

Appalachian Studies 200  
Introduction to Appalachian Studies  
Wednesdays, 4:00-6:30 p.m.  
Patterson Office Tower 110  
Fall 2000, 3 credit hours

Instructor: George Brosi

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Course Description: This is a multi-disciplinary introduction to Appalachian culture and history and society.

Course Objectives: To stimulate an appreciation for and understanding of traditional regional lifestyles and an interest in and knowledge of all aspects of regional life.

Course Text: Appalachian Inside Out, Volume 1 and Volume 2, by Robert J. Higgs, Ambrose N. Manning, and Jim Wayne Miller. Knoxville: The University of Tennessee Press, 1995.

Attendance Policy: This course is designed for students who can attend all class meetings. No "skips" are allowed. Students are expected to arrive on time and remain in class for the duration of the class period. However, students are encouraged to attend part of the class if the only other alternative is to miss the whole class. Those who miss more than two classes (over 10% of the 16 class meetings) cannot pass this course unless alternative arrangements have been made, preferably in advance, with the instructor.

Course Requirements: 1. Attend at least 14 of the 16 class meetings and abide by the student code of conduct of the University of Kentucky. 2. Complete at least twelve of the fourteen assignments on time. 3. Submit a six-page scholarly paper to the Appalachian Studies Association Student Paper Competition by November 29th at the latest.

Course Grades: The course grade will be the average of five grades: 1. The average of the highest seven grades on the assignments. 2. The grade on the scholarly paper submitted to the ASA Student Paper Competition. 3. The average of the five highest grades on pop-quizzes over the readings. 4. The grade on the mid-term exam. 5. The grade on the final exam.

Tentative schedule. A separate list of reading assignments will be provided.

- August 23 Introduction to the course. The Appalachian Environment  
A CHRONOLOGICAL OVERVIEW OF THE REGION
- August 30 The region's native peoples, especially the Cherokee
- September 6 European Settlement and the Frontier  
Bring something you made for a class arts and crafts fair
- September 13 The Era of the Removal of the Cherokee  
Tell a story (a folk tale or true happening) for a class storytelling festival
- September 20 The Civil War and Reconstruction Era  
Bring a series of letters you create between a soldier stationed in the mountain region and his family in another part of the mountain region
- September 27 The era of early industrialization and feuds (turn of the century)  
Bring a family tree of a family (ideally your own) with a least half the members living in the mountain region. Show how life styles and jobs have changed over time
- October 4 The World War I and Mine War Eras (the teens & 20s)  
Bring a tape or CD and introduce a traditional mountain musician for a class music festival
- October 11 The era of the Depression, the New Deal and World War II (30s & 40s)  
Compose and share (either by performing it or with a written hand-out) a topical song that expresses a feeling for this era  
Take the mid-term exam
- October 18 The era of urban migration (the 50s)  
Bring ten "You might be a hillbilly if ..." sayings to express negative regional stereotypes, ten more to express excessively positive stereotypes and ten additional to express what you consider to be accurate generalizations about mountain people
- October 25 The 60s and 70s  
With classmates create a skit (or by yourself create a monologue) that dramatizes relationships between mountaineers and do-gooders from outside the region
- November 1 The end of the 20th Century (80s & 90s)  
Sign up ahead of time to do one decade for a regional timeline

## A TOPICAL OVERVIEW OF REGIONAL ISSUES

- November 8 Family, gender and race issues  
Bring three biographical sketches of Appalachian people suitable for posting on the Appalachian Center's web page. Include people of both genders and two different national or ethnic backgrounds
- November 15 Community--including religion, education, etc.  
Bring a letter to a school administration suggesting a way to improve education in the mountain region
- November 22 The Political Economy  
Bring an entry for a regional gazetteer, covering a particular community in the mountains. This should be suitable for posting on the Center's web site
- November 29 The future of the region  
Review for the final
- December 6 Last day of class  
Bring a food dish commonly served in the region for a class pot-luck
- Friday, December 15th at 4:00 - The Final Exam

READING ASSIGNMENTS FOR APPALCHIAN STUDIES 200, FALL 2000

Date      Reading Assignment—by author and beginning page number. All readings are from Appalachia Inside Out

