

Appalachian Studies Undergraduate Certificate Proposal

submitted by Ann Kingsolver, Director, Appalachian Studies Program and Appalachian Center, January 2012 and amended October 2013

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Background and Description of Proposed Undergraduate Certificate in Appalachian Studies

The Appalachian Center and Appalachian Studies Programs were established at the University of Kentucky 37 years ago with Rockefeller and NEH funding to enable the university to better meet its mandate, as part of the land grant mission. The Appalachian Center and Appalachian Studies Program work with UK faculty and students across the campus to connect research, teaching, and community engagement focused mainly on the 54 Kentucky counties (of its 120 counties, in all) which are designated by the Appalachian Regional Commission as being within the Appalachian region. For a long period in its history, the Appalachian Center reported to the Vice President of Research and the Appalachian Studies Program reported to the Dean of the College of Arts and Sciences. In 2011, the Appalachian Center and Appalachian Studies Program were reunited, under a new director, administratively housed in the College of Arts and Sciences but with a very strong mission to serve all colleges of the university in connecting educational, research, and outreach activities. The breadth of college representation on the Appalachian Studies faculty and topics of supported projects attest to the Appalachian Center and Appalachian Studies Program's aim to serve the entire campus community.

The Appalachian Center provides support for interdisciplinary research collaboration, university/community partnerships, and experiential education experiences and internships for UK students in the Appalachian region. The Appalachian Center has a full-time Program Coordinator who coordinates student internship and service learning opportunities, year-round. The Appalachian Studies Program, supported by the Appalachian Center, has built up to a participating faculty of over 30 members who represent nine colleges. (Except for the Director, they have no DOE commitment, but the intellectual engagement and opportunities for students provide the incentive for participation.) The Appalachian Studies Program hosted a major international conference on Global Mountain Regions in 2012, and has encouraged the enhancement of the curriculum, university-wide, focused on critical understandings of the Appalachian region and applications of that knowledge. The program has a very strong national reputation on the basis of the publication record of the faculty, although it does not have an undergraduate major or graduate program. An undergraduate certificate in Appalachian Studies

would meet a state mandate at this land grant institution for UK students to learn about, and be prepared to apply their knowledge in, the Commonwealth of Kentucky. Students who plan to go into teaching, health-related, law, NGO, tourism, social work, agricultural, environmental, business, and other careers in the state – particularly in the 54 Appalachian counties – could enhance their preparation for employment by having inquiry-based coursework on, and experience in, Appalachian Kentucky and the surrounding region. A strong goal of this certificate program is to strengthen retention of UK students with broad-ranging interests in the Appalachian region and to provide them with concrete evidence of their increased preparation for careers in the region that can be presented – in the form of the certificate credential – to potential employers. Understanding more about the Appalachian context can prepare students for work in other regions, of course, and it is very compatible with other regional studies programs as well as the global studies certificate program at the University because of the connection made in the curriculum between critical reflection on historical, social, political, environmental, artistic and geographical context and experiential education.

An Appalachian Studies minor already exists at UK. We are proposing an undergraduate certificate in Appalachian Studies that could be used much more widely by students across colleges at the University. The certificate would require fewer hours than the minor (allowing those with little leeway for electives to earn the certificate) and would emphasize engagement along with interdisciplinary instruction. The undergraduate certificate has strong potential to enhance UK graduates' preparation for a competitive job market by giving them expertise and experience based in Appalachian Kentucky, as mentioned, and it is meant to *add to* rather than *compete with* undergraduate degree programs. The addition of regional expertise would enhance students' disciplinary training and assist them in thinking through the relevance of place-based narratives, practices, and experiences to their chosen field of study. We envision both students and instructors from across the colleges at the University, and have established community partners in Appalachian Kentucky for service-learning and engaged research opportunities to be offered regularly to those interested in the undergraduate certificate.

The focus of the 12-hour undergraduate certificate will be on understanding the Appalachian region, particularly Appalachian Kentucky, in historical, social/cultural, physical, and comparative context. All students earning the certificate will be required to take APP 200, Introduction to Appalachian Studies (which also satisfies the UK Core requirement in U.S. citizenship), to satisfy an Appalachian engagement requirement (either through APP 399, the Appalachian Studies practicum course, or a relevant internship, service-learning course, or practicum in another program), and to complete a capstone project either through APP 399, the Appalachian Studies Practicum, or a course approved as the capstone experience by the Appalachian Studies Program Director. Remaining courses may be chosen from the Appalachia-related course listings publicized on the Appalachian Studies website each term (see the attached example), or a student may propose additional courses with a rationale accepted by the Appalachian Studies Program Director. *Coursework for the undergraduate certificate must be taken from within at least two colleges at the University of Kentucky.* This requirement is a significant offering of this certificate program, given the Appalachian Center and Appalachian Studies Program's service to the entire university community rather than a particular college. The purpose of the requirement is to encourage students to explore curricular possibilities outside the college in which their major is administratively housed, in a program of study truly committed to interdisciplinary perspectives. The Appalachian Studies Program Curriculum

Committee (representing multiple colleges) will approve the set of courses listed each semester. (See the attached list of curriculum committee members.)

Each student will meet with the Appalachian Studies advisor (the Director of the Appalachian Studies Program, unless someone else is designated undergraduate advisor) to plan an individual program of study for the undergraduate certificate. 12 hours of coursework at the 200 level and above must be completed for the certificate, with a student earning a C or better in all of that coursework. At least 6 of those credit hours need to be at the 300 level or above. Students enrolled in a 4-year degree program at UK are eligible to earn an undergraduate certificate; no more than 9 hours may be double-counted for the Appalachian Studies undergraduate certificate and the student's major, minor, or a different certificate program. Those who have completed a four-year degree and want to earn an Appalachian Studies undergraduate certificate may apply to do so. Prior coursework may be applied to the undergraduate certificate with the approval of the Appalachian Studies Program Director. Through advisement, the Appalachian Studies Program Director will approve each student's plan for the courses proposed to satisfy the engagement and capstone experience requirements.

All students pursuing the undergraduate certificate in Appalachian Studies will be able to participate completely in the Appalachian Studies learning community, with opportunities for service-learning courses and internships in the region, mentored research, attendance of lectures and films by Appalachian Studies scholars, and participation in the state-wide annual student conference at UK on Appalachia organized by the Graduate Appalachian Research Community, an organization supported by the Appalachian Center.

Since Appalachian Studies is not a major, all students completing this undergraduate certificate will satisfy the requirement that no more than 9 hours be taken in their major because they will be taking APP 200 and one course outside their college at UK. Transfer credits that students petition to count toward the certificate will be evaluated by the Appalachian Studies Program Director, who will direct the undergraduate certificate.

Examples of individual programs of study

Here are three examples of programs of study for students successfully completing the Appalachian Studies undergraduate certificate:

- 1) APP 200 Introduction to Appalachian Studies
APP 399 Practicum
JOU 485 Community Journalism
CLD 340 Community Interaction

This student could satisfy the engagement requirement through APP 399 at UK's Robinson Center for Appalachian Resource Sustainability in Breathitt County on youth agricultural entrepreneurship, and satisfy the capstone requirement through a paper for Community Interaction on participatory evaluation of a proposed economic development project in Appalachia.

