

COURSE CHANGE FORM

Signature Routing Log

General Information:

Course Prefix and Number: App 200 *(add DL and Gen.ed)*
 Proposal Contact Person Name: Dwight Billings Phone: 508-349-0238 Email: billing@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

| Reviewing Group | Date Approved | Contact Person (name/phone/email) | Signature |
|--|-----------------|--|----------------------------|
| Appalachian Studies Program Co-Director, Dwight Billings | 4/28/10 | Dwight Billings / 508-349-0238 / billing@uky.edu | <i>Dwight Billings</i> KCB |
| Appalachian Studies Program Co-Director, Ron Pen | 4/28/10 | Ron Pen / (859) 257-8183 / rapen01@email.uky.edu | <i>Ron Pen</i> KCB |
| A&S EPC | <i>11/14/10</i> | <i>Joanna Badegracco 1-743-351 jmb@uky.edu</i> | <i>J Badegracco</i> |
| A&S Office of the Dean, Anna Bosch | <i>11/2/10</i> | Anna Bosch / 257-6689 / bosch@uky.edu | <i>Anna Bosch</i> |
| | | / / | |

*11/14/10
819/10*

External-to-College Approvals:

| Council | Date Approved | Signature | Approval of Revision ⁸ |
|------------------------------|---------------|--|-----------------------------------|
| Undergraduate Council | 3/1/2011 | Sharon Gill <small>Digitally signed by Sharon Gill DN: cn=Sharon Gill, ou=Undergraduate Education, ou=Undergraduate Council, email=sgill@uky.edu, c=US Date: 2011.03.02 13:56:20 -0500</small> | |
| Graduate Council | | | |
| Health Care Colleges Council | | | |
| Senate Council Approval | | University Senate Approval | |

*11/5/10
sent to
u6c*

Comments:

⁸ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.

a. Submitted by the College of: Arts and Sciences Today's Date: 8/05/2010

b. Department/Division: Appalachian Studies Program

c. Is there a change in "ownership" of the course? YES NO

If YES, what college/department will offer the course instead? _____

d. What type of change is being proposed? Major Minor¹ (place cursor here for minor change definition)

e. Contact Person Name: Dwight Billings, Co-Director of App Studies Email: billing@uky.edu Phone: summer 508-349-0238

f. Requested Effective Date: Semester Following Approval OR Specific Term²: _____

2. Designation and Description of Proposed Course.

a. Current Prefix and Number: APP 200 Proposed Prefix & Number: _____

b. Full Title: Introduction to Appalachian Studies Proposed Title: _____

c. Current Transcript Title (if full title is more than 40 characters): _____

c. Proposed Transcript Title (if full title is more than 40 characters): _____

d. Current Cross-listing: N/A OR Currently³ Cross-listed with (Prefix & Number): _____

Proposed – ADD³ Cross-listing (Prefix & Number): _____

Proposed – REMOVE^{3,4} Cross-listing (Prefix & Number): _____

e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern type.

| | | | | | |
|-----------|------------------|------------------------------|------------------------------------|---------------------|-------------------|
| Current: | <u>3</u> Lecture | ____ Laboratory ⁵ | ____ Recitation | ____ Discussion | ____ Indep. Study |
| | ____ Clinical | ____ Colloquium | ____ Practicum | ____ Research | ____ Residency |
| | ____ Seminar | ____ Studio | ____ Other – Please explain: _____ | | |
| Proposed: | <u>2</u> Lecture | ____ Laboratory | ____ Recitation | <u>1</u> Discussion | ____ Indep. Study |
| | ____ Clinical | ____ Colloquium | ____ Practicum | ____ Research | ____ Residency |
| | ____ Seminar | ____ Studio | ____ Other – Please explain: _____ | | |

f. Current Grading System: Letter (A, B, C, etc.) Pass/Fail

Proposed Grading System: Letter (A, B, C, etc.) Pass/Fail

g. Current number of credit hours: 3 Proposed number of credit hours: 3

¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

COURSE CHANGE FORM

h. Currently, is this course repeatable for additional credit? YES NO

Proposed to be 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

i. Current Course Description for Bulletin: _____

Proposed Course Description for Bulletin: _____

j. Current Prerequisites, if any: _____

Proposed Prerequisites, if any: _____

k. Current Distance Learning (DL) Status: N/A Already approved for DL* Please Add⁶ Please Drop

*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box) that the proposed changes do not affect DL delivery.

l. Current Supplementary Teaching Component, if any: Community-Based Experience Service Learning Both

Proposed Supplementary Teaching Component: Community-Based Experience Service Learning Both

3. Currently, is this course taught off campus? YES NO

Proposed to be taught off campus? YES NO

4. Are significant changes in content/teaching objectives of the course being proposed? YES NO

If YES, explain and offer brief rationale:

5. Course Relationship to Program(s).

a. Are there other depts and/or pgms that could be affected by the proposed change? YES NO

If YES, identify the depts. and/or pgms: _____

b. Will modifying this course result in a new requirement⁷ for ANY program? YES NO

If YES⁷, list the program(s) here: _____

6. Information to be Placed on Syllabus.

a. Check box if changed to 400G or 500. If changed to 400G- or 500-level course you must send in a syllabus and *you must include the differentiation* between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

⁶ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷ In order to change a program, a program change form must also be submitted.

