Political Science 203
Appalachian Political Economy
Fall 2002
Instructor: Steve Fisher
Office: Appalachian Center #3 Phone 6182
Office Hours: 10:00-11:00 a.m. MtuWThF and by appointment

This course offers an analysis of the political economy of the Appalachian region. It seeks to demonstrate that Appalachia is not a quaint, backward, anomalous region, but a startlingly concentrated example of the pervasive problems of American life, the effects of the American economic system, and the paradoxes of American values. The course begins with a consideration of the origin and use of the term "Appalachian". This is followed by a brief overview of the history, culture, and status of the people living in the Appalachian mountains in light of the general American experience. We then examine the political economy of the region, focusing on models of development, corporate actors, what has happened to the land and environment, and the extent and nature of citizen resistance in the mountains. Guest speakers and films complement course readings, lectures, and discussion. Music is used throughout the course to give voice to people's beliefs, frustrations, anger and hopes.

The major objectives of the course are:

(1) to use the Appalachian example to promote a fuller understanding of the adequacy of economic, cultural, and political arrangements in the United States;
(2) to use the Appalachian example to evaluate the usefulness and accuracy of various theories of development and strategies of change; and
(3) to provide a basis and opportunity for students to relate the experience of the region to their own biography.

Required Reading for Political Science 203

Guy and Candie Carawan. Voices from the Mountains. Athens: U. of Georgia Press, 1996. (C)

Steve Fisher (ed.). Class Reader for PS 203. (CR)

Steve Fisher (ed.). Fighting Back in Appalachia: Traditions of Resistance and Change. Philadelphia: Temple, 1993. (F)

Denise Giardina. Storming Heaven. New York: Norton, 1987. (G)

Outline of the Course

I. Introduction
  A. Orientation to the Course
    Course Format, Objectives & Texts
    Course Structure and Requirements
    Individual Perspectives on Appalachia: "A Look at Ourselves"
    Role of Music and Film in the Course
    The Development of the Concept of Appalachia
  B. Regional Diversity
    Our Own Diversity: A Sharing of Biographies
    Geographical Diversity
    The Three Appalachias
    Diversity of Communities and Occupations
    Racial and Ethnic Diversity
    Gays and Lesbians in Appalachia
    The Social Relations of Appalachian Women
  C. The Concept of "Region"
    What is a Region and Who Defines It
    In What Sense Is Appalachia a Region
    The Case For and Against an "Appalachian" Identity
    The Pitfalls and Opportunities of Regionalism
  D. The Study of Appalachia
    Why Study Appalachia
    The Case Against Appalachian Studies
    How Should Appalachia Be Studied
    The Experience at E&H and Elsewhere
    Students and Appalachian Studies
II. Appalachia and America: An Overview
  A. Appalachia in American Political History
    Revolutionary Period
    Preindustrial Appalachia
    Discoveries of Appalachia-Novelists, Missionaries, Industrialists
    Boom and Bust in the Coal Fields
    Depression, Union Drives, TVA, and the New Deal
    The 1950s--Mechanization of Coal; Migration;
    The 1960s--JFK; War on Poverty; ARC; MFD; Strip Mining & the Assault on the Land
    The 1970s--UMW Strike; Floods; Energy Crisis; Strip Mine Law; Increasing Resistance
    The 1980s--Reagan and the Mountains; Pittston Strike
    The 1990s—Welfare Reform; Mountaintop Removal; Cutting of the 2nd Growth Forests; New Forms of Resistance

E&H's Appalachian Oral History Collection
History as a Tool To Envision the Future

B. Appalachia in American Political Culture
The Significance of Culture
Early Efforts to Identify the Traits of an Appalachian Culture
Weller's Analysis of Appalachian Culture and Its Influence
Other Analyses
A Distinctive Folk Culture, Several Subcultures, or an Adaptive Culture

C. Class--The Importance of Class Relationships in Appalachia

D. Education in Appalachia: Salvation or Exploitation

E. The Politics of Migration and the Migrant Experience
The Great Migration
Major Issues Facing Migrants
The Effects of Migration on the Appalachian Region
The Ethnicity Question

F. The Quality of Life in Appalachia: Human Needs and Services
Diversity of Lifestyle
Problems, Programs, and Strategies
How Do (Should) You Measure Quality of Life
Quality of Life in Appalachia

III. The Politics of Appalachian Development

A. Appalachia in the American Political Economy: Models of Development
The Significance and Insignificance of Models
The Culture of Poverty Model
The Regional Development Model: TVA & ARC
The Colonial Model
The Internal Periphery Model
Gender and Race
Other Models

B. Major Economic Actors in Appalachia
The Coal Industry—Characteristics, Issues, and Trends
Health & Safety in the Mines
Other Energy Actors in Appalachia - Oil and Gas; Nuclear Power
The Textile Industry
Other Economic Actors

