

SYLLABUS

Survey of Appalachian Studies II

Humanities 203

Spring 2007

Robert Gipe, instructor

This course meets at the Harlan campus of Southeast Community College from 6 pm to 8:30 pm on Monday evenings. Survey of Appalachian Studies II is a course worth three semester hours of credit in the *humanities category*. There are no pre-requisites for the course and no textbooks to be purchased.

My office hours are from 10am-noon on Thursdays and Fridays; 1pm – 3 pm on Mondays and Wednesdays; and by appointment at other times. I am often at meetings that spill over into my office hours. ***The best way to see me outside of class is to make an appointment.*** My office is Room 119 in the Appalachian Center. There is a place to leave messages for me there. My office phone number is 606-589-3130. My e-mail address is: robert.gipe@kctcs.edu. The Appalachian Program facilitator, Theresa Osborne, will also get a message to me. Her phone number is 589-3136. Her office is also in Appalachian Center Room 119. My academic division chair is Katherine Thomas. Her office is in the Godbey Appalachian Center, room 223. Her phone number is 606-589-3149.

Course description & competencies

These are the official KCTCS course description and competencies for Humanities 203: "Presents an interdisciplinary introduction to Appalachian history, economy, geography, politics, and culture, primarily through exploration of texts about the region, including fiction, non-fiction, and poetry. Emphasizes migrations, economy, belief, expression, politics and government, and environment. May also include exploration of regional music, traditional arts, drama, photography, film, and, where applicable, community-based explorations of the Appalachian experience. Upon completion of this course, the student can: 1) demonstrate an awareness of the ways in which Appalachian identity has been represented in oral and written tradition and in the folk and fine arts; 2) demonstrate an awareness of the individual's relationship to Appalachian culture & society; and 3) demonstrate the impact of decisive ideas and events in human heritage as they have manifested themselves in the history and cultural expression of the people of Appalachia."

My objectives in teaching the course

1. Give students an overview of the broad range of topics included in the field of Appalachian Studies.
2. Work with students as they carry out their work to make sure that it:
 - a. has some element of pleasure in it for the student;
 - b. engages the world beyond the classroom;
 - c. teaches them skills needed to succeed in college;
 - d. involves the asking of good questions and the framing of rational response to those questions;
 - e. where possible, helps students complete and/or deepen their studies in other classes;
 - f. helps students clarify their relation to the region; and
 - g. helps students make career decisions.

Grading policy and the work of the course

Students earn their grade in this course on the basis of a points system. 900 or more accumulated points earns a student an A. 800-899 points earn a B, 700-799 a C, and 600-699 a D. Students earning fewer than 600 points fail the course. Students cannot pass the course if they fail to 1) complete two journey narratives; 2) participate in the creation of a tile mosaic square; **and** 3) take both quizzes on the class readings, regardless of the number of points they accumulate. Students earn points in the following ways:

Opportunities for points

- **Journey narrative I: in-class (200 points)** Students will interview a member of the class and create a 750-1500 word narrative based on instructions given in class.
- **Journey narrative II: out-of-class (200 points)** Students will interview a member of the class and create a 750-1500 word narrative based on instructions given in class.
- **Journey mosaic concept (200 points)** Students will create a 200-300 word concept for a tile mosaic square based on the theme of journeys.
- **Creation of tile mosaic square (200 points)** Students will create a tile mosaic square for use in an outdoor art installation based on instructions given in class.
- **Reading Quiz (100 points x 2 quizzes = 200 points)** Over the course of the semester students will receive a series of readings. Students will take a quiz to demonstrate their comprehension of what has been presented.
- **In class assignments (5 x 40 points each = 200 points)** Periodically throughout the class, students will be given writing prompts or other inclass assignments. Students must complete at least five of these assignments to complete the course.

Readings

Caudill, Harry. "The Kingdom of Lynch." *Theirs Be The Power* Champaign-Urbana: University of Illinois, 1983..

Garrison, Memphis Tennessee. *Memphis Tennessee Garrison: The Remarkable Story of A Black Appalachian Woman*. Ed. Ancella R. Bickley and Lynda Ann Ewen. Athens: Ohio UP, 2001.

Giardina, Denise. *Storming Heaven*. New York:Ivy-Random House, 1987.

Giovanni, Nikki. "Knoxville, Tennessee." *Appalachia Inside Out*. Vol. 1. Ed. Robert J. Higgs, Ambrose N. Manning, and Jim Wayne Miller. Knoxville: University of Tennessee, 1995. 314..

Gipe, Robert. "Substance, Evidence, and Credit Hours." Unpublished, 2007.

Henderson, O.T. *The Times of My Life*. Ed. Carol Warren and Todd Garland. Harlan: Harlan County Literacy Project, 1990.

Jones, Loyal. *Appalachian Values*. Ashland, KY: Jesse Stuart Foundation, 1994. 39-46.

Laska, P.J. "The Hillbilly Odyssey." *Appalachia Inside Out*. Vol. 1. Ed. Robert J. Higgs, Ambrose N. Manning, and Jim Wayne Miller. Knoxville: University of Tennessee, 1995. 194-195..

