Values" by Loyal Jones (D2L) Poems by Frank X. Walker, and Marilou Awiakta (D2L)	<i>The Appalachians</i> , DVD, Continued, as time allows.
WEEK 4 Tuesday, February 11 Response 1 due from Group 3 (Last 1/3 of class) Questions Due at Beginning of Class: Groups 1 and 2 2-3 Students Share Resources	The Natural Environment of the Appalachian Region Exploring and Exploiting	AHTA pp. 51-66, "Natural Resources and Environment of Appalachia" Jack Spadaro Interview (D2L) 245-261 "Larry Bush" (D2L) EM 15-16.	Guest Speaker: Peggy Linkous and Sam Linkous on Through-Hiking the Appalachian Trail
WEEK 5 Tuesday, February 18 Response 2 (write on both chapters) due from Group 1, Questions Due at Beginning Class: Groups 2 and 3 2-3 Students Share Resources	Boom and Bust: the Economy of Appalachia <i>Activism: Politics, Labor Unions, Community Action, Women Activists and Organizers.</i> Maybe--The Role of Government in Appalachia (from <i>Uneven Ground</i>)	AHTA pp. 67-84. "The Economy of Appalachia" AHTA pp. 85-100. "The Politics of Change in Appalachia" EM 6, 8,17, 37 (Economy) EM 18, 19, 22 (Labor Unions and Organizing)	Videotape: <i>Coal Bucket Outlaws</i> or <i>Fast Food Women</i> or <i>Clinchco</i> OR <i>The Appalachians</i> segment on Labor History
Friday, February 21 Attend ANY ONE of (6)	REQUIRED ATTENDANCE at Appalachian Awareness Day (6) Presentations begin on the hour. 10:00 AM-4:00 PM Hurlburt Auditorium. Typed (1/2 to 1 page) summary/reaction due not later than		

50-Minute Sessions	midnight, Friday March 7. May submit hard copy or via RU email		
WEEK 6 Tuesday, February 25 Response 2 due from Group 2 Questions Due at Beginning Class: Groups 1 and 3 2-3 Students Share Resources	Health Care in Appalachia Haves and Have Nots Access to Providers Culturally Sensitive Health Care	AHTA pp. 101-118. "Health Care in Appalachia." EM 49	Videos: <i>Nature's Way</i> and/or <i>Mud Creek Clinic</i>
WEEK 7 Tuesday, March 4 No written work due. <i>Midterm Grades Due.</i> Wed 10:00	Mid-term Examination Regular Place and Time	Catch up on and review Assigned Readings.	Videotaped Folktale following exam.

SPRING BREAK
Saturday, March 8-Sunday, March 16

WEEK 8 Tuesday, March 18 Response 2 due from Group 3 Questions Due at Beginning of Class: Groups 1 and 2 2-3 Students Share Resources	Education in Appalachia History, Influences, On-going Problems, Successes. "Place Based" Education: The <i>Foxfire</i> model.	AHTA pp. 119-142. "Education in Appalachia" <i>Eureka Mill</i> 32	Preview Folklife for next week
WEEK 9 Tuesday, March 25 Response 3 due from Group 1, Questions Due at beginning of class: Groups 2 and 3 2-3 Students Share Resources	Appalachian Folklife: Oral, Customary, and Material Culture Speech, Superstitions, Food Ways, and More.	AHTA pp.143-162. "Appalachian Folklife." Supplemental readings from VFL supplied via. D2L or handout. EM 4, 20, 21, and 35	Videotape: <i>The House That Love Built</i>
WEEK 10 Tuesday, April 1 Response 3 due from Group 2 Questions Due at beginning of class: Groups 1 and 3 2-3 Students Share Resources	Appalachian Music: Commercialization and promotion of Stereotypes. Ballads, Lyrical Songs. Instrumental Music: Old Time and Bluegrass.	AHTA pp. 163-179. "Appalachian Music: Examining Popular Assumptions." <i>Eureka Mill</i> 51	Recorded and Live Music .
WEEK 11 Tuesday, April 8 Response 3 due from Group 3 Questions Due at beginning of class: Groups 1 and 2 3-6 Students Share Resources Literature MAY present tonight*	Religion in Appalachia Roots Denominations, Religion in daily life.	AHTA pp. 181-197. "Religion in Appalachia." Excerpts from <i>Blue Ridge Harvest??</i>	Possible Guest Speaker(s): Religious Music??
WEEK 12 Tuesday, April 15 Response 4 due from Group 1 Write mostly on novel w/brief summary of AHTA chapter. See note at right*	Appalachian Literature Novel, "I Am One of You Forever"	AHTA pp. 199-216. "Appalachian Literature." First Half of <i>IAOoYF</i> pp. 1-96. *Must summarize AHTA.chapter (min .5 page), but focus your	Field Trip to Selu Conservancy. Carpooling is <i>required</i>

<p>Questions Due at Selu: Groups 2 and 3</p>		<p>response on the novel.</p>	<p>• Directions Supplied</p>
<p>WEEK 13 Tuesday, April 22 Response 4 due from Group 2 Write mostly on novel and poems w/ brief summary of <i>AHTA</i> chapter. See note at right* Questions Due: Groups 1 and 3 2-3 Students Share Resources</p>	<p>Appalachian Literature Novel, "I Am One of You Forever"</p>	<p>Finish <i>IAOoYF</i>. *Must summarize <i>AHTA</i> chapter (min .5 page), but focus your response on the novel.</p>	<p>Discuss <i>IAOoYF</i>. Revisit poems from early semester. Course Evaluation?</p>
<p>WEEK 14 Tuesday, April 29 Response 4 (write about <i>both</i> chapters) due from Group 3 Questions Due at beginning of class: Groups 1 and 2 2-3 Students Share Resources</p>	<p>Visual Arts in Appalachia: More than Quilts and Picture Postcards Appalachians Outside the Region: "Hillbilly Highways" Appalachians on the Move</p>	<p><i>AHTA</i> pp. 217-236. "Visual Arts in Appalachia." <i>AHTA</i> pp. 237-252. "Appalachians Outside the Region."</p>	<p>Guest Speaker: Visual artist Catherine Pauley Video? Course Evaluation?</p>
<p>Tuesday, May 6</p>	<p>Final Exam Period, 7:30-9:30 PM Meet in Regular Classroom</p>		