C. Labor's Response (with a focus on the UMWA)

D. The Assault on the Land and Environment
Strip Mining
Tourism and Second Home Development
The Forest Service in Appalachia
The Timber Industry and Chip Mills
Water Issues
The Plight of Small Farmers
Dam Builders--TVA, Corps of Engineers, Private Utilities

IV. The Politics of Change: Resistance and Reconstruction

A. Specific Reform Strategies

Working Through the System: Legislative and Legal Strategies
The AV Strategy
Identity and Change
The Education Strategy--The Highlander Example
Economic Development as a Strategy
Community Organizing
Questions of Civil Disobedience and Violence

B. The Politics of Resistance

The History of Resistance in the Mountains
Discussion of Citizen Groups & Individuals Active in the Mountains Today
The Strategy of Praxis
The Importance of Vision and Local-National-Global Connections

C. "Which Side Are You On?"

Schedule of Class Meetings and Reading Assignments

Aug. 29 Introduction to the Course

Sept. 3 Development of the Concept of Appalachia. Read CR, 1-15; F, ix-x, 1-14; C, ix-xvii.
Sept. 5 Regional Diversity. Read CR, 16-27; G, Chaps. 1-2. Self-Test Entry

Sept. 9 Lyceum
Sept. 10 Regional Diversity. Read CR, 28-35; G, Chaps. 3-7.
Sept. 12 The Concept of "Region." Read CR, 36-48; G, Chaps. 8-9; C, 13.

Sept. 17 The Study of Appalachia. Read CR, 49-50; F, 283-301; C, 119.
Sept. 19 History. Read CR, 51-63; G, Chaps. 10-14; C, 8-12, 14-17.

Sept. 24 History. Read G, Chaps. 15-17; C, 104-18, 120-25.
Sept. 26 History. Read G, Chap. 18-Afterword; CR, 64-68. Photo Entry
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Oct. 1 Culture. Read CR, 69-89.
Oct. 3 Class. Read CR, 90-99; F, 263-81.
Oct. 3-4 Appalachian Literary Festival.

Oct. 8 Education. Read CR, 100-19.

Oct. 15 Migration. Read CR, 120-32; C, 56-79.
Oct. 17 Roundtable on What It Means To Be “Appalachian”. TEST DUE.

Oct. 22 Film: “Stranger With A Camera.” Read F, 245-61, 303-15.
Oct. 24 Quality of Life; Culture of Poverty Model. Read CR, 133-64; C, 80-103.

Oct. 29 Regional Development Model: TVA & ARC. Read CR, 165-87.
Oct. 31 Colonialism Model. Read CR, 188-203.

Nov. 5 Models: Beyond Colonialism. Read CR, 204-29; F, 57-68.
Nov. 7 Economic Actors: Coal Industry. Read CR, 230-54; F, 165-94.

Nov. 12 Economic Actors: Health & Safety in the Mines. Read CR, 255-63; F, 224-29; C, 126-53, 172-85.
Nov. 14 Other Economic Actors. Read CR, 264-81; F, 69-83, 230-41.

Nov. 19 Labor. Read CR, 282-87; F, 195-223; C, 154-71, 186-203.
Nov. 21 Strip Mining. Read CR, 288-95; F, 17-30, 85-99; C, 18-55.

Nov. 26 Land and Water Issues. Read CR, 296-313; F, 122-47. C, 6-7.

Dec. 3 Resistance and Reconstruction. Read CR, 314; F, 31-55,. 100-121.
Dec. 5 Resistance and Reconstruction. Read F, 151-64, 317-36.

Dec. 10 Resistance and Reconstruction. Read CR, 315-32. Vision Entry
Dec. 12 Claiming Appalachia: Where Do You Go From Here? Read CR, 333-37; F361-62; C, 4-5, 204-20. Journals Due

Course Requirements

Grading System

Quizzes	130
Test	100
Class Part.	50
Final Exam	120
Journal	100
Total	500

Tentative Grade Distribution for Final Grade

A	500-460
A-	459-450
B+	449-440
B	439-410
B-	409-400
C+	399-390
C	389-360
C-	359-350
D+	349-340
D	339-310
D-	309-300
F	299-0

Quizzes

There will be 15 unannounced 10-point quizzes on the assigned reading material. The lowest two grades will be dropped. There will be no make-up quizzes.

Test and Final Exam

Format to be discussed in class.

Attendance

Students are expected to attend all classes and designated Lyceum programs and/or film nights relevant to the course. Students will be penalized for more than one absence (5 points will be deducted from the final grade for each absence over one).