- 2) APP 200 Introduction to Appalachian Studies
MUS 301 Appalachian Music
ENG 482G Appalachian Literature
APP 399 Practicum

This student could satisfy the engagement requirement and the capstone experience together by creating and implementing a program on the multicultural history of the banjo for students at a 4-H camp in the Appalachian region.

- 3) APP 200 Introduction to Appalachian Studies
EES 385-001 Hydrology and Water Resources
FOR 460 Forest Hydrology & Watershed Management
APP 399 Practicum

This student could satisfy the engagement requirement by serving as an Appalachian Center intern for the KY Riverkeeper, helping to create a waterways trail, and satisfy the capstone experience requirement through drafting a management plan for a forest in the Appalachian region.

Advising checklist for the Appalachian Studies undergraduate certificate

___ APP 200

Brief rationale of interests guiding coursework within the certificate:

Courses in at least two colleges related to that rationale:

_____ 3 hrs.

_____ 3 hrs. (300-level or above)

_____ 3 hrs. (300-level or above)

[Courses for less than 3 hours may be taken for the certificate, as long as the total number of hours is at least 12.]

Engagement requirement met through: _____

Capstone requirement met through: _____

Course and program assessment plan

The only course that is required of, and will be a learning experience in common for, all students enrolled in the Appalachian Studies undergraduate certificate is APP 200, Introduction to Appalachian Studies. That course is offered every semester at the University of Kentucky, with well over 100 seats each time, and it is a UK Core course meeting the Citizenship (IV) requirement in the area of Community, Culture and Citizenship in the USA. All students enrolled in the certificate program and earning a C or better in APP 200 (a requirement of the certificate program) will have, then, demonstrated proficiency in the Student Learning Outcomes stated in the APP 200 syllabus. These Student Learning Outcomes are common to the syllabus for APP 200 regardless of which Appalachian Studies faculty member teaches the course. Students completing APP 200 successfully will:

- A. Demonstrate an understanding of historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class.
- B. Demonstrate a basic understanding of how these differences influence issues of social justice and/or civic responsibility.
- C. Demonstrate an understanding of historical, societal, and cultural contexts relevant to the subject matter of the course.
- D. Demonstrate an understanding of at least two of the following, as they pertain to Appalachia:
 - a. Societal, cultural, and institutional change over time
 - b. Civic engagement
 - c. Regional and national comparisons
 - d. Power and resistance
- E. Demonstrate a basic understanding of effective and responsible participation in a diverse society.
- F. Recognize the presence of stereotypes and how they serve the interests of some groups while disempowering and marginalizing others.
- G. Learn to recognize the distinct but complementary ways of discovery and representation in the arts, humanities, and social sciences through readings and lectures representing multidisciplinary perspectives.
- H. Learn to obtain and critically evaluate information from documentary films, the Internet, and library/archival sources. The University of Kentucky Libraries' Special Collection on Appalachia is the largest repository of information on Appalachia in the United States. Students will gain familiarity with the opportunities for student research and writing that the Appalachian Collection provides.

The assessment of whether students meet the stated learning outcomes is done through the collection of a paper sample by the committee assessing the course as part of the UK Core, and by the instructor through additional assignments. Every student in the course writes analytical papers, even in a large lecture course with seven discussion sections. Here is a sample of a writing assignment collected for assessment of the UK Core Student Learning Outcomes:

In a six-page, double-spaced essay, describe opposing viewpoints (with specific examples) that you learned about in (1) the archival exercise on the 1931-32 coal miners' strike in Harlan and Bell Counties, KY, (2) the archival exercise you did in Special Collections on Kentuckians' positions on the Vietnam War, (3) the documentary film *Deep Down* and (4) the novel *Eli the Good* by Silas House. Then discuss what consideration of multiple vantage points in these sources has taught you about how people learn within families, communities, and as a nation to express, understand, and act on very different views and still move forward together as a group.

All students in the certificate program will be required to satisfy a practicum requirement, through a service-learning course, internship, the individual APP 399 practicum course, or other experiential education in the Appalachian region supervised primarily or secondarily by a UK faculty member (whether for credit or not). In order to complete the practicum requirement, a student will need to keep a journal and turn that in as evidence of having met the Student Learning Outcome for the practicum:

A student will demonstrate an understanding of the relationship between scholarly literature on the Appalachian region, media coverage of current events and issues in the Appalachian region, and lived experience in the region through discussion and analysis of this relationship in a journal kept during the practicum.

Journals will be assessed for evidence of meeting this Student Learning Outcome by the Appalachian Studies Program Director and one other Appalachian Studies faculty member in order to record that a student has met the practicum requirement for the undergraduate certificate program. Similarly, the Appalachian Studies Program Director will be a second reader of the capstone project or paper, along with the course instructor in the course approved for meeting this requirement in the individual plan of instruction. If the Director is the course instructor, then a second member of the Appalachian Studies Program will be a second reader.

Records will be kept (securely, in a locked file cabinet, and/or password-protected folder) by the Department Manager for the Appalachian Center and Appalachian Studies Program of the students who declared interest in the undergraduate certificate program, of dates of advisement, of courses serving to fulfill the practicum and capstone experiences (to serve as a list of examples for future students), along with examples of individual project topics.

Once there is a cohort of students completing the certificate requirements, exit interviews in the form of a focus group of students completing the Appalachian Studies undergraduate certificate will be convened each year within the first six years of the certificate program by the

Appalachian Studies Program director and at least one other member of the Appalachian Studies faculty. The program will be evaluated in relation to the stated Student Learning Outcome for the practicum: what knowledge do students demonstrate of the relationship between the interdisciplinary Appalachian Studies literature, media coverage of current events and issues in the region, and lived experiences in the region. Students will be asked for their suggestions about the program, and will be asked whether they would like to serve as mentors to current certificate students as they continue their studies or careers, and the Department Manager will keep a current list of those having completed the certificate and collect information from them periodically about their subsequent educational and employment experiences. In keeping with University requirements of certificate proposals, the certificate program will be evaluated in six years through a compilation of the abovementioned collected information and a meeting of deans of colleges most involved in the certificate program to recommend any changes to the certificate program going forward.