University Senate Syllabi Guidelines

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 (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

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.

APP 200-001 [Proposed for Spring 2011]

INTRODUCTION TO APPALACHIAN STUDIES

Professor Dwight Billings
Department of Sociology
&
Co-Director of Appalachian Studies

1577 Patterson Office Tower

Office Phone: 257-4412

Office Hours: TBA for Spring 2011

Home Phone: 233-1773

Email: billings@uky.edu (for quickest response)

Contact information for teaching assistants will be provided.

Course Description.

This course is a multidisciplinary introduction to Appalachian culture, history, and society. It will examine how and why the central and southern Appalachian Mountains came to be viewed as a distinct region, "Appalachia," and it will examine Appalachia's place in American life. We will encounter the region's rich traditions of music and literature; its rural social life including kinship and neighborhood institutions; coal mining history, community patterns, and labor struggles; gender; the experiences of Native Americans, African Americans, and Eastern Europeans in Appalachia; inequality and poverty; community politics and grassroots struggles; and current environmental issues including mountaintop removal coal mining.

Lectures are Mondays and Wednesdays at 2:00-2:50. Each student must also enroll in one discussion section at either 12:00-12:50, 1-1:50 or 2-2:50.

Learning Outcomes and Course Goals.

Because APP 200 has been proposed as a "Community, Culture, and Citizenship in a Diverse U. S. Society" elective in the General Education Program, students will be expected to achieve the following learning outcomes:

- A. Demonstrate an understanding of historical, societal, and cultural differences in Appalachia such as those arising from race, ethnicity, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class.
- B. Demonstrate a basic understanding of how these differences influence issues of social justice and/or civic responsibility in the region.
- C. Demonstrate an understanding of historical, societal, and cultural contexts relevant to the understanding of Appalachia.
- D. Demonstrate an understanding of the following as they pertain to Appalachia:
 - 1) Societal, cultural, and institutional change over time
 - 2) Civic engagement
 - 3) Regional and national comparisons
 - 4) Power and resistance.
- E. Demonstrate a basic understanding of effective and responsible participation in a diverse society.

Particular attention will be devoted to representations and images of Appalachia. We will compare alternative ways in which Appalachia has been pictured in fiction, Hollywood films, documentaries, music, plays, academic histories, and social science literature. The reading assignments will compare contemporary works of fiction, history, and social scientists with the goal of conveying an understanding of the different multidisciplinary methods of understanding Appalachia. Consequently, students will be expected to meet the following additional learning goals and objectives:

- F. Recognize the presence of stereotypes and how they serve the interests of some groups while disempowering and marginalizing others.
- G. Learn to recognize the distinct but complementary ways of discovery and representation in the arts, humanities, and social sciences through readings and lectures by U. Ky. faculty representing each of these approaches.
- H. Learn to obtain and critically evaluate information from documentary films, the internet, and library/archival sources. The U of Ky Appalachian Collection is the largest repository of information on Appalachia in the U.S. Students should gain familiarity with the opportunities for student research and writing that it provides.

Required Readings.

The following books are required for this course:

- 1) Richard Straw & H. Tyler Blethen, eds., *High Mountains Rising: Appalachia in Time and Place.*
- 2) Denise Giardina, *Storming Heaven.*
- 3) Denise Giardina, *The Unquiet Earth.*
- 4) Erik Reece, *Lost Mountain: A Year in the Vanishing Wilderness.*

Additional required readings will be placed on Blackboard.

Course Requirements, Grading, and Attendance Policies.

All assignments must be typed and turned in at the Blackboard web site on the dates indicated in the syllabus or announced in advance on the Blackboard message page.

I. Film Reviews (10% of course grade).

Since viewing documentary films is an important component of this course, we will ask you to submit short critical analyses (1 to 2 pages, typed and double-spaced) of **THREE** of the films we view as part of your written work. In your reviews, please summarize briefly the content of the film and critically evaluate its accomplishments including especially its representations of Appalachia's diverse populations. In doing so, for instance, you may wish to comment upon the film's impact on you; its artistic quality or its historical accuracy; its connection to other films, reading assignments, and class discussions on the same topic; its biases (what it presents and doesn't show) and points of view; and, in general, its contribution to the understanding or misunderstanding of Appalachia. **Due date:** Each review will be due one week after the film was screened.

Rationale: The sociologist Alfred Schutz once described the multiple forms of consciousness that we move into and out of throughout the day. Along with other structural characteristics, each form of consciousness, according to Schutz, has a different degree of wide-awakeness ranging from sleep "dreams," to "fantasy" ("day-dreams") to what Schutz called the "mundane attitude of everyday life" (the state in which we semi-consciously go about most of the time, taking what is happening around us for granted), and finally to the very wide-awake attitude of the "scientific" or "theoretical" consciousness where we question things and experiences that are otherwise unproblematic or taken-for-granted. In our culture, thanks to Hollywood and the television entertainment industry, viewing films has become a rather passive, non-thinking (non-critical!!) activity of relaxation. The goal of asking you to write about three of the films we watch is designed to encourage you to view them in a wide-awake, critical, or theoretical manner and to reflect on them actively.

