

Fall 2011
Section #001
9:10-10:10, T/TH/F2

APP 201
Claypool-Young 111

Introduction to Appalachia

Morehead State University
Caudill College of Arts, Humanities and Social Sciences
Appalachian Studies-Department of International and Interdisciplinary Studies

Instructor: Joy Gritton
Office: Claypool-Young 110
E-mail: j.gritton@moreheadstate.edu
Phone: 606-783-2762
Office hours: Tuesdays, Thursdays, Friday 2 10:10-11:30, 12:30-1:30 and by appointment

COURSE DESCRIPTION, OBJECTIVES AND FORMAT:

APP 201 Introduction to Appalachia. (3 hrs.); I. II. A multidisciplinary introduction to the Appalachian region's natural environment, history, culture, and socio-political structures within local, national, and global contexts. Particular emphasis will be given to contemporary issues and community building.

REQUIRED GENERAL EDUCATION COMPETENCIES:

This course is designed to strengthen several of the competencies required of students in the general education program.

Students will be able to:

- **Write effectively for a variety of target audiences using conventions associated with standard English (1c)**
- **Read college-level critical, creative, and technical texts for comprehension (1b)**
- **Convey quantitative and qualitative relationships using symbols, equations, graphs, and tables (1d)**
- **Thoughtfully analyze and evaluate diverse points of view (2c)**
- **Analyze cultural, social, economic, geographic and historic dynamics that influence groups and individuals (4c)**

Though the course has specific general education goals, students' own interests, background, and programs of study will determine, to a great extent, how they respond to the course subjects and the content of daily discussions. Music, religion, immigration and ethnicity, literature, folklore, science, education, health care, art, politics----all of these and more will be woven into the course. Students are encouraged to suggest discussion

topics, readings, and other source materials related to the region that complement their life and career goals.

COURSE REQUIREMENTS:

Student Learner Outcomes

After successfully completing the course, students will be able to:

1. Critically and thoughtfully evaluate the cultural, social, economic, geographic and historic dynamics that have influenced the Appalachian region.
2. Apply their understanding of these dynamics in a wider global context, identifying relationships between regional history/issues and national and international developments.
3. Critically and thoughtfully analyze and evaluate diverse points of view on significant regional issues, and support analysis with college-level readings about the region.
4. Use symbols, equations, graphs, and/or tables to convey quantitative and qualitative relationships important to understanding the region (such as intergenerational changes in employment, health, or education; environmental data, etc.)
5. Write effectively, using standard English, about the cultural, social, economic, geographic and historic dynamics that have influenced the Appalachian region.

Course Website: All assignments, study sheets, homework, and additional resources are posted to the course website at: <http://people.morehead-st.edu/fs/j.gritton> (see courses, then select APS 201).

Required Text:

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

Additional required readings that supplement course topics will be posted to the [Camden-Carroll library e-reserves](#). Students will also be expected to utilize MSU's library collections and Internet/World Wide Web research capabilities in preparing their assignments. Discussion of the *Handbook* and other readings contributes to much of your Class Discussion and Participation grade, which is worth up to 125 points. Exam questions will be based largely on the readings for the course.

Attendance

Attendance is required and is a factor in your Class Discussion and Participation grade. **More than two unexcused absences will negatively affect your semester grade.**

Excused absences include medical or family emergencies, hazardous weather conditions, and official university functions. It is your responsibility to contact the instructor ahead of time—or, in case of emergencies, as soon as possible, to explain any excused absences. If you do not do this, the absence will be unexcused.

Late Assignments

Late Assignments will only be accepted and make-up exams provided if you have made special arrangements for an extension based on illness, emergency, etc. Make-up exams will be given on the Wednesday morning of finals week.

Classroom Etiquette

CELL PHONES ARE TO BE TURNED OFF BEFORE EACH CLASS. This is disruptive to the instructor and your fellow classmates. Unless prior permission has been obtained from the instructor for emergency cases, your cell phone sounding in class will adversely affect the instructor's evaluation of your classroom participation and, thus, your grade. You should also be prepared to listen to class discussion and/or participate during class time. If you need to sleep, do homework for other classes, or plan social activities, please take one of your allotted absences to do so. Being “present” in class is just that—being a full participant, not simply being in your seat.