Members of the Appalachian Studies Program Curriculum Committee (UK faculty)

Ron Pen, College of Fine Arts

Rosalind Harris, College of Agriculture, Food, and Environment

Dwight Billings, College of Arts & Sciences

Jane Jensen, College of Education

Carol Mason, College of Arts & Sciences

Nancy Schoenberg, College of Medicine

Ann Kingsolver, Director, Appalachian Studies Program and Appalachian Center

Appalachian Studies Faculty & Relevant Staff Members

Name:	College:	Department:
Mary Anglin	Arts & Sciences	Anthropology
Joanna Badagliacco	Arts & Sciences	Sociology
Srimati Basu	Arts & Sciences	Gender & Women's Studies
Shannon Elizabeth Bell	Arts & Sciences	Sociology
Dwight Billings	Arts & Sciences	Sociology
Stan Brunn	Arts & Sciences	Geography
Jennifer Cramer	Arts & Sciences	Linguistics
Al Cross	Communication and Information	Institute for Rural Journalism & Community Issues
Alison Davis	College of Agriculture, Food and Environment	Agricultural Economics
Matthew Deffendall	Undergraduate Education	First Generation Initiatives
Alan DeYoung	Education	Educational Policy Studies and Evaluation
David Ditsch	College of Agriculture, Food and Environment	Plant & Soil Sciences
Marcelo Guzman	Arts & Sciences	Chemistry
Ellen Hahn	Nursing	
Rosalind Harris	College of Agriculture, Food and Environment	Community & Leadership Studies
James Hougland	Arts & Sciences	Sociology

Jane Jensen	Education	Educational Policy Studies & Evaluation
Sarah Kerckmar	Nursing; and Communications and Informational Studies	
Ann Kingsolver	Arts & Sciences	Dir., Appalachian Studies & Center Anthropology
Carol Mason	Arts & Sciences	Gender & Women's Studies
Kang Namkoong	Agriculture, Food and Environment	Community & Leadership Development
Gurney Norman	Arts & Sciences	English
Ron Pen	Fine Arts	Musicology and Ethnomusicology
Steven J. Price	Agriculture, Food and Environment	Forestry
Karl Raitz	Arts & Sciences	Geography
Erik Reece	Arts & Sciences	English
David Royster	Arts & Sciences	Math Outreach
Audrey Sawyer	Arts & Sciences	Earth & Environmental Sciences
Sue M Scheff	Arts & Sciences	AMSTEMM
Richard H. Schein	Arts & Sciences	Geography
Nancy Schoenberg	Medicine	Behavioral Science
Shaunna Scott	Arts & Sciences	Sociology

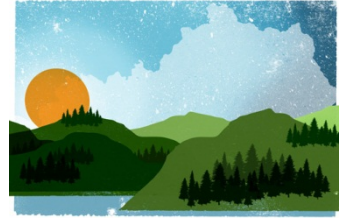
Jeff Spradling	Undergraduate Education	Dir., Robinson Scholars Program
Charles Stamper	Agriculture, Food and Environment	Extension Coord.
Karen Tice	Arts & Sciences	Gender & Women's Studies
Robin Vanderpool	Public Health	Health Behavior
Frank X. Walker	Arts & Sciences	English
Matthew W. Wilson	Arts & Sciences	Geography
Ernest Yanarella	Arts & Sciences	Political Science

Relevant Staff Members of the UK Appalachian Center:

Erin Norton, Department Manager

Shane Barton, Program Coordinator

UK COURSES RELATED TO APPALACHIAN STUDIES
SUMMER & FALL 2013
(included as examples of relevant courses for
the proposed undergraduate certificate)



SUMMER 2013

APP 200 Introduction to Appalachian Studies. Instructor: Catherine Herdman. Meets: On-line, Second six weeks summer session. UK Core course – fulfills the Community, Culture and Citizenship in the USA requirement. This course is a multidisciplinary introduction to Appalachian culture, history, and society. It will examine how and why the central and southern Appalachian Mountains came to be viewed as a distinct region, “Appalachia,” and it will examine Appalachia's place in American life. We will encounter the region's rich traditions of music and literature; its rural social life including kinship and neighborhood institutions; coal mining history, community patterns, and labor struggles; gender; the experiences of Native Americans, African Americans, and Eastern Europeans in Appalachia; inequality and poverty; community politics and grassroots struggles; and current environmental issues including mountaintop removal coal mining.

FALL 2013

CLD 102 The Dynamics of Rural Social Life. Instructor: Darryl Anthony Strode. Meets: TR 12:30 pm – 1:45 pm. This course applies to the UK Core requirement(s): Inquiry - Social Sciences. Introduces major concepts of sociology by exploring social, political and cultural issues confronting rural society and American agriculture, such as: population change, industrialization, energy developments, agricultural change. Students may not receive credit for both this course and SOC 101.

APP 200 Introduction to Appalachian Studies. Instructor: Ann Kingsolver. Meetings & Times: Lectures on MW 10:00-10:50 a.m. with various Wednesday & Friday discussion sections (see Course Catalog) UK Core course – fulfills the Community, Culture and Citizenship in the USA requirement. This course is a multidisciplinary introduction to Appalachian culture, history, and society. It will examine how and why the central and southern Appalachian Mountains came to be viewed as a distinct region, “Appalachia,” and it will examine Appalachia's place in American life. We will encounter the region's rich traditions of music and literature; its rural social life including kinship and neighborhood institutions; coal mining history, community patterns, and labor struggles; gender; the experiences of Native Americans, African Americans, and Eastern Europeans in Appalachia; inequality and poverty; community politics and grassroots struggles; and current environmental issues including mountaintop removal coal mining.

GWS 201-003-005 Intro GWS Arts/Humanities. Instructor: Carol Ann Mason. Meets MW 1:00 pm – 1:50 pm and various other times (see Course Catalog). This course applies to the UK Core requirement(s): Inquiry – Humanities. Introduces students to basic methods of humanistic inquiry in Gender and Women's Studies examines cultural beliefs and meanings about men and women and explores the lives achievements and creative expressions of women in a cross-cultural interactive and interdisciplinary format.

SOC 235-001 Inequalities in Society. Instructor: Shaunna L Scott. Meets: TR 2:00 pm – 3:15 pm. UK Core course – fulfills the Community, Culture and Citizenship in the USA requirement. Analysis of the social origins, development, and persistence of inequality in various societies. One of the five modules for this course focuses on Appalachia. Prereq: SOC 101 or CLD 102.

GWS 250-001 Social Movements. Instructor: Karen Tice. Meets: TR 3:30 pm – 4:45 pm. This course examines women's social movements across at least three different cultural/national world areas, including key theories that explain the origins, strategies, and success of women's social movements. In this course, we critically analyze case studies from different parts of the world to understand how social movements work on

the ground and in specific cultural environments with unique historical trajectories, attending to ways in which social movements are shaped by, and do or do not result in changes to, structures of gender, race, ethnicity, class, and sexuality.

CLD 260 Community Portraits. Instructor: Richard C Maurer. Meets: MWF 9:00 am – 9:50 am. This course introduces the social science concept of community. The focus will be on definitions of community, and the different types of communities that exist in society. Students will gather and analyze information in real communities that represent different types of community.

AEC 300-003 Tops AEC: Ag & Rural Spatial Economics. Instructor: Alison F. Davis. Meets: TR 8:00 am – 9:15 am. Study in special topics in agricultural economics. May be repeated under a different subtitle to a maximum of six credits. A course may be offered twice under a given subtitle. Lecture, one to three hours; laboratory, zero to six hours per week. Prereq: ECO 201.

MUS 301 Appalachian Music. Instructor: Ronald A Pen. Meets: MWF 12:00 pm – 12:50 pm. A survey of musical genre and styles in the Southern Appalachian region. Vocal and instrumental, sacred and secular materials will be covered, together with the interchanges between African American and European American contributions.

SOC 302-001 Soc Research Methods. Instructor: Shannon Elizabeth Bell. Meets: TR 3:30 – 4:45 pm. A focus on issues of social and behavioral research design, covering such topics as the relationship between theory and research, the ethics of social science research, units of analysis, identification of variables and statement of hypotheses, sampling, measurement, and modes of social observation. Prereq: Sociology majors and minors only.

