

APPALACHIAN POLITICAL PERSPECTIVES

PS5310-101

TR 1-?, Whitener ?

Instructor: Schumann

Email: schumannwr@appstate.edu (please type 'ps5310: ...' in the subject line)

Office: Whitener 153; hours: T 11-12, W 12-1, R 3-4 and by appointment.

Introduction to the course: Appalachian Political Perspectives offers a survey of political and economic events and ideas that have shaped development and change in Appalachia. We will read primary source materials in social and political theory that have shaped debates on and developments within the region; in conjunction, we will read applications of these approaches in Appalachian research to understand their nuances and limitations. As such, we will question how the idea of 'Appalachia' comes to be constituted as a real category of political experience, cultural geography, governmental and economic intervention, and scholarly research.

Course evaluation:

Participation 50%

- You will lead the class discussion on two days of the semester. (Days marked with an asterisk [*] below are eligible for presentation.) You should prepare to give a general overview of the day's readings, offer details about the main findings or issues to raise questions for class discussion, and relate it to the theoretical frameworks we encounter throughout the semester. In cases where I have selected a section of a book, it is a good idea to read it in its entirety to prepare. Well-rounded discussions should incorporate additional materials and ideas into the sessions as a general rule. I am happy to meet prior to your presentation to help you prepare.
- When leading your discussion days, bring a 2 page single spaced summary of the work(s) in question with citations of key passages or sections of the text(s). On a third sheet of paper, provide a page length bibliography of related texts dealing with the issue (etc.) you have chosen to highlight for us. You must bring in enough copies of your summary/bibliography to share with the entire class. In this way we will build a shared resource base of information you can utilize in other classes or in future research.
- As graduate students, interaction in classroom discussion and engagement with the readings is critical whether or not you are leading the discussion. Although not weighted to the same degree as your presentations and summary handouts, everyday participation is an important component of your overall participation grade.

Perspectives Papers 50% (5x10% each)

You will be assigned a paper topic to address each of the five research perspectives we will review this semester. These perspectives are: 'Modernization and Development', 'Marxism and Neocolonialism', 'Social Movements', 'Postmodernism' and 'Cultural

Politics'. Papers must be typed, double spaced in 12 pt Times New Roman typeface and 6-8 pages in length; bibliographic entries do not count as pages. Use any citation system you want but be consistent. The first four papers are due on the first day of starting a new 'perspectives' section; the final paper is due on the last day of classes.

Required text:

John Gaventa. Power and Powerlessness. 1980. Urbana, IL: U of Illinois P.

Other readings (coded in parentheses):

(R) on reserve in electronic and hard copy form through Belk Library/library website;

(I) internet based; see this syllabus for links

(A) on reserve in or only available in the Eury Appalachian Collection of Belk Library

(H) handouts

Course schedule:

OVERVIEW:

POLITICAL ECONOMY AND POLITICAL CULTURE

Assignments for 1/11-1/20 (have A and B completed by 1/18; consult C by 1/18 and complete by 1/20).

A. Political Economy:

This is an interesting time to research Appalachia as G.W. Bush has pegged increased coal production to the alleviation of foreign energy dependence and even the problem of terrorism. These readings tell us a bit about the economic prospects of contemporary Appalachia as well as the divisiveness of Bush's agenda.

(I) Economic overview and planning policy:

<http://www.arc.gov/index.do?nodeId=26>

<http://www.arc.gov/index.do?nodeId=2296>

(I) Coal and the Bush energy plan:

<http://www.whitehouse.gov/infocus/energy/>

<http://www.epri.com/journal/details.asp?doctype=projects&id=152+>

<http://energy.careenergy.com/news/articleview.asp?iArticle=27>

<http://www.bluefieldnews.net/state/BushEnergy.html>

B. Political Culture:

Historically, Appalachia has demonstrated divided political loyalties to ideas and parties. Many of these differences continue in various forms but there is little doubt that the region as a whole leans right these days. The following articles provide an overview of voting patterns in the major elections of the last decade.

(A) Sutton, "No Tennessee waltz for Appalachia", Appalachian Journal 28(3):294-303;

(A) Sutton, "Blessed are the rich...election of 1998", Appalachian Journal 26(2):188-

194; **(A)** Sutton, "Big dough, small change: the election of 1996", Appalachian Journal

24(3):296-305; **(A)** Sutton, "It was the economy, stupid: the 1992 election", Appalachian

Journal 20:3:298-307.

C. The 2004 Election:

Bush was no doubt a popular favorite of the South in 2004, but can we reduce this to 'red' versus 'blue' states? One account suggests it was more shades of purple (<http://www.princeton.edu/~rvdb/JAVA/election2004/>). Let's try to get a handle on this in the context of Appalachia.