Respect for the diversity of people, cultures, world-views and thought are essential to the pursuit of healthy intellectual inquiry and creative exploration, and will be expected from faculty and students.

Assessment/Grading

The evaluation process in this course will focus on measuring a student's grasp of significant historical developments, as well as the larger issues presented in class and the student's capability for independent, critical interpretation of course material. Students are expected to be independently motivated and prepared for every class meeting, including having read the assigned text for the day. Merely performing the assigned work during the allotted time does not guarantee a “good” grade. Personal motivation and discipline are demonstrated by actions, such as participation in class discussion, respectful attention given to guest speakers, thoughtful inquiry, active engagement in projects, and collaboration with student colleagues.

Students will be responsible for two exams, a family profile, a research project with presentation, a reflection on a service learning and/or field trip, and class participation and discussion. All written assignments are to be submitted in hard copy form at the beginning of class on the due date, papers will not be accepted via e-mail. Save backups of all work —this protects you in the unlikely but possible event that an assignment is lost.

The required work will receive the following numeric value:

Exams (2)	100 points each
Family History Project	125 points (50 for table/graph, 50 for essay, 25 for presentation)
Research Project with Presentation	125 points (includes paper and presentation/demonstration)
Class Discussion and Participation	125 points
Service Learning/Field Trip Reflection	75 points

650 points total

Scale:

A grade of A, B, C, D, E, or I will be assigned to the student's work for the course. The "D" is only a passing grade. A "C" letter grade is earned by average work and performance; a "B" above average and it is good, and an "A" is reserved for an outstanding level of achievement, going well beyond the expectation and requirements.

90-100 %	A
80-89 %	B
70-79 %	C
60-69 %	D
0-59 %	E

The "I" grade is an incompleteness grade based on:

- 80% of projects completed.
- Cumulative grade of C or better on all work completed to date.
- Inability to complete the end-of-semester work because of circumstances beyond the student's control.
- Providing documentation from an objective source at time of student's request.

The "I" grade would allow the student to set up a schedule with the instructor to make up the projects for the course. This schedule must be followed or the student will receive a grade of "E."

Correlation Between Course Assessment and Gen Ed Competencies and Course SLOs:

Two take-home essay exams (MSU SLOs: 1b, 1c, 2c, 4c; Course SLOs: 1, 2, 3, 5)
Family History Project (MSU SLOs: 1c, 1d, 4c; Course SLOs: 1, 2, 4, 5)
Class Discussion and Participation (MSU SLOs: 1b, 2c, 4c; Course SLOs: 1, 2, 3)
Research Project with Presentation (MSU SLOs: 1c, 1d, 2c, 4c; Course SLOs: 1, 3, 4, 5)
Field Trip/Service Learning Reflection (MSU SLOs: 1c, 2c, 4c; Course SLOs: 1, 3, 5)

Description of Individual Course Requirements:

Take-Home Exams:

There are **two 100 point exams**. Essay questions will be provided at least one week in advance and you will turn in your answers----typed, double-spaced, standard font---at the beginning of class on exam days.

Family History Project:

Each student will chart an occupational/migration/genealogical document on three generations of his/her family. If you are not from the region, you may either research your own family and compare your family's experiences to those of the region OR you may "adopt" an Appalachian family to chart (the family of a friend, roommate, etc.) This exercise will count for **125 points**; 50 for a table and/or graph of the generations; 50 points for a narrative summary/essay of your family's story (3-4 pages), 25 for a short presentation *on one of your parents or ancestors* in class. This presentation can focus on your subject's work, life history, particular interest or talent, etc.