III. Take-Home Exams. (60% of Course Grade.)

Three equally-weighted take-home, essay examinations will ask you to integrate reading assignments, film viewings, lectures, and class discussions. These exams are "open-book" but you must not discuss or work on them with anyone else. They must represent your own, independent preparation, thinking, and writing!

Due dates: Take-home #1, Feb 28; Take-home #2, April 11; Take-home #3 due at scheduled date of final exam. Take-home exams can only be made-up in the case of "excuses" absences (see below). Otherwise, turning in an exam late will result in a one-letter grade reduction.

IV. Reports/Critical Evaluation of Simulations & Library Exercises. (20%) See **Appendix** to Course Outline for detailed information on how to prepare these assignments.

IV. In-class Participation in Discussion Sections. (10%)

Once a week discussion sections allow discussion and active participation in small group contexts that afford opportunity for collaborative learning and the synthesis of readings, films, and lectures.

All weekly readings must be completed by the date of the discussion section and each student will receive a grade for in-class participation at the end of the term. This will represent an assessment of the extent to which each participant attended, was involved in, and contributed to the shared experience of the course; kept up on assignments; was able to share reactions to discussion topics, lectures, readings, and film viewings; and made significant contributions to simulations.

Attendance Policy and Make-up Policies: Attendance in the discussion sessions is required. (Attendance will not be taken in lectures but the lectures are an important part of the course. Examinations will include the content of lectures.)

Any unexcused absence from a discussion session may result in a grade

penalty; two such "absences" will result in at least a "letter" grade reduction in the final course grade. Excused absences are defined in the University of Kentucky Bulletin. You must present evidence (such as a doctor's recommendation) no later than the next discussion section for it to be considered "excused." Assignments due in lecture sessions as well as take-home examinations can be made-up on in the case of excused absences and they normally they must be made up within a week of the date-due.

Also, please note that all **student code items** in regard to **academic behavior**, such as plagiarism, and including civility and decorum, apply to this course. It is each student's responsibility to understand this code of conduct. A further statement regarding plagiarism is appended at the back of this syllabus.

Grading Scale:

Grade totals will be based on the total points assigned for 1) film reviews (10%), 2) take-home examinations (60%), Participation and written reports on simulations and library exercises (20%), and an overall assessment of participation in discussion sessions (10%).

The standard university grade scale will be used as follows:

| | |
|-------------|---|
| 90 or above | A |
| 80 to 89 | B |
| 70 to 79 | C |
| 60 to 69 | D |
| 59 or below | E |

Note: A midterm grade for each student will be assigned by the required university deadline.

Policy on Academic Accomodations: If you have a documented disability that will require academic accomdations, please let me know as soon as possible at the beginning of the semester. I will also need a Letter of Accomodation from the Disability Resource Center.

The Appalachian Studies Program takes plagiarism and cheating seriously. All suspected cases of plagiarism and cheating will be reported to the Director. Penalties for these academic offenses could include an E in the course or suspension / expulsion from U.K.

Plagiarism

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 anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. 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.

Cheating

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board. [US: 12/12/05]

THEMATIC OUTLINE

1. The Social and Discursive Construction of Appalachia
2. Discovering and Explaining Poverty in Appalachia in the 1960s and How that Public Policy Debate Helped to Give Birth to the Academic Appalachian Studies Movement.
3. Early Appalachia: Settlement, Agriculture, Rural Lifeways, and Eventual Crises (Demographic and Economic)
4. The Industrial Transformation of Rural Appalachia: Coal Mining.
5. Mechanization of Mining, Unemployment, and Outmigration & Their Impacts on Contemporary Social Life.
6. Power, Public Policy, and Citizen Activism: Case Study of Mountaintop Removal Coal Mining in Appalachia Today.

Addendum Items for APP 200 DL Syllabus Version

Instructor's virtual office hours: TBA

Contact Information for TASC (<http://www.uky.edu/TASC/>; 859-257-8272) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>; 859-257-1300).

Preferred method for reaching instructor: email.

Maximum timeframe for response: 48 hours.

Information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLLS>) . Carla Contagallo, DL librarian, available at 859-257-0500, ext. 2171 or dlservice@email.uky.edu.

DL interlibrary loan services are available at http://www.uky.edu/Libraries/libpage.php?lweb_id-253&lilib_id=16.

Course Outline and Assignments

Jan. 12 Lecture: Introduction to the course, syllabus, expectations, and requirements.

Theme One: The Social and Discursive Construction of "Appalachia"

Jan. 14 Discussion: Exercise: Mapping "Appalachia": Where is it?/What is It?

Jan. 17 Lecture: The Social Construction of "Appalachia" in the late 19th Century: Stereotypes

Read: "Stereotypes" in Straw and Blethen

Jan. 19 Lecture: The Discursive Construction of "Appalachia" in the late 19th Century: "Writing 'Appalachia'"

Read: Billings & Blee, "'Where the Sun Set Crimson & the Moon Rose Red': Writing Appalachia and the KY Mountain Feuds"

Jan. 21 Discussion: Guided Discussion of the tensions between "Appalachia" as "inter-textual" and "lived" realities/or, Why has the word "Appalachia" appeared in quotation marks thus far in the syllabus?

