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MAY 13 2016

OFFICE OF THE
SENATE COUNCIL**1. General Information**

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 2/17/2016

1b. Department/Division: Anthropology

1c. Contact Person

Name: Scott Hutson

Email: scotthutson@uky.edu

Phone: 8592579642

Responsible Faculty ID (if different from Contact)

Name: Ann Kingsolver

Email: ann.kingsolver@uky.edu

Phone: 8592184088

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: ANT 536

2c. Full Title: Global Appalachia

2d. Transcript Title: Global Appalachia

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. **Course Description for Bulletin:** Appalachia has always had strong global connections, environmentally, economically, and culturally. Current cultural and political economic issues in the region will be examined in comparative perspective through studying related histories and concerns of communities in Appalachia and other mountain regions, including social and economic marginalization within nation-states, resource extraction, low-wage work, migration, and environmental challenges. Students will have the opportunity to communicate directly with residents and scholars of several different global mountain regions, to consider sustainable livelihoods, identity in relationship to place, and social movements.

2k. Prerequisites, if any:

2l. Supplementary Teaching Component:

3. Will this course be taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Fall,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 25

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: It meets a requirement for the undergraduate certificate and the proposed graduate certificate in Appalachian Studies, and as a special topics course it has drawn enrollment from Sociology, Geography, Community & Leadership Development, Political Science, Environmental and Sustainability Studies, and other majors.

8. Check the category most applicable to this course: Not Yet Found in Many (or Any) Other Universities ,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: Yes

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|CAPOOL0|Christopher A Pool|ANT 536 NEW Dept Review|20151028

SIGNATURE|ACSI222|Anna C Harmon|ANT 536 NEW College Review|20160301

SIGNATURE|JMETT2|Joanie Ett-Mims|ANT 536 NEW Undergrad Council Review|20160413

SIGNATURE|ZNNIKO0|Roshan N Nikou|ANT 536 NEW Graduate Council Review|20160512

New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Generate R

Open in full window to print or save

Attachments:

Browse...

Upload File

	ID	Attachment
Delete	6430	ANT 536 UGC Review Checklist.docx
Delete	6540	ANT 536 Global Appalachia revised syllabus 3 25 20

First 1 Last

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: Submission Date: 2/17/2016
- b. * Department/Division:
- c.
 - * Contact Person Name: Email: Phone:
 - * Responsible Faculty ID (if different from Contact): Email: Phone:
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year ¹
- e.
 - Should this course be a UK Core Course? Yes No
 - If YES, check the areas that apply:
 - Inquiry - Arts & Creativity Composition & Communications - II
 - Inquiry - Humanities Quantitative Foundations
 - Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
 - Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
 - Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes ⁴ No
- b. * Prefix and Number:
- c. * Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed ² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input type="text" value="3"/> Lecture	<input type="text"/> Laboratory ¹	<input type="text"/> Recitation	<input type="text"/> Discussion
<input type="text"/> Indep. Study	<input type="text"/> Clinical	<input type="text"/> Colloquium	<input type="text"/> Practicum
<input type="text"/> Research	<input type="text"/> Residency	<input type="text"/> Seminar	<input type="text"/> Studio
<input type="text"/> Other	If Other, Please explain:		
- g. * Identify a grading system:
 - Letter (A, B, C, etc.)
 - Pass/Fail
 - Medicine Numeric Grade (Non-medical students will receive a letter grade)
 - Graduate School Grade Scale
- h. * Number of credits:
- i. * Is this course repeatable for additional credit? Yes No
 - If YES: Maximum number of credit hours:
 - If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

Appalachia has always had strong global connections, environmentally, economically, and culturally. Current cultural and political economic issues in the region will be examined in comparative perspective through studying related histories and concerns of communities in Appalachia and other mountain regions, including social and economic marginalization within nation-states, resource extraction, low-wage work, migration, and environmental challenges. Students will have the opportunity to communicate directly with residents and scholars of several different global mountain regions, to consider sustainable livelihoods, identity in relationship to place, and social movements.

k. Prerequisites, if any:

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 25

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

It meets a requirement for the undergraduate certificate and the proposed graduate certificate in Appalachian Studies, and as a special topics course it has drawn enrollment from Sociology, Geography, Community & Leadership

8. * Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement [§] for ANY program? Yes No

If YES [§], list affected programs:

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable 10.a above) are attached.

[§] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

[¶] The chair of the cross-listing department must sign off on the Signature Routing Log.