AEC 324-401 Agricultural Law. Instructor: Clinton R Quarles. Meets: T 6:00 pm – 8:45 pm. A study of legislation, administrative regulations, constitutions and court cases that have economic ramifications on agricultural and rural life. Prereq: "C" or better in ECO 201.

ANT 325-001 Language and Culture. Instructor: Jennifer S. Cramer. Meets: MWF 12:00 pm – 12:50 pm. This course is an introduction to linguistic anthropology. The course reviews the basic principles of linguistic analysis and examines the ways in which linguistic structures interact with and reflect cultural variation. [Appalachian examples will be included in the course.]

SOC 340 Community Interaction. Instructor: Lorraine E Garkovich. Meets: MW 3:30 pm – 4:45 pm. Examines community effects on group and individual behavior from the perspective of sociological social psychology. By focusing on individuals, individuals in groups, and groups, special emphasis is given to how community context shapes the attitudes, beliefs, and actions of individuals as well as their interactions with others. Prereq: CLD 102 or SOC 101 or consent of instructor. Primary registration access limited to SOC and CLD majors and remaining seats open during secondary registration.

ENG 359-001 The Kentucky Literary Heritage. Instructor: Erik A. Reece. Meets: TR 12:30 pm – 1:45 pm. A course exploring the rich literary heritage of the Commonwealth of Kentucky and the greater Appalachian region, surveying its local history and diversity as well as its wider significance for American art. Authors covered can include early figures such as William Wells Brown, the first African-American novelist, and John Fox Jr., the first million-selling novelist; Robert Penn Warren, first Poet Laureate of the United States and author of *All the King's Men*; Elizabeth Madox Roberts; Harriette Arnow, winner of the National Book Award in 1954 for *The Dollmaker*; counter-cultural writers of the 60's and 70's such as Hunter S. Thompson, Gurney Norman, and Ed McClanahan; contemporary Kentucky writers such as Wendell Berry, Erik Reece, Bobbie Ann Mason, Sara Jeter Naslund, C. E. Morgan, Kim Edwards, and Gayle Jones; and contemporary award-winning poets such as Frank X Walker, Nikky Finney, and Maurice Manning. Provides ENG Major Elective credit and ENG minor credit. Prereq: Completion of UK Core Composition and Communication I-II requirement or equivalent.

CLD 360-001 or SOC 360-001 Environmental Sociology. Instructor: TBD. Meets: MWF 12:00 pm – 12:50 pm. UK Core course – fulfills the Community, Culture and Citizenship in the USA requirement. A sociological study of the inter-relationship between human societies and the natural environment. Topics may include population growth; food systems; energy; climate change; risk perception; disasters; sustainability; social movements; and environmental justice.

EES 385-001 Hydrology and Water Resources. Instructor: Audrey H. Sawyer. Meets: TR 12:30 pm – 1:45 pm. The occurrence, movement, and quality of fresh water in the water cycle, including environmental problems and possible solutions. Case studies are explored through readings, videos, and required field trips. Prereq: GLY 220

AEC 424 Principles of Environmental Law. Instructor: John K Schieffer. Meets: MWF 12:00 pm – 12:50 pm. Provides the student with a basic understanding of the principles of United States environmental law. Addresses the framework of the American legal system as it applies to environmental regulation. Covers the sources of environmental law and reviews major federal environmental statutes and judicial decisions addressing specific issues. Prereq: "C" or better in ECO 201.

FOR 460 Forest Hydrology & Watershed Management. Instructor: Christopher D. Barton. Lecture Meets TR 11:00 am – 12:15 pm. Lab Meets T 2:00 pm – 4:50 pm. Principles and techniques involved in watershed management as it relates to the practice of forestry. Emphasis is placed on understanding the hydrologic cycle, plant-soil interactions from a land-use and landscape perspective, and the need for implementation of forestry best management practices. Prereq: CHE 104 or CHE 105, MA 109 or Calculus, FOR 200, and PLS 366.

JOU 485 Community Journalism. Instructor: Alvin Cross. Meets Lecture W 5:30 pm – 8:00 pm, Lab TBD. A study of all aspects of community news media, including editorial and business operations, and the conflicts that can arise between them, as well as the personal-professional conflicts that community journalists must manage to be successful in the field. Lecture, two hours; laboratory, two hours of independent, advanced reporting and writing, for online and possible print publication. May also include photography and broadcast journalism. Prerequisite: JOU 301 or JOU 302.

APP 200: Introduction to Appalachian Studies
Fall 2013
Lectures M/W 10-10:50AM Center Theatre, and
Discussion Sections meeting weekly

Course Instruction

Professor Ann Kingsolver, Director, Appalachian Center and Appalachian Studies
Office: Appalachian Center Rm. 203, 624 Maxwellton Court
Office phone: 859-257-8262
e-mail address: ann.kingsolver@uky.edu
My voicemail rolls over into my email, and I check my email every day.
Office hours: Mon. 2-3PM, Wed. 11AM-12PM, and by appointment.

Teaching Assistants:

Tammy Clemons, graduate student in Anthropology
Office: Appalachian Center, 624 Maxwellton Court
Office phone: 859-257-4852
e-mail address: tammy.clemons@uky.edu
Office hours: Fri. 2-4PM, and by appointment

Leah Vance, graduate student in Community and Leadership Development
Office: Appalachian Center, 624 Maxwellton Court
Office phone: 859-257-4852
e-mail address: leah.vance@uky.edu
Office hour: Mon. 1-2PM, Thurs. 2-3PM, and by appointment

Note on e-mail: Please use your own UK email address and the instructors' UK email addresses in all correspondence related to this course, since some servers are blocked by the UK email system. Communicating with you is important to us, and we do not want your messages to be considered spam. If you do not receive a reply, please follow up by phone in case there has been an e-mail problem. Please use the Blackboard site for this course. If you do not know how to get onto the Blackboard site, please see your instructor as soon as possible. The syllabus for this course is on the APP 200 Blackboard site under "Syllabus" and the readings are entered under "Course Content."

Every student in this three-credit course is required to register for and attend the lectures by Dr. Kingsolver and to also enroll in and attend one of the seven discussion sections. Each discussion section appears independently in the course schedule as APP-200-001 through 007. Here are the meeting times, locations, and instructors:

Section 1: Friday, 10-10:50AM, Patterson Office Tower Rm. 145, Ann Kingsolver
Section 2: Friday, 11-11:50AM, Barker Hall Rm. 303, Leah Vance
Section 3: Wednesday, 1-1:50PM, Thomas Poe Cooper Bldg. Rm. 212, Leah Vance
Section 4: Wednesday, 2-2:50PM, White Hall Classroom Bldg. Rm. 347, Leah Vance

Section 5: Friday, 10-10:50AM, Chem./Phys. Bldg. Rm. 287, Tammy Clemons
Section 6: Friday, 11-11:50AM, Fine Arts Bldg. Rm. 308B, Tammy Clemons
Section 7: Friday, 12-12:50PM, Lucille Caudill Little Fine Arts Library, Rm. 312,
Tammy Clemons

Course Description

This course is a multidisciplinary introduction to Appalachian culture, history, and society. It will examine how and why the central and southern Appalachian Mountains came to be viewed as a distinct region, “Appalachia,” and it will examine Appalachia's place in American life. We will encounter the region's rich traditions of music and literature; its rural social life including kinship and neighborhood institutions; coal mining history, community patterns, and labor struggles; gender; the experiences of Native Americans, African Americans, and Eastern Europeans in Appalachia; inequality and poverty; community politics and grassroots struggles; and current environmental issues including mountaintop removal coal mining.