Theme Two: Discovering and Explaining Poverty in Appalachia in the 1960s and How That Public Policy Controversy Helped Gave Rise to the Birth of the Academic Appalachian Studies Movement

Jan. 24 Lecture: View the 1968 documentary film, "*Appalachia: Rich Land, Poor People*"

Jan. 26 Lecture: Interpreting App Poverty as cultural deficiency or "colonial" exploitation; Solving Poverty by "modernizing the mountaineer" or "empowering the mountaineer"?

Read: Helen Lewis, "Fatalism of the Coal Industry?"

Jan. 28 Discussion: Guided discussion of theoretical models, actors and organizations, the problem/politics of speaking for others, mobilizations of power, and stereotypes

Jan. 31 Lecture: The War on Poverty and Public Policy in the 1960s and Since: (Guest: Ron Eller)

Read: "The Great Depression" & "Modernization, 1940-2000" in Straw & Blethen

Feb. 2 Lecture: Beyond the Either/Or of "Fatalism or the Coal Industry?" or Why an Indigenous/ Post-Modern Approach beyond this Dualism Gave Birth to This Course!.

Read: Billings, "Appalachian Studies and the Sociology of Appalachia"

Feb. 4 Discussion.

**Theme 3: Early Appalachia: Settlement, Agriculture, Rural Lifeways, & Eventual Crises
(Demographic and Economic)**

Feb. 7 Lecture: The Appalachian Environment: Geology (Guest lecture from KY Geo Survey)

Read: TBA

Feb. 9 Lecture: The Appalachian Environment: Biology (Guest lecture from Dept of Forestry)

Read: TBA

Feb. 11 Discussion.

Feb. 14 Lecture: The Appalachian Frontier in the Capitalist World System:

Commerce and Industry, Native Americans and Slavery

Read: "Native Americans," "Slavery & African Americans in the 19th Century" in Straw
And Blethen

Feb. 16 Lecture: The Appalachian Frontier in the Capitalist World System:

Subsistence Farming and Its Decline

Read: "Pioneer Settlement" in Straw & Blethen and Billings and Blee, "Agriculture
And Poverty in the KY Mountains, 1850-1910"

Feb. 18 Discussion: Class Differences, Power and Conflict in Early Appalachia

Read: "The Civil War and Reconstruction" in Straw & Blethen

Feb. 21 Lecture: Home manufacturing, Music, Religion, and Vernacular Speech

View: "Chairmaker"

Read: "Music," "Folklife," "English Language," and "Religion" in Straw & Blethen

Feb. 23 Lecture: What Do the Kentucky Mountain Feuds Tell Us about Power, Conflict, Violence,

Civic Engagement, and Public Life in Appalachia, Then and Now?

Read: Altina Waller, "Feuding, Power, and Cultural Hegemony in App: The Hatfields & McCoys"

Feb. 25 Discussion: Simulation # 1. The Impacts of Feuds, Patrons, and Clients on Public Life.

*** See fuller description in appendix below ***

Theme 4: The Industrial Transformation of Rural Appalachia: Coal Mining

Feb. 28 Lecture: The Coal Industry and the Company Town (Guest: Ronald Eller)

Read: "Industrialization" in Straw & Blethen

Mar. 2 Lecture: Power and Resistance in the Coalfields

View in Class: "Even the Heavens Weep"

Read: Giardina, *Storming Heaven*, pp. 1-128

Mar. 4 Discussion: Library/Archival Exercise # 1: Middle Class Women Reformers during the era of Industrialization

*** See fuller description in appendix below ***

Read: Tice, "School Work and Mother Work: The Interplay of Maternalism & Cultural Politics in the Narratives of Kentucky Settlement House Reformers"

Mar. 7 Lecture: Women "Organic Intellectuals" of the Coalfield Working Class

View in Class: "Dreadful Memories"

Read: Giardina, *Storming Heaven*, pp.131-211

Mar. 9 Lecture: Building the United Mine Workers of America in Appalachia:

Creating Solidarity among African-American, Eastern European, and "Native" White Miners

Read: Weiner, "Jewish Women in the Central Appalachian Coalfields, 1890-1960"

Mar. 11 Discussion: Library/Archival Exercise # 2 The Herdon Evans papers.

*** See fuller description in appendix below ***

Read: Giardina, *Storming Heaven*, pp. 212-312

Spring Vacation (No classes Mar. 14, 16, 18)

Theme 5: Mechanization of Mining, Unemployment, Outmigration, & Their Impacts on Contemporary Social Life

Mar. 21 Lecture: The Decline of Unions & Male Employment and the Growth of Service Jobs & Women's Employment: Gender Conflict in the Home and Community (Guest: Shaunna Scott)

Read: Giardina, *The Unquiet Earth*, pp. 1-118

Mar. 23 Lecture: Social and Environmental Consequences of Mechanization

View in Class: "The Buffalo Creek Disaster"

Read: "Migration" in Straw & Blethen

Mar. 25 Discussion: Guided Discussion of *Storming Heaven*.