¹¹ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, require two hours per week for a semester for one credit hour. (from SR 5.2.1)

¹² You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

¹³ In order to change a program, a program change form must also be submitted.

Rev 8/09

General Course Information

- Full and accurate title of the course
- Departmental and college prefix
- Course prefix, number and section number
- Scheduled meeting day(s), time and place

Instructor Contact Information (if specific details are unknown, "TBA" is acceptable for one or more fields)

- Instructor name
- Contact information for teaching/graduate assistant, etc.
- Preferred method for reaching instructor
- Office phone number
- Office address
- UK email address
- Times of regularly scheduled office hours and if prior appointment is required

Course Description

- Reasonably detailed overview of the course
- Student learning outcomes
- Course goals/objectives
- Required materials (textbook, lab materials, etc.)
- Outline of the content, which must conform to the Bulletin description
- Summary description of the components that contribute to the determination of course grade
- Tentative course schedule that clarifies topics, specifies assignment due dates, examination date(s)
- Final examination information: date, time, duration and location
- For 100-, 200-, 300-, 400-, 400G- and 500-level courses, numerical grading scale and relationship to letter grades for undergraduate students
- For 400G-, 500-, 600- and 700-level courses, numerical grading scale and relationship to letter grades for graduate students. (Graduate students cannot receive a "D" grade.)
- Relative value given to each activity in the calculation of course grades (Midterm=30%; Term Project=20%, etc.)
- Note that undergraduate students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria in syllabus
- Policy on academic accommodations due to disability. Standard language is below:
 If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

Course Policies

- Attendance
- Excused absences
- Make-up opportunities
- Verification of absences
- Submission of assignments
- Academic integrity, cheating & plagiarism
- Classroom behavior, decorum and civility
- Professional preparations
- Group work & student collaboration

<p>UGE Review (Date)</p> <p>Grading scales need to be separated (no "D" for grad students)</p> <p>Update boilerplate for Excused Absences, Academic Integrity, and Disability policies</p>
<p>Committee Review (Date)</p> <p>Comments</p>

Course Syllabus for ANT 536 Global Appalachia [proposed new course]

Fall 2016

Meeting time: one 2 ½-hr. seminar or 2 class meetings weekly

Instructor: Prof. Ann Kingsolver, Anthropology

Email: ann.kingsolver@uky.edu

Office phone: 859-218-4088

Office: 203A Lafferty

Office hours: Monday, 1-5 (for example), and by appointment

Course Description

Appalachia has always had strong global connections, environmentally, economically, and culturally. Current cultural and political economic issues in the region will be examined in comparative perspective through studying related histories and concerns of communities in Appalachia and other mountain regions, including social and economic marginalization within nation-states, resource extraction, low-wage work, migration, and environmental challenges. Students will have the opportunity to communicate directly with residents and scholars of several different global mountain regions, to consider sustainable livelihoods, identity in relationship to place, and social movements.

Learning Outcomes

1. Students will apply what they learn about Appalachia as a region to comparative discussions of global regions and global political economic processes in class discussions, presentations, and written research papers.
2. Students will evaluate competing explanations of economic, social and environmental justice and regional economic development policies and will practice illustrating their positions.
3. In this course, students will gain and apply skills in using primary and secondary sources to connect local and global threads in discussions of production, distribution and consumption of commodities and the cultural and environmental implications of those global connections.
4. Course participants will learn to recognize and assess – through the lens of Appalachia -- stereotypes of U.S. and world regions, articulating arguments that situate such characterizations critically within historical and global political economic contexts.
5. Students will build a broader understanding of the cultural diversity within the Appalachian region and within the U.S., applying in that process new historical and global political economic knowledge gained in the course.

Course Requirements and Assignments

Undergraduate and graduate students have different requirements for this course, and different expectations regarding forms of participation, but since this is a seminar, *all* students' full participation in this course is vital to everyone's active learning experience. Attendance will be noted, and the participation grade will be based on consistent, active participation in class

discussions and presentations that demonstrates full and timely engagement with the assigned readings. You will be asked to come to class with a question for discussion on the assigned readings for that day, and this will be part of the participation grade. Participation will account for 30% of the final course grade.