Learning Outcomes

This is a UK Core course, meeting the Citizenship (IV) requirement in the area of “Community, Culture and Citizenship in the USA.” Students completing this course successfully will:

- A. Demonstrate an understanding of historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class.
- B. Demonstrate a basic understanding of how these differences influence issues of social justice and/or civic responsibility.
- C. Demonstrate an understanding of historical, societal, and cultural contexts relevant to the subject matter of the course.
- D. Demonstrate an understanding of at least two of the following, as they pertain to Appalachia:
 - a. Societal, cultural, and institutional change over time
 - b. Civic engagement
 - c. Regional and national comparisons
 - d. Power and resistance
- E. Demonstrate a basic understanding of effective and responsible participation in a diverse society.

As part of your training on U.S. citizenship, written assignments for the course will enable you to explore individual and collective decision-making in Appalachia, and identify and evaluate conflicts, compromises and ethical dilemmas in civic life.

In this course, you will be learning through individual and group analysis of multidisciplinary readings and lectures, documentary and fiction films, Internet sources, and primary archival

materials. Each source is equally important to your learning experience, and is treated as a text to consider closely. As part of our consideration of citizenship in and beyond Appalachia, we will be examining representations and images of Appalachia and inclusive and exclusive decision-making regarding residents of the region. Sometimes we will be discussing contentious community issues and stereotypes that have marginalized particular communities. It will be everyone's responsibility to engage in respectful consideration of diverse perspectives and the course material, instructors, and your fellow students in the course.

These additional learning goals apply, then, to this course:

F. Recognize the presence of stereotypes and how they serve the interests of some groups while disempowering and marginalizing others.

G. Learn to recognize the distinct but complementary ways of discovery and representation in the arts, humanities, and social sciences through readings and lectures representing multidisciplinary perspectives.

H. Learn to obtain and critically evaluate information from documentary films, the Internet, and library/archival sources. The University of Kentucky Libraries' Special Collection on Appalachia is the largest repository of information on Appalachia in the United States. Students will gain familiarity with the opportunities for student research and writing that the Appalachian Collection provides.

Archival Exercises

Students will have the opportunity in this course to work with primary materials from the Appalachian Special Collection at UK through online archival exercises. You will receive the detailed instructions for these exercises in lecture and discussion section, and they will involve reading the materials closely, writing your responses, and being prepared to draw on what you learn in simulations in discussion section and in your course paper. This is an exciting opportunity for direct learning about the topics in this course, and you are welcome to further explore the materials in Special Collections with the reference librarians during your undergraduate career.

Required Texts

House, Silas. 2009. Eli the Good. Somerville, MA: Candlewick Press.

Straw, Richard A., and H. Tyler Blethen, eds. 2004. High Mountains Rising: Appalachia in Time and Place. [Any reading on the syllabus mentioned by chapter refers to this textbook.]

There are a few other readings on the syllabus that will be available to you electronically through the APP 200 Blackboard site, and they will be noted clearly as "on Blackboard."

The two course texts are on reserve in Young Library and in the Appalachian Center. If you do not own the books, it is still possible (and required) to do the assigned reading. The articles on Blackboard are required reading for the course, as well. If you do not have access to a computer

at home, there are computer labs in Young Library and other buildings on campus; if you need assistance gaining access to the course materials, just let us know.

Each article on Blackboard includes the full referencing information, so that you can cite the article properly in written papers. After a quoted or paraphrased section, you should include the last name of the author (of the article, not the collection), the date of publication, and the page number. Here is an example: “Once we are able to discuss race and racism in these broad terms, we will be able to construct a response not only to the damage wrought by Katrina, but also to that which occurs across the country every day” (Powell, Jeffries, Newhart and Stiens 2006: 61).

Course Requirements

Participation: 10%

You are *required* to have done the reading each week by the time your discussion section meets, but it is highly recommended that you do each week’s reading *before* the lectures and films, so that you will have a better understanding of that material, and how it all fits together. It is your responsibility to remain current with the readings. You will sometimes be asked in section to do in-class writing assignments on that week’s material, and you will always need to have a question for discussion ready based on the readings. These will be turned in, and will be counted toward your participation grade.

Students are required to prepare for and attend all lectures, having done the reading for that week, and to attend and participate in all discussion section meetings. In addition to bringing discussion questions, you will also be asked (sometimes without prior announcement) to do in-class writing to focus your thoughts for discussion, or to participate in and summarize small group discussions of the material. The participation grade includes some 1-page writing assignments which are announced on the syllabus. Please bring your syllabus with you to all class meetings, and consult it regularly.

Attendance will be taken in section and sometimes (without prior announcement) in lecture, and your participation grade will reflect your attendance and active involvement in the course. (See the attendance policy, below.)

Paper: 30%

Students will be required to write one original six-page, double-spaced paper in this course. Specific instructions for the paper will be posted on the common Blackboard site for the course, and will be gone over in lecture and in discussion section. It will give you an opportunity to discuss what you learn from the course material across formats and topics. Your paper will need to be uploaded onto Blackboard under Assignments for purposes of UK Core assessment by the University. If you need help with uploading that paper, please see your discussion section instructor.

Exams: 60% - an in-class midterm worth 30% and an in-class final worth 30%

There will be an in-class midterm exam on Monday, October 14. The midterm exam will include a combination of multiple choice and short essay questions incorporating all the material covered in lecture, discussion sections, and online archival exercises. The midterm grade assigned to each student by the required UK deadline will include the grade for this exam. Midterm exams will be returned to students in section. Midterm grades for the course will be posted on my UK by the deadline established in the Academic Calendar for this semester, October 25 at midnight.

The structure of the final exam will be similar to the structure of the midterm, but you will have twice as much time to complete it. The final exam period for this course is 3:30-5:30PM on Tuesday, December 17 (as noted on the course schedule on this syllabus). The final exam will not be cumulative; you will be examined on material covered in the course since the midterm exam.

Extra Credit Opportunity (worth 2 possible points added to your final grade)

There will be some announced opportunities to learn more about Appalachia beyond the classroom. If you attend one of those announced events (which will also be announced on the shared Blackboard site) and write a 1-page, double-spaced paper summarizing the event and relating it to the course material and give it to your discussion section instructor, you may receive up to 2 points of extra credit on your final course grade.

Grading Policy

Although participation in small and large group discussions will constitute part of your participation grade, all written grades will be based on individual work. There is a direct correspondence between points and percentage points for the course requirements, and letter grades on assignments will be given to assist students in figuring out how you are doing in the course. A paper worth 30% of your course grade, for example, will be worth 30 points and the paper will be assigned a letter grade as well, based on a 30-point scale corresponding to the 100-point grading scale in the course. This means that, if you are interested in your final grade in the course, you should be most attentive to how the points you earn for your work are adding up overall in relation to potential points in the course, and not to the letter grade on a particular assignment.