Class Participation

Students should be prepared to discuss the assigned reading each day. You will be graded on (a) the seriousness of your effort (i.e., whether or not you come to class prepared, and whether or not you are physically, emotionally, and intellectually present); (b) the nature of your interaction with other class members and the instructor (i.e., whether you listen carefully and respectfully to what others say, your willingness to challenge others and to defend your points of view, and how well you provide opportunity and encouragement for others to participate); (c) your willingness to interact thoughtfully with guest speakers; and (d) the overall quality of your effort.

JOURNALS

What Journals Are Not

Journals are not to be confused with diaries, notebooks, or class notes. Diaries usually do little more than log external events ("My parents came to visit this weekend...") with occasional personal comments regarding those events ("I wish they would come more often..."). Notebooks usually do little more than summarize readings ("The author concluded that..."). Class notes do little more than reflect activities and discussions which have taken place in class.

What Journals Are

Journals frequently resemble diaries, notebooks, and class notes because the writer of a journal sometimes responds to external events, or reacts to the reading, or reflects on something that has been said in class.

Journals, however, represent a distinctive kind of writing. First, they articulate intellectual pilgrimage and autobiography. Students engaged in writing journals find out very quickly that they are putting a very real part of themselves down on paper. To reveal something of one's thoughts and feelings is a very personal activity. It is such a personal activity that some students attempt to stay on a fairly objective level by "reporting" what they have read and thought (but still keeping an academic cocoon securely around them). Other students find out, however, that writing a journal becomes a more authentic enterprise when the writer does not pretend toward objectivity but lets "the self" speak as well.

Second, journals provide an occasion for insights. Insights are those perceptions where an idea or fact integrates other materials or explains personal experience. The "light" suddenly dawns, and the pieces of a puzzle fall together for the first time! Insights may integrate intellectual understanding or personal experiences. The quest for and the articulation of such insights provide much of the excitement of keeping a journal.

Journals also provide an occasion to raise questions. Journals offer an opportunity to record questions, to speculate on how to answer them, and to understand why the question has come about in the first place. Questions may document ignorance or curiosity, but when one knows why a question is important and what precisely one doesn't know, then there exists a significant kind of

awareness.

Third, journals represent a tether which binds a student to the subject matter of a class. By means of the journal, a student has an ongoing opportunity to respond to class activities, react to assigned readings and outside speakers, engage in "dialogue" with comments the instructor has made, and explore various perspectives on the subject matter of the class as these appear in newspapers, magazines, and on film. In contrast to a research paper, which may be done in a short period of time, a journal provides a semester-long format for interacting with the subject matter of a particular class.

The Contents of a Journal

The contents of a journal are limited only by the subject matter of the course and the writer's creativity, imagination, and breadth of experience. As a result, a journal often includes a variety of materials: personal reflection; comments on lectures or class discussions; reactions to films, tapes, newspaper and magazine articles; insights gained from readings and conversations; personal work, including cartoons and poetry; and extended statements on issues of personal conscience.

Guidelines for Journals

1. Journals are to be kept in a folder for loose sheets of paper.

2. Make frequent entries in your journal. Productive journals contain entries made through the semester, with an average of 2-3 entries per week (minimum of 2 per week).

3. Date and number your journal entries. This is helpful if at a later date you want to return to a topic you have previously discussed, or if you want to make a comment about one of your entries.

4. All entries must be typed.

5. Do not be reluctant to put your thoughts on paper. I am not interested in unnecessary verbiage, but I am interested in your insights, questions, comments, criticisms, and discoveries.

6. Use the journal as an opportunity for developing your own ideas about the subject matter taken up in class. For example, you may want to have several entries on the same subject to see if your thoughts change at various points during the semester.

7. Periodically during the semester, read your journal entries and write a "summary" entry: see if particular themes have appeared in earlier entries; see if you are able to answer questions you raised earlier in the semester; see if you can arrive at any conclusions based on your previous entries.

8. You must respond in your journal to all my written questions that are marked with a “WB”. These responses do not constitute separate entries.

9. The journal is a central part of the course and will constitute an important part of the project grade. You must write regularly and follow the guidelines listed above. Bring your journal to class each day. I will collect the journal a number of times during the term. **Five points will be deducted from the final course grade each time the journal isn't up-to-date or satisfactory when I collect it**.

10. The following criteria will be used in grading journals.

(a) The seriousness of the effort--how regularly you write in the journal; how thorough your entries are; how well you follow the guidelines described above; and how willing you are to engage in dialogue with the instructor by responding thoughtfully and honestly to his comments on and responses to your entries.

(b) The quality of the effort--how well you relate your own personal experiences to the reading assignments and specific questions raised by the instructor; how well you ground all of your responses in what we are reading and discussing in class; the originality, diversity and honesty of the entries; your willingness to take risks by tackling tough intellectual and personal issues; your willingness to let the "self" speak; and your willingness to challenge the instructor and assigned readings when you disagree with them.

(c) Improvement over time--the degree to which your entries improve as the semester progresses.