Each discussion section member should come to class prepared to suggest how one particular character in *Storming Heaven* resisted or opposed some of the negative consequences of industrialization in their own unique ways. Be prepared to discuss specific cultural or social resources they drew upon in their struggles to retain freedom and dignity.

Mar. 28 Lecture: Educational Disparities in Contemporary Appalachia (Guest Lecture: Jane Jensen/ Alan DeYoung)

Read: Read Giardina, *The Unquiet Earth*, pp. 121-181

Mar. 30 Lecture: Health Disparities in Contemporary Appalachia (Mary Anglin/Evelyn Knight)

Read: Giardina, *The Unquiet Earth*, pp. 186-257

Apr. 1 Discussion:

Apr. 4 Lecture: Economic Disparities: Power, Inequality and Grassroots Resistance

Read: Billings, "Economic Representations in Appalachia: What's at Stake"

Apr. 6 Lecture: Diversity in Appalachia, Past and Present (Guest: Frank X Walker)

Read: selections from *Afrilachia: Poems* by Frank X Walker

Read, Giardina, *The Unquiet Earth*, pp. 261-367

Apr. 8 Discussion: Guided Discussion of *The Unquiet Earth*.

Each discussion section member should come to class prepared to describe an institutional problem (health, education, the economy, local government, etc.) confronting the lives of coal field citizens and communities and how two characters in *The Unquiet Earth*—differently positioned by race, class, gender, or ethnicity—attempted to cope with it. Discuss whether you believe the author's portrayals of the problems and the responses are realistic.

Theme 6: Power, Policy, and Citizen Activism: Case Study of Mountaintop Removal Coal Mining

Apr. 11 Lecture: Mountaintop Removal Mining (MTR), Climate Change, and Appalachia's Future in a Carbon Constrained World (View clips from "Burning the Future")

Read: Reece, *Lost Mountain*, pp. xxi-108

Apr. 13 Lecture: Appalachian Writers, Artists, Musicians, and Citizens in Environment Controversies (Guest : Erik Reece)

Read: Reece, *Lost Mountain*, pp. 108-235

Apr. 15 Discussion: View and Discuss video "Deep Down"

Apr. 18 Lecture: Community, Class, & Conflict around MTR: "Jobs vs. Environment" (Guest S. Bell)

Read: Shannon Bell, "The Destruction of Social Capital in the WV Coalfields"

Apr. 20 Lecture: Gender and Activism in Appalachian Environmental Movements (S.Bell/M. Anglin)

Read: S. Bell, "Marie Gunnoe," and M. Anglin, "Strategic Differences: Gendered Labor in Southern Appalachia"

Apr. 22 Discussion: Simulation # 2 Mountaintop Mining Permit Hearing

** * See fuller description in Appendix below ***

Course Wrap-Up

Apr. 25 Lecture: Future Directions in Appalachian Studies

Apr. 27 Lecture: Implications for Engaged Appalachian Citizenship in a Global Context:

Why Place Matters

Apr. 29 Discussion: Review for Final Examination

Syllabus Appendix

Descriptions and Requirements for Simulations and Library/Archival Exercises

1. Simulation # 1. The Hatfields & McCoys: Impacts of Feuds on Public Life. (Feb. 25)

This simulation enacts an imaginary public trial in Pikeville, Kentucky during the late 19th century in which members of the Hatfield family from West Virginia have been charged with the violent attack on the McCoys.

In the discussion session prior to this one (Feb. 18), you were assigned or volunteered to portray one of the following characters:

Devil Anse Hatfield

Johnse Hatfield

Cap Hatfield

Randolph McCoy

Roseanna McCoy

Perry Cline

John Dils

H. C. Ragland

A prosecuting Attorney

A defense Attorney

The circuit court judge

Members of the jury

A team of journalists covering the trial

A team of sociologists observing the trial and the surrounding community.

The sociologist C. Wright Mills once described the “sociological imagination” as the ability to see how “**personal troubles**” are (actually or potentially) “**public issues**”. He further suggested that the sociological craft involves the ability to who how “**history**” (events that happen) and “**biography**” (lived personal experience) intersect in “**social structure**” (one’s place in society).

Using Mill’s insight and after carefully studying Altina Waller’s article, “Feuding, Power, and Cultural Hegemony in Appalachia: The Hatfields and McCoys,” each role player must come to class prepared to help enact this trial by making the appropriate charges and motions, making accusations or defenses against them, and summing up the evidence. After the jury renders its verdict, the reporters must evaluate the proceedings and the sociologists should step back from the immediate events to explain what institutional factors led to the outbreak of tensions and violence in this community at this particular time.

Writing Assignment (due March 2): Write a four page essay in which you 1) explain how specific institutional changes in the community and class differences among the participants helped to bring this conflict about, 2) identify the *ethical issues* that lay below the sensationalist news reporting on the feud's physical violence, and 3) suggest how patron/client relations such as these may have had negative and lasting effects on effective and responsible civic participation in the public affairs of Appalachian Kentucky.

2. **Simulation # 2. A Government Permit Hearing to allow for the expression of public opinion regarding an (imaginary) newly proposed Mountaintop Mining Operation in Eastern Kentucky's Perry County.**

In this simulation, discussion section members will enact the roles of proponents and opponents of a proposed MTR operation.