The grading scale for this course will be: 90 or above, A; 80-89B; 70-79C; 60-69D; and 59 or below, E.

Attendance Policy

Attendance of both lecture and discussion sections is required in this course. More than two unexcused absences will automatically result in the lowering of your participation grade in the course by one point for the third and each subsequent absence, up to 8 points. Sign-in sheets will be passed around in every section meeting to note attendance. Attendance will be taken through sign-in sheets in some lecture meetings, without announcement, but not in all lectures. (This takes too much class time, with such a large group.) *You are expected to attend all lectures and film screenings*, and they will be included in the material for discussion each week in section, along with all of the readings assigned for that week. Make-up film screenings will only be

arranged in the case of excused absences, with acceptance of appropriate documentation. Lecture notes will not be provided to students, but in cases of excused absences, you can discuss the material you missed with one of your instructors during office hours.

The UK policy on excused absences (S.R. 5.2.4.2) defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor. Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Students may be asked to verify their absences in order for them to be considered excused. Appropriate notification of absences due to university-related trips is required prior to the absence.

According to UK policy, students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused), but if you need to discuss your circumstances with us, we will work with you. There is a medical withdrawal option, for example.

Make-up work: Late papers will be accepted for up to one week, although if they are late for unexcused reasons, they will not receive full credit. If you miss an exam for excused reasons, there will be an opportunity to take a (different) make-up exam for up to one week after the midterm. If your absence is unexcused, there will not be a make-up opportunity for the midterm. If you miss the final exam for an excused reason (for an example, if you have a family emergency), there will be a 24-hour window in which to take a (different) make-up exam; beyond that, it will be necessary to take an incomplete in the course, because we will need to meet a single deadline for turning in all students’ grades in the course.

Academic Integrity

Students in this course are expected to honor the academic integrity statement made by students entering UK: “As a new member of the University of Kentucky community, I join students, faculty, and staff in upholding academic honesty in my studies and work. I acknowledge that dishonesty in any form devalues my education and my institution. Therefore, I will conduct myself in a manner that reflects the highest goals of academic scholarship.” In this course, which will focus on citizenship, we will be considering reciprocal responsibilities, and the instructors will similarly state to you that we will work with you to create a classroom community with mutual respect and integrity.

Here is the UK policy on academic integrity:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the

following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

A good rule of thumb in this course is that if you are using more than four words in a row from a source, you need to make that a quotation and cite your source. If you are simply rearranging words from a source, then you are paraphrasing it and that requires citation, also. If you are unsure of what constitutes plagiarism, or have any other questions about academic integrity, then you are encouraged to talk with one of your instructors in this course.

Because this is a UK Core course, your work may be used in evaluating whether the course meets the UK Core requirement (as part of the University's accreditation process), but that assessment is not an evaluation of individual instructors or students, and your work will not be used for any other purpose.

Accommodation due to Disability

If you have a documented disability that requires academic accommodations, please see Dr. Kingsolver as soon as possible. In order to receive accommodations in this course, you must provide a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

As with anyone else needing accommodation in the course for any reason, we are happy to work with you. Please let us know.

Academic Support Services

For information about academic and personal support services available to you as a UK student, please see www.uky.edu/AcademicSuccess. You can find contact information for a number of excellent student services there, including the Writing Center (<http://wrd.as.uky.edu/writing-center>) and the Center for Academic Resources and Enrichment Services (www.uky.edu/Diversity/CARES).

If you are interested in exploring research opportunities for undergraduate students, contact the Office of Undergraduate Research (<http://www.uky.edu/UGResearch/>).

Come and visit the Appalachian Center to learn more about educational, research, and engagement opportunities focused on Appalachia both on campus and across the region: <http://appalachiancenter.as.uky.edu/>.

Course Schedule and Outline of Topics

Appalachia: A Region of Diverse and Global Histories

Week 1:

Reading: Ch. 1, “Native Americans”

Wed. 8/28 Introductory Lecture

Section meetings Wed.-Fri.: introductory section discussions

Week 2:

Reading: Ch. 2, “Pioneer Settlement,” and Ledford on Blackboard

Mon. 9/2 LABOR DAY HOLIDAY – NO CLASS

Wed. 9/4 Lecture on Appalachia always having been global.

Film: *Stranger & Kin*.

Week 3:

Reading: Ch. 3, “Slavery & African Americans in the 19th Century,” and Ch. 4, “The Civil War & Reconstruction.”

Mon. 9/9 Lecture on Appalachia in national context.

Wed. 9/11 Film: *Evelyn Williams*.

Making a Living on Uneven Ground: Black Diamonds and Resource Divides

Week 4:

- Reading: Ch. 5, "Industrialization," and Blee & Billings on Blackboard.
- Mon. 9/16 Lecture on changing infrastructure in Appalachia.
- Wed. 9/18 Films: *Mountain Revolutions*. From: *Appalachia: A History of Mountains & People*.

Week 5:

- Reading: Eller on Blackboard, and archival exercise on mining strike (link on Blackboard).
- Mon. 9/23 Lecture on coal camp life.
- Wed. 9/25 Film: clips from popular and documentary films on coal mining communities.

Week 6:

- Reading: Ch. 6, "The Great Depression," and Ch. 7, "Migration."
- Mon. 9/30 Films: *Harriette Simpson Arnow, 1908-1986*, and the beginning of *The Dollmaker*. [Please note: you are required to finish viewing this film online, before your discussion section meets. It can be found at this url: <http://www.youtube.com/watch?v=021jNReJXDQ>.]
- Wed. 10/2 Lecture on voices from the Depression and the roots of the War on Poverty.

Week 7:

- Reading: Ch. 8, "Stereotypes," and Shelby on Blackboard
- Mon. 10/7 Film: *Long Journey Home*
- Wed. 10/9 Lecture on othering and cultural citizenship.

Week 8:

- Mon. 10/14 MIDTERM EXAM IN CLASS

Weaving Appalachian Futures: Communicating Across Different Perspectives

- Reading: Ch. 10, "Folklife."
- Wed. 10/16 Film: *The Chairmaker*.

Assignment for Section: bring an example of material culture you associate with Appalachia and be prepared to discuss the relationship between material culture and place.

Week 9:

Reading: Ch. 9, "Music."

Mon. 10/21 Film: *Dreadful Memories: The Life of Sarah Ogan Gunning*.

Wed. 10/23 Guest Lecturer: Sue Massek.

Week 10:

Reading: Ch. 11, "English language," and Wilkinson on Blackboard.

Mon. 10/28 Films: *Search for an Appalachian Accent* and clip from *Mountain Talk*.

Wed. 10/30 Film: *Coal Black Voices*.

Week 11:

Reading: Ch. 12, "Literature."

Mon. 11/4 Film: *Buffalo Creek Flood*.

Wed. 11/6 Film: *At the Forks of Troublesome*.

Assignment for Section: bring a poem, short story, or novel (other than *Eli the Good*) associated with Appalachia and be prepared to relate creative writing to place in the discussion.