Research Project with Presentation: Each student will present a ten-minute Power Point presentation based on a person, issue, piece of literature, musician/group, historical event or artifact (i.e., a town or building), legend, community organization, etc., related to the Appalachian region. As part of this assignment, you will also submit a 4-5 page analysis paper, with a works cited page and sources cited according to standard format on your subject. This assignment is worth 125 points. If you prefer, it is acceptable to fulfill the presentation requirement with a live demonstration of a skill, craft, musical instrument, story telling, etc. that reflects an Appalachian issue or theme. Whatever format you choose, you are required to place your subject in historical and cultural context and to convey at least part of your research using a graph or table (either in the paper or in your presentation).

Field trip/written reflection: A field trip and/or service learning experience will be organized by the instructor and is required. The exact date will be announced as soon as possible and you will need to make arrangements with other classes to attend. You are required to write a 2-3 page typed, double space essay on your insights about this experience.

Discussion and Participation (125 points) includes preparation for class (course readings and/or homework), active engagement in daily discussion and/or exercises, responses to guest speakers or special activities, raising issues, and generally contributing to a positive learning experience for you and your fellow students in class. Homework will be announced in class and posted to the course website.

CAMPUS SAFETY

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at www.moreheadstate.edu/emergency.

ACADEMIC DISHONESTY

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the assignment/project, or course, and/or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read *The Eagle: Student Handbook* or ask your instructor. The policy is located at <http://www.morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>. For example: Copying information from the Internet is plagiarism if appropriate credit is not given.

AMERICAN WITH DISABILITIES

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

COURSE SCHEDULE (Subject to Change)

August

- 23** Introduction, course overview (class website "Stereotypes" link)
- 25** Stereotypes and Diversity (Handbook, pp. 27-50; Shelby's "The 'R' Word: What's So Funny and Not So Funny about Redneck Jokes" on library reserves)
- 30** Class Discussion on "The 'R' Word" and student stereotype images (see class discussion instructions)

September

- 1** Stranger with a Camera
- 2** Class Discussion of film; History of Appalachia (Handbook, pp. 1-26); extra credit for reading and responding to Denise Giardina's "Appalachian Images: A Personal History" on library reserves)

- 6 History (Blee and Billings' "'Where Boodshed is a Pastime': Mountain Feuds and Appalachian Stereotyping" on Library reserves)
- 8 History cont. (Handbook 119-142; class website "History"--see "Settlement Schools of Appalachia")
- 13 Outward Migration: Long Journey Home (Handbook, pp. 237-253)
- 15 Discussion of film and Family History Project
- 16 Natural Resources and the Environment (Handbook, 51-66)
- 20 Water in Appalachia-- Guest Speaker: April Haight
- 22 Logging and Farming in Appalachia (Handbook, 67-84)
- 27 Coal and Natural Gas (class website "Natural Resources and the Environment;" see class discussion instructions)
- 29 Deep Down, Discussion of Web readings
- 30 The Electricity Fairy

October

- 4 Guest Speaker: Doug Doerrfeld
- 6 ***First Take-Home Exam Due***
- 11 Health Issues in Appalachia (Handbook, 101-118)
- 13 **Fall Break**
- 18 Health Issues cont. Guest Speakers: Ann Rathbun and Sharon Denham (Diabetes in Appalachia)
- 20 ***Field Trip: (Tentative) TBA***
- 25 ***Family History Presentations***
- 27 ***Family History Presentations***
- 28 ***Family History Presentations***

November

- 1 Religion (Handbook, 181-198)
- 3 In the Good Old Fashioned Way
- 8 Art (Handbook, 144-147, 217-236)
- 10 Art cont.
- 11 Visit to the Kentucky Folk Art Center
- 15 Music (Handbook, 163-180)
- 17 Music: Visit to the Kentucky Center for Traditional Music
- 22 Language and Literature (Handbook, 199-216; "Appalachian English" in the "Appalachian Language and Literature" section of the class website)
- 24 **Thanksgiving Break**
- 29 Literature cont.: Guest Speaker Chris Holbrook

December

- 1 ***Research Project Presentations***
- 6 ***Research Project Presentations***
- 8 ***Research Project Presentations***
- 9 ***Research Project Presentations***
- 12 ***Second Take-Home Exam Due***