Group presentations. There will be two “follow the…” assignments listed in the syllabus that will involve doing independent research and presenting material in class, in groups. (1) In the first of these assignments, “Follow the Mineral,” students will choose a mineral to investigate and describe the locations and conditions of its production, distribution, and consumption (explaining everyday uses of the mineral), drawing on what has been learned from Moody about global mining industries and from class about mining in Appalachia. (2) In the second assignment, “Follow the Factory,” students will choose a company that has/had factories in the Appalachian U.S. and at least one other nation and research community impacts of the factories (opening or closing), including wage considerations and the company’s Code of Conduct in the presentation. For each “follow the…” assignment, graduate students will be required to turn in 3-page papers, with citations (worth 10 points each). For undergraduates, the oral presentation will be accompanied only by a requirement that your group turn in your Powerpoint slides, including a list of sources used in the presentation on the last slide. These assignments (grounding the readings in examples you find) will account for 20% of the grade, and your participation in them will of course also be reflected in your participation grade.

Final papers. Undergraduate and graduate students will be responsible for writing a final research paper on a topic of the student’s choosing, approved by the instructor, and will be required to turn in an abstract, an outline, and a working bibliography for the paper on dates set in the syllabus, before the deadline for the paper itself at the end of the course. Undergraduates’ research papers will need to be 10-12 pages in length, plus references, and graduate students’ research papers will need to be 15-18 pages in length, plus references. These page specifications refer to the body of the text, apart from the title page and references cited section, and papers need to be in 12-pt. type, double-spaced, with text left-justified. These final papers will be worth 30% of the final course grade for undergraduates, and 50% of the course grade for graduate students. All students will be giving final class presentations based on their research papers, in a conference-style format. These presentations will count as part of the course grade for the final paper. The final paper will need to use concepts from the course and cite at least two sources from the course and *at least* eight other peer-reviewed books or articles in addition to any other sources used (e.g., Internet sources). Your discussion in the final paper should include examples from Appalachia and at least one other global region.

Exams (undergraduates). Undergraduate students will have two brief essay exams in the course, each worth 10% of the course grade (for a total of 20%). They will be take-home, open-book exams, and they are listed on the syllabus.

Additional work for graduate students. Graduate students will have additional readings in the course (on Canvas), as indicated in the course schedule, and will be expected to address those readings in class discussions. In addition, as mentioned above, the “follow the…” presentations will require 3-page papers from graduate students, and the final paper is longer than for undergraduates (15-18 pages of text instead of 10-12, plus references).

The grading scale for undergraduates and graduate students will be: 0-59 E, 60-69 D, 70-79 C, 80-89 B, 90-100 A. The grading scale for graduate students will be: 0-69 E, 70-79 C, 80-89 B, 90-100 A. Grades will be based on a system of accrued points, with a total of 100 points by the end of the term. If you anticipate an absence, need additional support with research/writing/public presentation, etc., please contact the instructor. Everyone's success in the course is important.

Summary of Course Points for Undergraduates and Graduate Students

Undergraduates:	Graduate students:
30 pts. Participation	30 pts. Participation
20 pts. Assignments listed in syllabus	20 pts. Assignments (w/3-p. paper)
20 pts. Two take-home essay exams, 10 pts. each	50 pts. Final paper and presentation
30 pts. Final paper and presentation	
<hr/>	
100 pts.	100 pts.

Mid-term grades for undergraduates will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Course policies:

Submission of assignments: Please submit papers in hard copy as well as electronically (through SafeAssign on the course site) by the dates assigned in the syllabus, for credit; late work may be accepted for full credit in association with an excused absence.

Attendance policy: Attendance is required in this course, and attendance will be noted in each class. Readings noted on the course schedule should be read *prior* to the date listed on the syllabus as preparation for that day's discussion. The instructor will always work with you to make up / accept work missed due to an excused absence. Unexcused absences will be reflected in the participation grade, since full, active participation in the course represents approximately 2 points per week of the participation grade in the course. Those who join the course late will not be disadvantaged in the participation grade for classes held before they joined the course, nor will those whose absences are excused. Please see the University of Kentucky policy on excused absences, below.

Excused absences: Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of absences: Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Note on making up films: the films shown in this course are either in the Young Library collection or the UK Appalachian Center collection, so arrangements may be made through either the Young Library Media Center or the UK Appalachian Center to view any films missed due to an absence from class.

Academic integrity: Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among

themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability: If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

Course Texts

The course texts listed below will be required reading for all students in the course. They are available in bookstores around the University, and on reserve in Young Library. There will also be readings available on Canvas. All of those online articles or chapters are required reading for the graduate students; five of them will be required reading for undergraduate students as well, indicated by "all" after the author, on the course schedule. If the author listed on the course schedule as assigned reading is not the author of one of the course texts, then the reading may be found on Canvas. The full citations for all the course readings posted on Canvas are provided at the end of the syllabus.