Week 12:

Reading: Ch. 13, "Religion," and *Eli the Good*, Chs. 1-16.

Mon. 11/11 Lecture on religion in Appalachia and the U.S.

Wed. 11/13 Lecture on generational perspectives.

Assignment for Section: do the archival exercise on Blackboard in preparation for discussing perspectives on the Vietnam War from Kentucky, along with *Eli the Good*.

Week 13:

Reading: *Eli the Good*, Chs. 17 through the Epilogue.

Mon. 11/18 Films: clips from *Shelter* and *Coal Mining Women*.

Wed. 11/20 Film: *Deep Down*.

Week 14:

Mon. 11/25 Visit by Silas House – bring your questions for the author.

Wed. 11/27 NO CLASS - THANKSGIVING BREAK

NO SECTION MEETINGS THIS WEEK, DUE TO THE BREAK.

Week 15:

Reading: Ch. 14, “Modernization, 1940-2000.”

Mon. 12/2 Lecture on agriculture in Appalachia.

Wed. 12/4 PAPER DUE IN CLASS.
Film: *Morristown in the Air and Sun*.

Week 16:

Mon. 12/9 Guest lectures by Tammy Clemons and Leah Vance
Film: clips from *Appalachian Strong*

Wed. 12/11 Lecture on the future of Appalachia in comparison with other global mountain regions – what difference does national context make?

No reading assignment for last section meetings of the course. Students will be getting papers back and reviewing for the final in discussion sections.

FINAL EXAM: Center Theatre, 3:30-5:30PM, TUESDAY, DECEMBER 17.

APP 500

Special Topics in Appalachian Studies: Global Appalachia

Instructor: Prof. Ann Kingsolver, Director, Appalachian Studies Program

Email: ann.kingsolver@uky.edu

Phone: 859-257-8262

Office: Room 203 Appalachian Center, 624 Maxwelton Court

Office hours: Tues. 1-4 and by appt.

Course Description for Special Topics in Appalachian Studies

This interdisciplinary special topics seminar enables undergraduate and graduate students interested in the Appalachian region of the U.S. to examine issues in the region in historical, political, social, economic, cultural, environmental and comparative context. The course will be framed within the critical scholarly Appalachian Studies conversation, and will be taught by a member of the Appalachian Studies faculty. Students will have the opportunity to develop and present individual research papers and to explore the extensive research collections and opportunities related to Appalachia at the University of Kentucky.

Specific Description of this Special Topic: Global Appalachia

In the course this semester, we will examine the ways in which Appalachia has always had strong global connections, environmentally, economically, and culturally. Instead of seeing mountain regions as isolated, we will focus on the related histories and concerns of communities in Appalachia and other mountain regions, including social and economic marginalization, resource extraction, low-wage industries, migration, environmental challenges, and social movements. This course will also emphasize what can be learned from global mountain regions about sustainable livelihoods, community identity and action, and social capital at a time when the nation-states in which mountain regions have often been marginalized now face some of the same challenges.

Student Learning Outcomes

Students completing this course will have skills in cross-cultural, historical, and global political economic analysis, developed through consultation of primary and secondary documents, small group discussion and presentation, and individual research papers.

Required Course Texts

There will be readings posted on Blackboard, and these course texts will be required reading as well. They will be available in bookstores around the University, and on reserve.

hooks, bell. 2008. *Belonging: A Culture of Place*. New York: Routledge.

Kingsolver, Ann E. 2011. *Tobacco Town Futures: Global Encounters in Rural Kentucky*. Long Grove, IL: Waveland Press.

Moody, Roger. 2007. *Rocks and Hard Places: The Globalisation of Mining*. London: Zed Books.

Shiva, Vandana. 2002. *Water Wars: Privatization, Pollution, and Profit*. Cambridge, MA: South End Press.

Weinbaum, Eve. 2004. *To Move a Mountain: Fighting the Global Economy in Appalachia*. New York: The New Press.

Course Assignments

Undergraduate and graduate students will have different requirements for this course, and different expectations regarding forms of participation, but *all* students' full participation in this course is vital to everyone's active learning experience. Attendance will be noted, and the participation grade will be based on consistent, active participation in class discussions and presentations that demonstrates familiarity with the assigned readings. You will be asked to come to class with a question for discussion on the assigned readings for that day, and this will be part of the participation grade. More than two unexcused absences will result in points taken off the participation grade, not to exceed 10 points. Participation will account for 20% of the final course grade for both undergraduate and graduate students.

There is a series of assignments listed in the syllabus that will involve doing independent research and presenting material in class. Graduate students will be required to turn in 2-page reflection papers, with citations, for these exercises. For undergraduates, the oral exercise will only be accompanied by a requirement that you bring your sources to class with you. These assignments (grounding the readings in examples you find) will account for 30% of the grade.

Undergraduate and graduate students will be responsible for writing a final research paper on a topic of the student's choosing, approved by the instructor, and will be required to turn in an abstract, an outline, and a working bibliography for the paper on dates set in the syllabus, before the deadline for the paper itself at the end of the course. Undergraduates' research papers will need to be 8-10 pages in length, plus references, and graduate students' research papers will need to be 15-18 pages in length, plus references. These papers will be worth 30% of the final course grade for undergraduates, and 50% of the course grade for graduate students. All students will be giving final class presentations based on their research papers, in a conference-style format. These presentations will count as part of the course grade for the final paper. The final paper will need to use concepts from the course and cite at least two sources from the course and at least eight other peer-reviewed books or articles in addition to any other sources used (e.g., Internet sources). Your discussion should include examples from Appalachia and at least one other global region.

Undergraduate students will have two brief essay exams in the course, each worth 10% of the course grade (for a total of 20%). They will be take-home, open-book exams, and they are listed on the syllabus.

The grading scale for both undergraduates and graduate students will be: 0-59E, 60-69D, 70-79C, 80-89B, 90-100A. Grades will be based on a system of accrued points, with a total of 100 points by the end of the term. If you anticipate an absence, need additional support with research/writing/public presentation, etc., please contact the instructor. Everyone's success in the course is important.

Summary Description of Course Assignments for Undergraduate and Graduate Students

Undergraduates:	Graduate students:
20 pts. Participation	20 pts. Participation
30 pts. Assignments listed in syllabus	30 pts. Assignments (w/2-p. paper)
20 pts. Two take-home essay exams, 10 pts. each	50 pts. Final paper
30 pts. Final paper and presentation	
100 pts.	100 pts.

Mid-term grades for undergraduates will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Course policies:

Please submit assignments in hard copy by the dates assigned in the syllabus, for credit; late work will be accepted for full credit in association with an excused absence or a reason accepted by the instructor.

UK Policy on excused absences: Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor. Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754). Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Students may be asked to verify their absences in order for them to be considered excused. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic integrity:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which

the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Course Schedule

1/12 Th. Introduction

1/17 Tu. Film: *Black Diamonds*

Reading on Blackboard: McNeil

1/19 Th. Reading on Blackboard: Choose one from (1) Anglin, (2) Johnston and Danson, (3) Johnston and Jorgensen, or (4) Martinez-Alier, and be ready to compare it with McNeil and *Black Diamonds* in class.