Lyon, George Ella. "Progress." *Appalachia Inside Out*. Vol. 1. Ed. Robert J. Higgs, Ambrose N. Manning, and Jim Wayne Miller. Knoxville: University of Tennessee, 1995. 194-195..

Norman, Gurney. "Where Daniel Boone Stood." *Appalachia Inside Out*. Vol. 1. Ed. Robert J. Higgs, Ambrose N. Manning, and Jim Wayne Miller. Knoxville: University of Tennessee, 1995. 315.

Norman, Gurney. "Prologue" and "Miner's Rap." *Divine Right's Trip*. 1972. Lexington: Gnomon, 1990.

Reece, Erik. "Death of A Mountain: Radical Strip Mining and the Leveling of Appalachia." *Harper's*. Apr. 2005: 41-60.

Stephenson, Jane B. "Ada." *Courageous Paths: Stories of Nine Appalachian Women*. Berea: New Opportunity School for Women, 1995.

Student-instructor conferences

This class will include time for students to have one on one discussion with the instructor. You are responsible for two one on one conferences with the instructor. If you miss class on conference day, you are responsible for scheduling a conference with the instructor outside of class. These conferences are very important. ***Missing a student-teacher conference without making it up can earn a student a negative 150 points for each missed conference.***

Deadlines

Missing a deadline without a good excuse (good as defined by the instructor) can cost a student up to 150 points.

Plagiarism and cheating

In a class like this one, it is inevitable that students will use the words and ideas of others. The use of the words and ideas of others is encouraged. However, if a student uses the words and ideas of any person other than themselves in any of their work and doesn't give credit to the source of those words and ideas, that student is plagiarizing. ***Plagiarism and other cheating (such as borrowing answers from another on the final exam) will be met with a range of penalties--from a 100 point subtraction from the student's final point tally to a failing grade for the course.*** Penalties will be assessed at the discretion of the instructor.

Other issues

Attendance policy Attendance is not mandatory but is highly recommended. **Late Work Policy** Late work may have points taken off before grading, at the discretion of the instructor. **Written Work Policy** Written work should be typed and may be turned in on a floppy disk, if the floppy disk is accompanied by a hard (paper) copy. **Make up Work** Students may make up work if they have an excused absence and do so in a timely fashion. Students who miss class should check with the instructor as soon as possible after the class, find out what they missed, and make arrangements with the instructor to make up any work missed. **Withdrawal Policy** Students may withdraw at any time before the final exam and receive a "W" if they discuss their withdrawal with the instructor before withdrawing. **General education competencies addressed by the course** This course is designed to allow students to: 1) demonstrate the ability to analyze situations and make educated decisions using problem solving skills; 2) communicate effectively using standard written English; 3) communicate in a clear oral and non-verbal fashion and employ active listening skills; 4) demonstrate an awareness of self as an individual, as a member of a multicultural society, and/or as a member of the world community; 5) recognize the impact of decisive ideas and events in human heritage; 6) develop and perform basic search strategies and access information in a variety of formats, print and non-print; 7) analyze, summarize and interpret a variety of reading materials; 8) think critically and make connections in learning across the disciplines; 9) elaborate upon knowledge to create new thoughts, processes and/or products; and 10) demonstrate an awareness of ethical considerations in making value choices.

Evaluation of the five general education across the curriculum competencies

WRITING Students in Survey of Appalachian Studies I will fulfill this competency by completing writing assignments in relation to group projects, responses to videos and other media, and individual projects. **READING** Students in Survey of Appalachian Studies I will fulfill this competency by completing selected readings excerpted from books, journals, and other periodicals. **INTEGRATED LEARNING** Students in Survey of Appalachian Studies II will fulfill this competency by assimilating information from various sources and in various media to complete group and individual projects. **CREATIVE THINKING** Students in Survey of Appalachian Studies I will fulfill this competency by choosing their own emphases for study in the class and designing and executing their own class projects. **ETHICS/VALUES** Students in Survey of Appalachian Studies II will fulfill this competency by reflecting on, among other things, images and stereotypes of the Appalachian region and its people, the structure of families in the region, and the ethics and values associated with the work and culture of the region.

Tentative Class Schedule

	Class notes	Work due
January 8		
January 15	No Class: MLK Day	
January 22	Reading due: First night's handouts	
January 29		Quiz on readings handed out 8 January
February 5	Reading due: Kingdom of Lynch & Memphis Garrison	
February 12	Reading due: OT Henderson & Courageous Paths	First narrative due
February 19	No Class: Presidents' Day	
February 26		Second narrative due
March 5	No Class: Spring Break	
March 12	Work on tile mosaics	
March 19	Reading due: Reece	
March 26	Reading due: Loyal Jones	
April 2	Work on tile mosaics	
April 9	Work on tile mosaics	
April 16	Work on tile mosaics	Quiz on rest of readings
April 23	Last Day of Class	
April 30- May 5	Final Exam week	