Preparation: In order to argue for your position, carefully study the arguments pro and con presented on the internet websites of the Kentucky Coal Association (kentuckycoal.org/issues) and Kentuckians for the Commonwealth (all pages on coal including Perry County Profile).

Writing Assignment: The controversy over mountaintop removal coal mining is currently creating remarkably high levels of conflict, polarization, alienation, fear, and intimidation throughout communities in the region.

Based on all the reading assignments on this theme, the two websites above, and the documentary "Deep Down," write a 5-page essay in which you discuss 1) the ethical issues the MTR controversy raises issues in regard to social justice and civic responsibility and 2) suggest how a respectful process of citizen deliberation could transcend the opposition between "jobs vs. the environment" that is causing such community polarization.

Due date: Turn in this essay as part of your final examination.

Evaluation: Be sure to cite the sources you use to buttress your arguments. A strong essay will give evidence of thoughtful reading and analysis of all the assigned materials and a well-developed position.

3. **Library/Archival Project # 1. Women Reformers during the Era of Industrialization.**

(Bring a pencil; ink is not allowed in Special Collections)

Discussion sections during the week of Feb. 28 to Mar. 4 will meet in the Special Collections and Archives of King Library South.

An archival collection is a group of documents—primary or original sources—which constitute a historical record of a person, organization or event. Archives are most often a combination of paper and photographs but film, video, oral histories and microform formats are also commonplace. **The Appalachian Collection contains the largest and most valuable collection of research materials on the region available in the U. S.**

Kate Black, the Appalachian archivist and a frequent instructor of App 200, will display a sample of materials from the collection pertaining to women reformers in Appalachian Kentucky that will give you an opportunity to have a brief hands-on research experience and she will provide a few questions to guide your examination of the materials.

We will divide into three groups to look at one of the following three collections: **Cora Wilson Stewart**, founder of the Moonlight Schools (a literacy program begun in Rowan County, KY in 1911), **Linda Neville** (founder of trachoma clinics in eastern KY), and the **Frontier Nursing Service** (an organization founded in 1925 to provide prenatal care and midwifery services to women in Leslie and nearby eastern KY counties).

A two-page response to the questions that Ms. Black distributes (due will address how the gender and socioeconomic class of the reformers and their “clients” influenced the form of services they provided.

4. Library/Archival Project # 2. The Herndon J. Evans Collection (82M1)

The Following Archival Exercise has been developed by Kate Black, Appalachian Archivist in Special Collections of the King Library South for App 200

Herndon Evans was the editor of the *Pineville Sun* (Bell County, Kentucky) and local correspondent for the Associated Press in the early 1930s, a period of unrest in the eastern Kentucky coal fields. He followed events in the area, particularly strikes and attempts by various groups, such as the Communist Party, the National Miners Union, and the United Mine Workers of America to organize the miners and investigate conditions in the coal mines particularly in Bell and Harlan counties. He collected handbills, leaflets, pamphlets, clippings and other material related to the strikes.

Like most archival collections, this one has its own inventory which describes its entire contents and will help in providing a larger context for your project. The inventory also serves as a finding aid so you can locate certain materials by box and folder number.

While looking at photographs you should wear the gloves provided by the reference librarian. Take care to keep the contents of each box and folder in order. You should always check with the librarian before photocopying any document.

Group #1 Box 1, correspondence, Nov 1931-1933

Group #2 Box 3, handbills, leaflets, pamphlets, handwritten notes

Group #3 Box 4, scrapbook

Group #4 Box 5, "journals containing articles about Harlan County events,"

Harlan Miners Speak

Group #5 *Conditions in Coal Fields in Harlan and Bell Counties, KY* (Government report) HD 9547.K4 A4 1932

Herndon Evans Photograph Collection

Harlan County Mine Strike Photograph Collection 81PA109

Questions and considerations while examining the contents of your group's materials:

1. From the materials at hand, what can you learn about life and conditions in Bell and Harlan Counties in the early 1930s? Why was a labor struggle occurring and what groups were involved in it? What was at stake for the various groups?
2. Who was Herndon Evans? What was his background (social class, race, education, age, where was he raised, etc.)? What experience, work history, training and/or philosophy did he have to prepare him to be involved in the labor strife in Harlan County in the early 1930s?
3. What role did Herndon Evans play in the drama that unfolded? How did Evans' ideology and actions shape the outcome?
4. What can you discern, from the materials at hand, about Evans' attitude toward people in the mountains? For example, does he see them all as equals? Are people divided into categories from Evans' perspective? How?
5. What do these photographs tell us about the events in Harlan and Bell Counties in the 1930s? What do they suggest about the locale where the events took place? What does the landscape look like? Who are the subjects of the photographs? What are they doing in the photographs? Why do you think Herndon Evans generated and/or archived these visual materials?
6. Finally, select a document that best represents some aspect of the collection that you want to emphasize in our discussion at the end of class. Try to select a document that raises a question, poses a contradiction, or reveals a cultural or political tension.