1/24 Tu. Reading on Blackboard: Sumner

1/26 Th. Reading on Blackboard: (1) Halfacree, and (2) Wilkinson

1/31 Tu. Reading on Blackboard: Santa Ana

Assignment: look up press coverage from at least two countries on these two 2010 mine disasters: the Upper Big Branch Mine, WV, USA, and Xingdong #2 Mine in Henan, China. Be prepared to discuss how the workers, the mining companies, and governmental responses are described.

2/2 Th. Reading: Chs. 1-4, Moody

2/7 Tu. Reading: Chs. 5-8, Moody

2/9 Th. Assignment: Follow a Mineral. In the vein of commodity studies, choose a mineral and find out what you can about its production, distribution, and consumption, or uses, and map these activities globally.

2/14 Tu. Film: *Morristown: In the Air and Sun*

Reading on Blackboard: (1) Collins, and (2) UN Universal Declaration of Human Rights

UNDERGRADUATES: Take-home, open book exam #1 will be given out. It will be due in class on Tuesday, 2/16.

2/16 Th. Reading: Chs. 1&2, Weinbaum

2/21 Tu. Reading: Chs. 3&4, Weinbaum

2/23 Th. Reading: Chs. 5&6, Weinbaum

2/28 Tu. Assignment: Follow a Factory. Look up an industry that has either closed or opened a factory or factories in Appalachia and another global region. Find out what you can about (1) community impacts, including discussion of wages, and (2) the company's Code of Conduct.

3/1 Th. Reading on Blackboard: Gaventa
ABSTRACTS FOR FINAL PAPERS DUE

3/6 Tu. Reading on Blackboard: Smith-Nonini

3/8 Th. Reading: Chs. 1&2, Kingsolver

SPRING BREAK [service-learning course in Robinson Forest]

3/20 Tu. Reading: Chs. 3&4, Kingsolver
Meet in Appalachian Center; we will look at local newspapers.
WORKING BIBLIOGRAPHIES FOR FINAL PAPERS DUE

3/22 Th. Some of us will be away at the Appalachian Studies Association meetings. The film *Tobacco Blues* will be on reserve. The assignment for this date, whenever you are able to do this, is to watch the film and read Ch. 5, Kingsolver.

3/27 Tu. Assignment: Follow the Tourists. Compare a tourism ad for an Appalachian community and one from another global region, and be prepared to discuss what is being commodified and how people and place are represented in the ad. Ecotourism and historical tourism, for example, are growing industries in Appalachia.
UNDERGRADUATES: Take-home, open-book exam #2 will be given out. It will be due in class on Tuesday, 4/3.

3/29 Th. Reading: Chs. 1-6, hooks

4/3 Tu. Reading: Chs. 7-14, hooks

4/5 Th. Reading: Chs. 15-21, hooks

4/10 Tu. Class visit: bell hooks

4/12 Th. Film: *Chemical Valley*
Reading on Blackboard: Wright
OUTLINES FOR FINAL PAPERS DUE

4/17 Tu. Reading: Chs. 1-4, Shiva
Assignment: Follow the Water. Bring an example for discussion of a water issue in Appalachia and in another global region.

4/19 Th. Reading: Chs. 5-7, Shiva

4/24 Tu. STUDENT PRESENTATIONS

4/26 Th. STUDENT PRESENTATIONS

FINAL PAPERS will be due by Thursday, May 3 (the date the final exam is scheduled for this course), in both hard copy and electronically.

Full Citations for Articles on Blackboard

Anglin, Mary K. 2002. Ch. 3. Carolina mica. In: Women, Power, and Dissent in the Hills of Carolina. Pp. 37-60. Urbana: University of Illinois Press.

Collins, Jane L. 2005. Deterritorialization and workplace culture. In: Edelman, Marc, and Angelique Haugerud, eds. Pp. 250-261. The Anthropology of Development and Globalization: From Classical Political Economy to Contemporary Neoliberalism. Malden, MA: Blackwell Publishing Ltd.

Gaventa, John. 2001. Global citizen action: Lessons and challenges. In: Edwards, Michael, and John Gaventa, eds. Pp. 275-287. Global Citizen Action. London: Earthscan Publications Ltd.

Halfacree, Keith. 2003. Landscapes of rurality: Rural others / other rurals. In: Robertson, Iain, and Penny Richards, eds. Pp. 140-164. Studying Cultural Landscapes. London: Oxford University Press.

Johnston, Barbara Rose, and Susan Dawson. 1994. Resource use and abuse on Native American land: Uranium mining in the American Southwest. In: Johnston, Barbara Rose, ed. Pp. 142-153. Who Pays the Price? The Sociocultural Context of Environmental Crisis. Washington, D.C.: Island Press.

Johnston, Barbara Rose, and Daniel Jorgensen. 1994. Mineral development, environmental degradation, and human rights: The Ok Tedi Mine, Papua New Guinea. In: Johnston, Barbara Rose, ed. Pp. 86-98. Who Pays the Price? The Sociocultural Context of Environmental Crisis. Washington, D.C.: Island Press.

Martinez-Alier, Joan. 2003. Mining conflicts, environmental justice and valuation. In: Agyeman, Julian, Robert D. Bullard, and Bob Evans, eds. Pp. 201-228. Just Sustainabilities: Development in an Unequal World. Cambridge, MA: The MIT Press.

McNeil, Bryan. 2005. Global forces, local worlds: Mountaintop removal and Appalachian communities. In: Peacock, James L., Harry L. Watson, and Carrie R. Matthews, eds. Pp. 99-110. The American South in a Global World. Chapel Hill: The University of North Carolina Press.

Santa Ana, Otto. 2002. Ch. 8. Insurgent metaphors: Contesting the conventional representation of Latinos. In: Brown Tide Rising: Metaphors of Latinos in Contemporary American Public Discourse. Pp. 295-319. Austin: University of Texas Press.

Smith-Nonini, Sandy. 2005. Federally sponsored Mexican migrants in the transnational South. In: Peacock, James L., Harry L. Watson, and Carrie R. Matthews, eds. Pp. 59-79. *The American South in a Global World*. Chapel Hill: The University of North Carolina Press.

Sumner, Jennifer. 2005. Ch. 1. The age of globalization. & Ch. 2. Rural reckoning: The impacts of corporate globalization on rural communities. In: *Sustainability and the Civil Commons: Rural Communities in the Age of Globalization*. Pp. 14-58. Toronto: University of Toronto Press.

UN Universal Declaration of Human Rights. [Citation listed on pdf.] See also:
<http://www.un.org/en/documents/udhr/>

Wilkinson, Crystal E. 1999. On being 'country': One Affrilachian woman's return home. In: Billings, Dwight B., Gurney Norman, and Katherine Ledford, eds. Pp. 184-186. *Backtalk from Appalachia: Confronting Stereotypes*. Lexington: The University Press of Kentucky.

Wright, Beverly. 2003. Race, politics and pollution: Environmental justice in the Mississippi River chemical corridor. In: Agyeman, Julian, Robert D. Bullard, and Bob Evans, eds. Pp. 125-145. *Just Sustainabilities: Development in an Unequal World*. Cambridge, MA: The MIT Press.