Each of you will randomly select 20 Appalachian counties and record the winner, the number of votes for all candidates, and the percentage of votes to the winner. Summarize this information for a class discussion (including county names/states, of course). Also for our discussion: who is the winner from your sample and with what percentage of the vote from your sample? Please record this information in an electronic format that might be amenable to eventual data copy/entry (MS Word is fine; you can probably just cut and paste the information initially.) When we meet for class on 1/18, we will discuss the possibility of compiling our information (with additional analysis) for journal publication. **This is due 1/20** and counts toward your participation grade.

To proceed:

1. Select your counties (<http://www.arc.gov/index.do?nodeId=27>)
2. Find county election results. Go to:
<http://www.usatoday.com/news/politicselections/vote2004/president.htm>
Find "President State Results" mid-page and select a state.
Scroll down to 'State Results' box and select 'President by county'

Course Meetings:

- 1/18 Course introduction. Discuss readings of 1/11-1/20.
1/20 Discuss readings of 1/11-1/20.

PERSPECTIVES I: MODERNIZATION AND DEVELOPMENT

- 1/25 (R) Rostow, "The Five Stages to Growth", in Western Civilization; (R) Huntington, "The Change to Change", in From Modernization to Globalization
- *1/27 (R) Selections from Weller, Yesterday's People and (R) Caudill, Night Comes to the Cumberlands
- *2/1 (R) (A) Selections from Whisnant, Modernizing the Mountaineer
- *2/3 (I) Appalachian Regional Commission, Appalachia: A Report by the President's Appalachian Regional Commission, 1964, Read Chapters 1 and 2, available at: <http://www.arc.gov/index.do?nodeId=2255>

PERSPECTIVES II: MARXISM AND NEOCOLONIALISM

- 2/8 (R) Selections from Marx, Capital Vol. 1 **PAPER 1 DUE**
- *2/10 (R) Selections from Eller, Miners, Millhands, and Mountaineers.

- *2/15 (R) Frank, "The development of underdevelopment", in From Modernization to Globalization; (R) Lewis and Knipe, "Colonialism in Modern America: The Appalachian Case", in Colonialism in Modern America: The Appalachian Case
- *2/17 (A) Dunaway, "Interview with Immanuel Wallerstein." In Appalachian Journal.
- *2/22 (R) Selections from Gramsci, Prison Notebooks; (Bookstore) Gaventa, Power and Powerlessness (first half)
- *2/24 finish Gaventa, Power and Powerlessness

PERSPECTIVES III: SOCIAL MOVEMENTS

- 3/1 (R) Selections from Freire, Pedagogy of the Oppressed **PAPER 2 DUE**
- *3/3 (R) Sections from Freire and Horton, We Make the Road by Walking; (H) Manning-Miller, "Racism and Organizing in Appalachia", in Fighting Back in Appalachia;
- 3/7-11 Spring Break; no class.
- *3/15 (R) Foner, "Mother Jones: Dynamic Champion..." and various Mother Jones speeches, in Mother Jones Speaks; (A) Williamson, "", Appalachian Journal .:
- *3/17 (R) Selections for Hinsdale, Lewis and Waller, It Comes from the People

PERSPECTIVES IV: POSTMODERNISM

- 3/22 (R) Selections from Foucault, Power/Knowledge **PAPER 3 DUE**
- *3/24 (R) Selections from Shapiro, Appalachia on Our Mind; Selections from Cunningham, Apples on the Flood
- 3/29 Easter Holiday; no class.
- *3/31 (H) Banks, Billings, and Tice, "Appalachian Studies, Resistance, and Postmodernism", in Fighting Back in Appalachia;
- *4/5 (R) Stewart, "Real American dreams (can be nightmares)", in Cultural Studies and Political Theory. (A) Ewan and Lewis, "Buffalo Creek revisited: deconstructing... stereotypes", Appalachian Journal 27(1):22-45.

PERSPECTIVES V: CULTURAL POLITICS

- 4/7 (R) Hall, "Cultural Studies...", in The Cultural Studies Reader; Jordon and Wheedon, Cultural Politics: Ch. 1. **PAPER 4 DUE**
- *4/12 (A) Ledford, "The primitive circle: inscribing class...", Appalachian Journal 29(1-2):68-89.
- *4/14 (R) Sessions and Ansley, "Singing Across Dark Spaces...", in Fighting Back in Appalachia;

- *4/19 (R) Selections from Becker, Selling Tradition: Appalachia and the Construction of American Folk
- *4/21 (R) Selections from Williamson, Hillbillyland; (A) Powell, "Truth or consequences: *The Blair Witch Project*, *Stranger with a Camera*, and regional cultural politics" Appalachian Journal 29(1-2):138-
- 4/25 Film: *Stranger with a Camera*.
- 4/27 Film TBA **PAPER DUE**