

SYLLABUS

Survey of Appalachian Studies I

Humanities 202

Fall 2007

Robert Gipe, instructor

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

My office hours are from 10am to noon on Tuesdays and Thursdays; 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 on the Cumberland campus. There is a place to leave messages for me there. My office phone number is 606-589-3130 or 606-573-1506 x 13130. 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

This is SKCTC's official course description for Humanities 202: "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."

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

This semester we will work on a collaborative project with twelve other colleges in Appalachia and other classes at Southeast Community College. In November, members of our class will make a fifteen minute presentation to the staff of the Appalachian Regional Commission in Washington DC. We will explore Appalachian history and culture through a study of the music of the region. We will also be focusing on what is going on with youth in the community. 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 at least six inclass exercises 2) design and receive instructor approval for a work plan 3) complete

the work in the work plan and 4) write a short description of what has been learned as a result of doing the work in the work plan, regardless of the number of points they accumulate. Students earn points in the following ways:

Opportunities for points

- **Reading & listening responses and inclass work (8 x 50 = 400 points)** Over the course of the semester students will receive a series of readings and listen to various examples of music produced in the Appalachian region. Students will be asked to either take a quiz or produce a short piece of writing to demonstrate their comprehension of the readings and analysis of the music. Students will also receive a grade for certain inclass activities.
- **Evaluative essay (100 points)** Students will turn in a 1-2 page description of the work they have done through the semester. This essay should focus on the student's efforts toward completion of the work they have lined out for themselves in their Work Plan (see below).
- **Create work plan (100 points)** Each student will create an individual work plan. Students will make a proposal that will be approved by the instructor. Students will create their workplan by choosing from among the four projects listed below. Students may work on more than one workplan. Every workplan must include at least 400 points of work.
 - **Collect stories from and photographs of a local youth (200 points per interview)** Students will interview local youth age 15 to 25 (age is negotiable) using an interview form presented in class. Student will be responsible for compiling a written report on the interview of 3-5 pages. Student will also shoot at least 24 pictures of the youth. Interviews and photographs may be integrated into Washington presentation and the next community play. Standards for interviews and photographs will be presented in class.
 - **Write a song (200 points per song)** Students will develop the inclass work we do related to music and songwriting into a fully developed song or songs. Student's workplan will reflect how the song(s) are to be developed.
 - **Develop essay on Washington community service/research center (200 points)** Students can more fully develop their inclass work on the design of the community-based service/research center into a 5-7 page presentation.
- **Extra credit: Participate in Washington presentation (100 points)** Students will have the option of participating in a class presentation in Washington, DC November 30-December 1 for extra credit.
- **Extra credit: Work Swappin' Meetin' (50 points)** Students can earn extra credit by working with the molasses making exhibition September 29-October 2.

Readings

Coltman, Robert. "A 90s Murder Mystery: 'The Peddler and his Wife.'" *Old-Time Music*. Autumn 1978. 13-15.
Dawidoff, Nicholas. "Three Women." *In the Country of Country*. New York: Pantheon, 1997. 53-63.
Fisher, Diane Gilliam. *Kettle Bottom*. : Perugia, 2004.
Fisher, Diane Gilliam. *One of Everything*. Cleveland: Cleveland State University, 2003.
Norman, Gurney. "Fat Monroe." *Appalachia Inside Out*. Vol. 1. Ed. Robert J. Higgs, Ambrose N. Manning, and Jim Wayne Miller. Knoxville: University of Tennessee, 1995. 351-356.
Wright, Jack. *Music of Coal: Mining Songs from the Appalachian Coalfields*. Big Stone Gap, VA: Lonesome, 2007.

Also: package of liner notes and CD of music.

Student-instructor conferences

This class will include time for students to have one on one discussion 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) communicate effectively by reading and listening with comprehension, speaking and writing clearly using standard English, and interacting cooperatively with others using verbal and non-verbal means; 2) think critically by making learning connections across disciplines and drawing logical conclusions, and demonstrating problem solving through interpreting, analyzing, summarizing and integrating a variety of materials; 3) learn independently by applying learning in academic, personal, and public situations and thinking creatively to develop new ideas, processes, and products; and 4) examine relationships in complex and diverse environments by recognizing the relationship of the individual to human heritage and culture and developing an awareness of self as an individual member of a multicultural society. **Evaluation of the general education competencies** 1) The ability to communicate effectively will be evaluated by reading comprehension quizzes and open response essay assignments. Students will also be evaluated on their work in small discussion groups and in oral presentation within the class. 2) Critical thinking will be evaluated in open response essay assignments and in class presentations. 3) Independent learning will be evaluated in students written designs for a new community based learning and research center that is part of a presentation the class is preparing for the Appalachian Regional Commission's Teaching Project in Washington DC in November. 4) Ability to examine relationships in complex and diverse environments will be evaluated by student response to open-response essay questions.

Tentative Class Schedule

Date	Reading due	Work due
August 14		
August 21	Norman, Offutt, Fisher	
August 28	Music of Coal, Three Women, 90s Murder Mystery	
September 4		Work plan due.
September 11	Jack Alive, Carter Family, Coal Mining Women	
September 18	Lomax, Gover, Barnhill	Work plan must be approved.
September 25		
October 2	Mtn Music of Kentucky, Sang Branch	
October 5-6	Extra credit opportunity: Swappin' Meetin'	
October 9		Interviews done
October 16	Coal Tattoo, Doc Watson liner notes, Doc Watson chapter	
October 23		Draft of DC presentation done
October 30	Get In the Graveyard, Seedtime	First draft of songs
November 6	Stanley Bros liner notes	Interviews revised
November 13		
November 20		Final DC presentation turned in
November 27		Songs done
Nov 30-Dec 1	Optional Washington DC trip	
December 5	All work due.	