August 30      Ehle, p. 41, Lambert p. 215

September 6      Blethen 2, Lofaro 43 & 52, Withers 78, Roosevelt 82

September 13      Perdue 219, Ehle 227, Hunter 485, Hicks 489, Reese 493

September 20      Crowe 86, Marius 96, Muir 186

September 27      Eller 127, Moore 135, Whisnant 192, Rice 269

October 4      Jones 66, Lee 68, Barker 102, Shapiro 454, Malone 462

October 11      Benedict 278, Miles 697, Edwards 704

October 18      Obermiller 320, Ballard 384, Arnow 385

October 25      Pancake 378, Whisnant 647, Lewis 651

November 1      Stephenson 332, Koger 342, Smith 428

November 8      Montell 236, Wolfe 250, Norman 352, Fisher 357, Day 370

November 15      Dorgan 408, Jones 411, Burton 417, Best 659

November 22      Beaver 172, Berry 726

November 29      Gaventa 180, Arnow 300, Cantrell 303, Wagner et. al. 572

December 6      Jones 613

All reading assignments subject to change by the instructor

### Other important points

If, for any reason, The University of Kentucky cancels class, please keep up with the syllabus and come to the next scheduled class with the assignments for not only the missed class, but the class attended as well.

If the instructor does not come to class on time, do not leave. Stay in class and wait for his imminent arrival or other instructions. In the meantime, the oldest student is in charge. Swap papers and discuss the readings and learn from each other.

Keep up with your own papers and use the Grade Record Sheet to record and average your grades. On the last day of class and the final exam day, bring all your papers and your completed Grade Record Sheet to class. Compute your own grade and submit your entire portfolio to the instructor.

Writing done for this class is likely to be read aloud to the class or to be read by small peer groups of other students in the class.

Alternatives to these assignments and policies may be suggested to the instructor. They are most likely to be approved with adequate notice and rationale.

Only work done this semester is appropriate for fulfilling the requirements of this course.

Students are encouraged to submit assignments before the deadlines both to insure that they are not late and to get feedback so that improvements can be made before the deadline.

This syllabus is, of course, subject to change by the instructor.

## Midterm Grade Record Sheet

Average grades by assigning the number 4 to an A, a 3 to a B, a 2 to a C, a 1 to a D and 0 to an F, computing a numerical average and then converting that number back into a grade. For these purposes any number between 3.6 and 4 is an A; between 2.6 and 3.5 is a B; between 1.6 and 2.5 is a C; between .6 and 1.5 is a D. Any numerical average below .6 flunks.

Best grade on a quiz: \_\_\_\_\_

Next best grade on a quiz: \_\_\_\_\_

Third best grade on a quiz: \_\_\_\_\_

1. The average of the three best grades on quizzes: \_\_\_\_\_

Best grade on an assignment: \_\_\_\_\_

Next best grade on an assignment: \_\_\_\_\_

Third best grade on an assignment: \_\_\_\_\_

2. The average of the three best grades on assignments: \_\_\_\_\_

3. Grade on the Midterm Exam: \_\_\_\_\_

The average of these three grades is your mid-term grade: \_\_\_\_\_

## Final Grade Record Sheet

Average grades by assigning the number 4 to an A, a 3 to a B, a 2 to a C, a 1 to a D and 0 to an F, computing a numerical average and then converting that number back into a grade. For these purposes any number between 3.6 and 4 is an A; between 2.6 and 3.5 is a B; between 1.6 and 2.5 is a C; between .6 and 1.5 is a D. Any numerical average below .6 flunks.

Best grade on a quiz: \_\_\_\_\_

Next best grade on a quiz: \_\_\_\_\_

Third best grade on a quiz: \_\_\_\_\_

Fourth best grade on a quiz: \_\_\_\_\_

Fifth best grade on a quiz: \_\_\_\_\_

1. The average of the five best grades on quizzes: \_\_\_\_\_

Best grade on an assignment: \_\_\_\_\_

Next best grade on an assignment: \_\_\_\_\_

Third best grade on an assignment: \_\_\_\_\_

Fourth best grade on an assignment: \_\_\_\_\_

Fifth best grade on an assignment: \_\_\_\_\_

Sixth best grade on an assignment: \_\_\_\_\_

Seventh best grade on an assignment: \_\_\_\_\_

2. The average of the seven best grades on assignments: \_\_\_\_\_

3. Grade on the Midterm Exam: \_\_\_\_\_

4. The grade on the scholarly paper: \_\_\_\_\_

5. The grade on the final exam: \_\_\_\_\_

The average of these five grades is your final grade: \_\_\_\_\_