Writing Assignment (Due: March 25): Choose one of the questions above and write a two-page essay that answers it.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

| | |
|---|--|
| Course Number and Prefix: App 200 | Date: 10/24/10 |
| Instructor Name: Dwight Billings | Instructor Email: billing@uky.edu |
| Check the method below that best reflects how the majority of course of the course content will be delivered. | |
| Internet/Web-based <input checked="" type="checkbox"/> | Interactive Video <input type="checkbox"/> |
| | Hybrid <input type="checkbox"/> |

| <i>Curriculum and Instruction</i> | |
|-----------------------------------|---|
| 1. | <p>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?</p> <p>The DL version of App 200 will combine pre-recorded lectures with weekly discussion boards, simulations, and online exercises. The instructor will hold virtual office hours as well as be available by telephone. Students will be able to share documents, discussions, and simulations via Blackboard. The discussion portion of the course, corresponding to recitation sections, will be interactive on-line. The syllabus complies with the University Senate Guidelines and Distance Learning Guidelines.</p> |
| 2. | <p>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.</p> <p>The DL version of App 200 will use the same textbooks, on-line readings, and web sources as the conventional course, aims at the same learning objectives and utilizes the same assessment methods. Lectures from the conventional course, including multi-media inserts, will be pre-recorded and made available on-line. The course content will be identical to the conventional offering of App 200.</p> |
| 3. | <p>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.</p> <p>The DL version of App 200 will utilize password-protected course portals via Blackboard for submission of time-limited take-home (open book) examinations and assignments. The syllabus will outline expectations about grading and online participation requirements as well as policies on academic behavior and student code of conduct including plagiarism, online civility and decorum, etc.</p> |
| 4. | <p>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?</p> <p>NO</p> |

Distance Learning Form

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| | |
|--|--|
| | <p>If yes, which percentage, and which program(s)?</p> <p>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</p> |
| 5. | <p>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?</p> <p>As resistered students, they will have access to student services as outlined on the UK Student Affairs website (http://www.uky.edu/StudentAffairs/) and they will be reminded of this on Blackboard and in the course syllabus</p> |
| <i>Library and Learning Resources</i> | |
| 6. | <p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>The conventional offering of App 200 makes uses of archival material from the UK Special Collections and Archives for two graded exercises. The DL version will require students to do resear h on the same topics but using the electronic resources of the UK libraries and the internet.</p> |
| 7. | <p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>The course will not require physical access to on-campus facilites. All lectures, videos, etc will be made available online.</p> |
| <i>Student Services</i> | |
| 8. | <p>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 Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?</p> <p>Students will be provided with a list of available student services via blackboard.</p> |
| 9. | <p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students 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.</p> |

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

| | |
|-----|--|
| 10. | <p>Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any. <input type="checkbox"/> The technological requirements for the course. <input type="checkbox"/> Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300). <input type="checkbox"/> Procedure for resolving technical complaints. <input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message. <input type="checkbox"/> Maximum timeframe for responding to student communications. <input type="checkbox"/> Language pertaining academic accommodations: <ul style="list-style-type: none"> <input type="checkbox"/> "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu." <input type="checkbox"/> Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS) <ul style="list-style-type: none"> <input type="checkbox"/> Carla Cantagallo, DL Librarian <input type="checkbox"/> Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6) <input type="checkbox"/> Email: dllservice@email.uky.edu <input type="checkbox"/> DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&lilib_id=16 |
| 11. | <p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: Dwight Billings Instructor Signature:</p> |

Dwight Billings
KB

General Education Course Approval Cover Sheet

Date of Submission 10/14/10

1. Check which area(s) this course applies to

| | | | |
|----------------------------------|--------------------------|--|-------------------------------------|
| Inquiry - Arts & Creativity | <input type="checkbox"/> | Composition & Communications - II | <input type="checkbox"/> |
| Inquiry - Humanities | <input type="checkbox"/> | Quantitative Foundations | <input type="checkbox"/> |
| Inquiry - Nat/Math/Phys Sci | <input type="checkbox"/> | Statistical Inferential Reasoning | <input type="checkbox"/> |
| Inquiry - Social Sciences | <input type="checkbox"/> | U.S. Citizenship, Community, Diversity | <input checked="" type="checkbox"/> |
| Composition & Communications - I | <input type="checkbox"/> | Global Dynamics | <input type="checkbox"/> |

2. Provide Course and Department Information.

Department: Appalachian Studies Program

Course Prefix and Number: APP 200 Credit hours: 03

Course Title: Introduction to Appalachian Studies

Expected # of Students per Calendar Year: 60 Course Required for Majors in your Program (check one)? Yes No

Prerequisite(s) for Course? _____

This request is for (check one) A New Course An Existing Course

Departmental Contact Information

Name: Dwight B. Billings Email: billing@uky.edu

Office Address: Dept of Sociology, 1577 POT Phone: 7-4412 or 233-1773

3. In addition to this form, the following must be submitted for consideration:

- A syllabus that conforms to the Senate Syllabi Guidelines, including a mapping of the stated learning outcomes to those presented on the corresponding Course Template.
- A completed Course Review Form. See the Gen Ed website <http://www.uky.edu/gened/forms.html> for these forms. Proposals prepared prior to September 15th, 2010 are allowed to use a narrative instead of the Course Review Form.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

4. Signatures

Department Chair: *Dwight B. Billings* Date: 10-14-10

Dean: Anna R. K. Bosch *ARK Bosch* Date: 10-18-10

All proposals are to be submitted from the College Dean's Office
Submission is by way of the General Education website www.uky.edu/gened

Course Review Form
U.S. Citizenship/Diversity/Community

Course Name: App 200/Intro to Appalachian Studies

College: Arts & Sciences

For Review Committee Use Only

Accept Revisions Needed

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

- Evidence that demonstrates student understanding of historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class.