Collins, Jane. 2003. *Threads: Gender, Labor, and Power in the Global Apparel Industry*. Chicago: University of Chicago Press.

Economy, Elizabeth C. 2010. *The River Runs Black: The Environmental Challenge to China's Future*. Ithaca, NY: Cornell University Press.

hooks, bell. 2008. *Belonging: A Culture of Place*. New York: Routledge.

Moody, Roger. 2007. *Rocks and Hard Places: The Globalisation of Mining*. London: Zed Books.

Course Schedule

Week 1: 8/24-26 (classes begin on Wed., 8/24)

Introductions

Reading: Robbins, Ch. 3 (all); Batteau (grads); Dunaway (grads)

Week 2: 8/29-9/2

Film: *Black Diamonds*

Reading: Moody, Chs. 1-4 (all), Martinez-Alier (grads)

Week 3: 9/5-9/9 (Monday, 9/5 Labor Day observed – no class)

Reading: Moody, Chs. 5-8 (all), Black (grads)

Week 4: 9/12-9/16

FOLLOW A MINERAL PRESENTATIONS

Reading: Bell & Braun (grads), Chomsky & Montrie (grads)

Week 5: 9/19-23

Film: *Evelyn Williams*

Background preparation (all): Explore UK's Coal Camp Documentary Project website, viewing the brief videos on the site for the Balkan coal camp: <https://appalachianprojects.as.uky.edu/coal-camps/balkan>.

Readings: UN Universal Declaration on Human Rights (all); Anglin 2004 (grads)

Week 6: 9/26-9/30

TAKE-HOME EXAM #1 will be given out to undergraduates, due back in class in one week

Reading: hooks, Chs. 1-10 (all); Satterwhite (grads)

Week 7: 10/3-10/7

(TAKE-HOME EXAM #1 due, undergrads)

Reading: hooks, Chs. 11-21 (all); Gray (grads)

Week 8: 10/10-10/14

Film: *Coming to Ground*

Reading: Kingsolver (all)

Week 9: 10/17-10/21

Reading: Collins, Chs. 1-3 (all); Smith-Nonini (grads)

ABSTRACTS DUE for final papers from undergrads and grads – title and one paragraph description of topic.

Week 10: 10/24-10/28

Film: *Morristown: In the Air & Sun*

Reading: Collins, Chs. 4-7 (all); Ansley (grads)

Week 11: 10/31-11/4

TAKE-HOME EXAM #2 will be given out to undergraduates, due back in class in one week
FOLLOW THE FACTORY PRESENTATIONS

Reading: Anglin 2002 (grads)

Week 12: 11/7-11/11 (Tuesday, 11/8, Election Day – no class)

(TAKE-HOME EXAM #2 due, undergrads)

Reading: Shiva (all), Pathak (all)

Skype session with colleague in the Himalayan region of India

Week 13: 11/14-11/18

Film: *Sludge*

Reading: Economy, Chs. 1-4 (all), McSpirit, et al. (grads)

OUTLINES AND WORKING BIBLIOGRAPHIES DUE from undergrads and grads for final papers (attach abstracts that were returned to you with comments)

Week 14: 11/21-11/25 (11/23-25, Thanksgiving Holiday – no class)

Reading: Economy, Chs. 5-8

Week 15: 11/28-12/2

PRESENTATIONS ON FINAL PAPERS

Film: *Mountain Music Project*

Reading: Ferguson (grads)

Week 16: 12/5-12/9

Background preparation (all): find one tourism ad in print or online for Appalachia and one for a mountain region in another nation.

Reading: Vaccaro & Beltran (grads)

Skype session with colleagues in Sardinia, Italy

There will be no final exam in this course. Final papers will be due from undergraduates and graduates when the final exam is scheduled for the class. Please turn in a paper copy to Prof. Kingsolver's mailbox in the Anthropology Department, Lafferty Hall, and upload an electronic copy through SafeAssign.

Full Citations for Readings on Canvas

Anglin, Mary K. 2004. Erasures of the past: Culture, power, and heterogeneity in Appalachia. *Journal of Appalachian Studies* 10(1&2): 73-84.

Anglin, Mary K. 2002. Lessons from Appalachia in the twentieth century: Poverty, power, and the "grassroots." *American Anthropologist* 104(2): 565-582.

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