Date/location on syllabus of such evidence:

Examples of race and ethnicity include 2/14, 3/9, 4/6; examples of gender include 3/4, 3/7, 3/21, 4/20; examples of socioeconomic class include 1/24, 1/26, 2/18, 2/28, 3/4, 3/7, 3/9, 3/28, 3/30, 4/4, 4/18. Esp. see 4/8.

Brief description or example:

A central theme of App Studies is diversity in the region contra popular stereotypes. Readings and lectures address distinctions and commonalities among the experiences of Native Americans, African Americans (in slavery and afterwards), Eastern European immigrants in the coalfields, and native-born whites. Religious diversity is also examined. Inequalities based on social class and gender are central themes across historical eras. Two historical novels narrate the intersection of these positionalities across several generations.

- Materials and processes that foster student understanding of how these differences influence issues of social justice and/or civic responsibility.

Date/location on syllabus of such evidence:

Citizenship, economic justice, & company towns: 2/28 through 3/25; class differences in activism: 3/4 & 3/7; environmental justice and activism: April 11 through April 22

Brief description or example:

Lectures, films, readings, and exercises on historical struggles for civil liberties in company-owned coal towns and efforts to win economic justice through unionization. Students examine the influence of gender, the achievement of workforce solidarities across ethnic, racial, and nationality divides, and social class conflicts among workers, owners, and managers. Also they compare the activism of working class and middle class reformers & examine environmental justice and civic responsibility in contemporary conflicts over mountaintop removal coal mining.

- Readings, lectures, or presentations that encourage student s to demonstrate an understanding of historical, societal, and cultural contexts relevant to the subject matter of the course.

Date/location on syllabus of such evidence:

Please examine chronological ordering of topics and themes throughout the syllabus. Students will read and discuss the historical novels throughout the period from 3/2 to 4/8 along with concurrent readings & assignments

Brief description or example:

The course is arranged chronologically. After examining the origin of Appalachian stereotypes in the late 19th century "discovery" of the region and their replay during the 1960s War on Poverty that essentialized the "hillbilly" as a homogeneous "other" and thus minimized diversity within the region, students will study how issues of diversity and citizenship were transformed across the eras of early settlement, subsistence farming, industrialization, and de-industrialization. Two historical novels narrate these contextual changes as well.

- Processes and assignments that engage students in understanding at least two of the following, as they pertain to the subject matter of the course:
- a. Societal, cultural, and institutional change over time
 - b. Civic engagement
 - c. Regional, national, or cross-national comparisons
 - d. Power and resistance

Date/location on syllabus of such evidence:

Changing forms of civic engagement: feuds (1/19, 2/23, 2/25) unions (3/7, 3/9, 3/11, 3/21) & environmental organizations/public hearings (April 11 thru 22). Power/Resistance: 1/28, 2/14, 2/18, 3/2, 3/7, 3/9, 4/8

Brief description or example:

- 1) Changing institutions include family and gender patterns, rural communities, company towns, economy & work, and institutionalized forms of collective and civic engagement from elite-driven feuds to unions to environmental justice organizations.
- 2) Power and resistance in Indian removal, slavery, company towns, and mountaintop mining conflict.

- At least two assessable individual or group projects that focus on personal and/or collective decision-making. The projects should require students to identify and evaluate conflicts, compromises, and/or ethical dilemmas. These projects shall demonstrate a basic understanding of effective and responsible participation in a diverse society.

Date/location on syllabus of such evidence:

Simulation #1, Feb. 25 and Appendix. Simulation #2, April 22 and Appendix.

Brief description or example:

Simulation #1, enactment of a public trial on FUEDING, looks at the destructive effects of political corruption and patron-client relations on public life in the past and their lasting consequences for citizenship and social justice.

Simulation #2, enactment of a public permit hearing for a proposed MTR mining operation, looks at citizen activism (for and against MTR) and ethical implications for environmental justice, economic opportunity, etc.

- Evidence that students make effective use of library and other information sources, when applicable, in order to demonstrate information literacy in the exploration of the course's major thematic foci.

Date/location on syllabus of such an assignment:

archive visit/project # 1: 3/4; archive visit/project # 2: 3/11; internet project # 3: 4/22.

Brief description or example:

The U.K. Appalachian Archival Collection is the most extensive in the US. Students will be introduced to its use by writing two short papers based on examinations of two collections: 1) the papers of three important women social reform leaders in E. KY during the first decades of the 20th century and 2) the papers of a coalfield newspaper editor who covered the conflicts over unionization in E. KY during the 1930s. Additionally, 3) students must study the internet websites of a coal operators association and an environmental organization to represent accurately their positions in a simulation of public debate.

Reviewer Comments: