a land about which, perhaps, more things are known
that are not true than of any part of our country

JOHN C. CAMPBELL

at once the other America and the conscience of America

RON ELLER

one of America’s most important, least understood,
and least appreciated regions

RICHARD ULACK AND KARL RAITZ

not a metaphor for America, Appalachia is America

RODGER CUNNINGHAM
The Appalachian Literary Renaissance of the 1970s brought fresh attention to Appalachian literature and gave rise to a new generation of Appalachian writers.

The natural resources of Appalachian Kentucky provide electricity and water to U.K. and the Bluegrass region. The Kentucky River, the source of central Kentucky’s water supply, begins on the northern slopes of Pine Mountain in Letcher County. Coal provides 92% of Kentucky’s electricity. Approximately 78% of Kentucky’s coal is mined in eastern Kentucky. Eastern Kentucky miners make up 84% of the state’s coal mining work force.*

*Kentucky Coal Association

The Creation of the Appalachian Studies Program in 1977 was a watershed moment in the University of Kentucky’s relationship with Appalachia. Part of a growing Appalachian Studies movement throughout the region, U.K. faculty, administrators and students came together to create the Appalachian Studies curriculum, the Appalachian Center and the library’s Appalachian Collection. The Appalachian Studies Program created a fresh synthesis of cross-disciplinary collaboration, innovative course development and new levels of engagement with the region.

Appalachia’s Poverty and Yet Great Contribution of Wealth to the Nation engages the ethical and civic dimensions of education. Educational attainment levels in Appalachian Kentucky are among the lowest in the United States. The Appalachian Studies Program supports the University’s founding mission to promote educational equality throughout Kentucky.

Since 1865, the University of Kentucky and the Appalachian region have been connected by the University’s founding mission to serve the Commonwealth. Appalachian Kentucky includes 54 of Kentucky’s 120 counties, covers 46% of the state’s land mass, and measures 18,302 square miles,* an area larger than Denmark, Switzerland or Belgium. A region of mineral riches and human poverty, natural beauty and environmental devastation, a symbol of American heritage sometimes labeled an ‘Other America,’ Appalachia remains paradoxical. For more than a century, the region has generated an outpouring of scholarship, media attention, philanthropy, economic development efforts, programs of missionary uplift, and cycles of ‘rediscovery.’

*Appalachian Regional Commission

Appalachian traditional music and arts are a vital and treasured part of our national heritage.

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the Appalachian region

includes all of West Virginia and parts of Alabama, Georgia, Kentucky, Maryland, Mississippi, New York, North Carolina, Ohio, Pennsylvania, South Carolina, Tennessee and Virginia

**APPALACHIAN KENTUCKY**

includes 54 of Kentucky’s 120 counties

includes 54 of Kentucky’s 120 counties
covers 46% of the state’s land mass and measures 18,302 square miles, an area larger than Denmark, Switzerland or Belgium

Educational attainment rates in Appalachia are among the lowest in the nation.

### EDUCATION, HIGH SCHOOL AND COLLEGE COMPLETION RATES, 2000

**PERCENT COMPLETED HIGH SCHOOL**

- United States 80.4%
- Kentucky 74.1%
- Appalachian Region 76.8%
- Appalachian Kentucky 62.5%

**PERCENT COMPLETED COLLEGE**

- United States 24.4%
- Kentucky 17.1%
- Appalachian Region 17.6%
- Appalachian Kentucky 10.4%

**HIGH SCHOOL COMPLETION, PERCENT OF U.S. AVERAGE**

- United States 100.0%
- Kentucky 92.2%
- Appalachian Region 95.6%
- Appalachian Kentucky 77.7%

**COLLEGE COMPLETION, PERCENT OF U.S. AVERAGE**

- United States 100.0%
- Appalachian Region 72.2%
- Kentucky 70.2%
- Appalachian Kentucky 42.7%

### POPULATION, APRIL 1, 2000

United States 281,421,906
Appalachian Region 23,642,578
Kentucky 4,041,769
Appalachian Kentucky 1,160,627

### PER CAPITA MARKET INCOME, 2007

- U.S. $32,930
- KY $24,708
- App Region $24,360
- App KY $15,690

### POVERTY RATE, 2000

- U.S. 12.4%
- KY 15.8%
- App Region 13.6%
- App KY 24.4%

### LAND AREA (square miles)

- United States 3,537,438
- Appalachian Region 204,812
- Kentucky 39,728
- Appalachian Kentucky 18,302

The Appalachian region

includes all of West Virginia and parts of Alabama, Georgia, Kentucky, Maryland, Mississippi, New York, North Carolina, Ohio, Pennsylvania, South Carolina, Tennessee and Virginia.

The region features scenes of great natural beauty surrounded by scenes of environmental devastation.

In Appalachia some of the nation’s poorest people live on some of the world’s richest land.

Educational attainment rates in Appalachia are among the lowest in the nation.
## Appalachian Studies Timeline

**1880-1930: Industrialization of Appalachia • Railroads • Timbering • Mineral Extraction • Union Organizing**

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1880</td>
<td>Industrialization of Appalachia begins</td>
</tr>
<tr>
<td>1881</td>
<td>Railroads expand into the region</td>
</tr>
<tr>
<td>1882</td>
<td>Timbering becomes a major industry</td>
</tr>
<tr>
<td>1883</td>
<td>Mineral extraction increases</td>
</tr>
<tr>
<td>1884</td>
<td>Union organizing begins</td>
</tr>
</tbody>
</table>

**1913-1930: Industrialization of Appalachia**

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1913</td>
<td>Council of Southern Mountain Workers formed</td>
</tr>
<tr>
<td>1925</td>
<td><em>Mountain Life and Work</em> begins publication</td>
</tr>
<tr>
<td>1930</td>
<td>Appalachian Regional Commission (PARC) established</td>
</tr>
</tbody>
</table>

**1932-1950: Appalachian Regional Commission (PARC)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1932</td>
<td>Highlander Folk School established</td>
</tr>
<tr>
<td>1934</td>
<td><em>Man with a Bull-Tongue Plow</em>, Jesse Stuart</td>
</tr>
<tr>
<td>1940</td>
<td><em>River of Earth</em>, James Still</td>
</tr>
<tr>
<td>1946</td>
<td>James S. Brown joins UK Sociology Department</td>
</tr>
<tr>
<td>1950</td>
<td><em>Beech Creek: A Study of a Kentucky Mountain Neighborhood</em>, James S. Brown</td>
</tr>
<tr>
<td>1954</td>
<td><em>The Dollmaker</em>, Harriette Arnow</td>
</tr>
</tbody>
</table>

**1950s-1960s: Appalachian Studies Expansion**

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1957</td>
<td>Pat and Tom Gish acquire The Mountain Eagle, Whitesburg, Kentucky</td>
</tr>
<tr>
<td>1959</td>
<td><em>Little Smoky Ridge</em>, Marion Pearsall</td>
</tr>
<tr>
<td>1961</td>
<td><em>The Southern Mountaineer in Fact and Fiction</em>, Cratis D. Williams, Ph.D. dissertation, NYU</td>
</tr>
<tr>
<td>1963</td>
<td>President John F. Kennedy forms the President’s Appalachian Regional Commission (PARC)</td>
</tr>
<tr>
<td>1964</td>
<td>President Lyndon B. Johnson makes the War on Poverty announcement, Martin County, Kentucky</td>
</tr>
<tr>
<td>1965</td>
<td>Appalachian Film Workshop (Appalshop) begins, Whitesburg, Kentucky</td>
</tr>
<tr>
<td>1966</td>
<td><em>Night Comes to the Cumberlands</em>, Harry M. Caugill</td>
</tr>
<tr>
<td>1967</td>
<td>John B. Stephenson joins UK Sociology Department</td>
</tr>
<tr>
<td>1968</td>
<td><em>Shiloh: A Mountain Community</em>, John B. Stephenson</td>
</tr>
</tbody>
</table>

**1970s-1980s: Appalachian Studies Growth**

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1974</td>
<td>Gerald Alvey joins UK English Department</td>
</tr>
<tr>
<td>1975</td>
<td>Dwight Billings joins UK Sociology Department</td>
</tr>
<tr>
<td>1976</td>
<td>Rockefeller Foundation grants to plan Appalachian Center</td>
</tr>
<tr>
<td>1977</td>
<td>$125,000 Rockefeller Grant to Establish Appalachian Center</td>
</tr>
<tr>
<td>1977</td>
<td>SEPT 12, UK Senate Approves Appalachian Center</td>
</tr>
<tr>
<td>1977</td>
<td>$275,997 NEH Grant to Develop UK Appalachian Studies Curriculum</td>
</tr>
</tbody>
</table>

**1980s-1990s: Appalachian Studies Consolidation**

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1982</td>
<td><em>Miners, Millhands and Mountaineers: Industrialization of the Appalachian South 1880-1930</em>, Ronald D Eller</td>
</tr>
<tr>
<td>1983</td>
<td><em>Who Owns Appalachia? Appalachian Land Ownership Task Force</em></td>
</tr>
<tr>
<td>1986</td>
<td><em>Appalachia, A Regional Geography</em>, Karl B. Raith and Richard Ulack</td>
</tr>
<tr>
<td>1987</td>
<td>Appalachian Studies Conference becomes Appalachian Studies Association</td>
</tr>
<tr>
<td>1988</td>
<td>Appalachian Center/University of Rome Faculty Exchange established</td>
</tr>
<tr>
<td>1991</td>
<td><em>Colonialism in Modern America</em>, Helen Lewis, et al.</td>
</tr>
<tr>
<td>1992</td>
<td>Appalachian Studies Conference, Berea, KY</td>
</tr>
<tr>
<td>1996</td>
<td>Appalachian Studies becomes Appalachian Studies Association</td>
</tr>
<tr>
<td>1998</td>
<td>Appalachian Studies Conference, Berea, KY</td>
</tr>
<tr>
<td>1999</td>
<td><em>Confronting Appalachian Stereotypes</em>, Dwight Billings, Gurney Norman, Katherine Ledford, eds.</td>
</tr>
</tbody>
</table>

**2000s-2010s: Appalachian Studies Expansion**

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td><em>Uneven Ground: Appalachia Since 1945</em>, Ronald D Eller</td>
</tr>
<tr>
<td>2001</td>
<td><em>The Road to Poverty</em>, Dwight Billings and Kathleen Blee</td>
</tr>
<tr>
<td>2002</td>
<td><em>Night Comes to the Cumberlands</em>, Gurney Norman</td>
</tr>
<tr>
<td>2003</td>
<td><em>Women, Power, Dissent in the Hills of Carolina</em>, Mary K. Anglin</td>
</tr>
<tr>
<td>2006</td>
<td><em>Confronting Appalachian Stereotypes</em>, Dwight Billings, Gurney Norman, Katherine Ledford, eds.</td>
</tr>
<tr>
<td>2007</td>
<td><em>Uneven Ground: Appalachia Since 1945</em>, Ronald D Eller</td>
</tr>
<tr>
<td>2008</td>
<td><em>Ancient Creek</em>, Gurney Norman</td>
</tr>
</tbody>
</table>

**2010s-2020s: Appalachian Studies Evolution**

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td><em>Ancient Creek</em>, Gurney Norman</td>
</tr>
<tr>
<td>2011</td>
<td><em>I Wonder as I Wander: The Biography of John Jacob Niles</em>, Ronald A. Pen</td>
</tr>
<tr>
<td>2012</td>
<td><em>Recovering the Commons</em>, Herbert Reid and Betsy Taylor</td>
</tr>
<tr>
<td>2013</td>
<td><em>Democracy, Place, and Global Justice</em>, Herbert Reid and Betsy Taylor</td>
</tr>
<tr>
<td>2014</td>
<td><em>Recovering the Commons</em>, Herbert Reid and Betsy Taylor</td>
</tr>
<tr>
<td>2015</td>
<td><em>Women, Power, Dissent in the Hills of Carolina</em>, Mary K. Anglin</td>
</tr>
<tr>
<td>2016</td>
<td><em>The Road to Poverty</em>, Dwight Billings and Kathleen Blee</td>
</tr>
<tr>
<td>2017</td>
<td><em>Appalachian Studies Conference</em>, Berea, KY</td>
</tr>
<tr>
<td>2018</td>
<td><em>Confronting Appalachian Stereotypes</em>, Dwight Billings, Gurney Norman, Katherine Ledford, eds.</td>
</tr>
</tbody>
</table>

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*UNIVERSITY OF KENTUCKY*

**Appalachian Studies Timeline**

**In the Context of Related Events 1880-2011**
The recently-formed Appalachian Center at the University of Kentucky is moving forward in a big way. From an initial $35,000 grant for planning from the Rockefeller Foundation, the center is now proposing to offer 13 new courses over the next three years, at both graduate and undergraduate levels. Four courses would be offered in the spring of 1978. The initial courses include politics on the history of the region's women, its culture, geography and literature. This wealth of courses contrasts with the current one standard course on the Southern Appalachians, presently available only to graduate students.

Also Plans Research

Doug Arnett, project director of the center, says he is enthusiastic about the UK decision to back the center, which, in addition to its academic endeavors, also plans to do major research on the region, research which would help people in the region make decisions about its future.

"The center is an interdisciplinary effort, where, besides teaching, major research would be done. Part of the center's program would be to translate the research to policy, to provide people (who will be) making the decisions the best information on the region," Arnett said recently in an interview in his office on the UK campus.

At the end of a three-year period, UK would be responsible for funding the entire academic program. The Center expects to hear on July 13 from the federal National Endowment for the Humanities on its request for $275,997 to start the new courses. The University would be providing 43 percent of the money or $209,790 for the three-year period.

First Program

"We're the first university in the (Appalachian) region to set up this type of center," Arnett said.

Assistant director of the center is UK sociology professor, David Walls, who back in the 1960's was the one-time head of the Appalachian Volunteers (AVs), an anti-poverty program.

Walls will head up the academic program. He notes that, as of September 1976, 13 per cent of the UK student body hails from the Appalachian region.

"I'm pretty optimistic that these new courses will find their place," Walls adds.

Arnett, in explaining the immediate future for the center, says that the plan is to develop the courses and research on Appalachian in a selective manner, not rushing into anything quickly.

He emphasized that the administrative staff of the center will remain small, only about a half-dozen employees.

Arnett recently initiated a meeting of Appalachian leaders with advisors to President Jimmy Carter to inform them on various aspects of Appalachian life such as housing, government response to federal anti-poverty programs, and health care. It was in connection with Carter's stated desire to reorganize various branches and services of the federal bureaucracy.

"The thing is, most people don't realize that Carter's serious about reforming the government. Our presentation went very well. Several of the statements we made were included in official White House releases the next day," Arnett added.

Dr. James Stephenson, currently dean of undergraduate studies at UK, will be director of the Center.

With 13 New Courses Planned, UK's Appalachian Center Gains Momentum

H. R. Singletary reported that the Appalachian Center Estab-lished by President Singletary reportedly received a $275,997 grant from the Rockefeller Foundation for planning, research, and service programs; and will coordinate and focus available resources on the Appalachian region he recommended that an interdisciplinary institute and an interdepartmental program of Appalachian studies be created. The center will be directed by Dr. James Stephenson. The new program will be offered for the first time in the spring of 1978, and will include public services, health care and legal systems.

The University Senate met in regular session at 3:00 p.m., Monday, September 12, 1977.

B. Projects

1) Appalachian Center

With 13 New Courses Planned, UK's Appalachian Center Gains Momentum

By BRYAN WILKINS
East Kentucky Bureau

The recently-formed Appalachian Center at the University of Kentucky is moving forward in a big way. From an initial $35,000 grant for planning from the Rockefeller Foundation, the center is now proposing to offer 13 new courses over the next three years, at both graduate and undergraduate levels. Four courses would be offered in the spring of 1978. The initial courses include politics on the history of the region's women, its culture, geography and literature. This wealth of courses contrasts with the current one standard course on the Southern Appalachians, presently available only to graduate students.

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APPALACHIAN STUDIES
UNIVERSITY OF KENTUCKY

SELECTED TITLES

APPALACHIAN STUDIES

THE SOUTHERN APPALACHIAN REGION
A Survey
Edited by THOMAS R. FORD

NIGHT COMES TO THE CUMBERLANDS
Harry M. Carrolls

SHILOH: A MOUNTAIN COMMUNITY
Harry M. Carrolls

APPALACHIA IN THE SIXTIES
Harry M. Carrolls

APPALACHIA IN THE MAKING
Mary Beth Pudup, Dwight Billings, Gurney Norman, Katherine Ladford

CONFRONTING APPALACHIAN STEREOTYPES
Dwight Billings, Gurney Norman

THE ROAD TO POVERTY
Dwight B. Billings, Kathleen Blee

WOMEN, POWER AND DISSENT IN THE HILLS OF CAROLINA
Mary K. Anglin

UNIVERSITY OF KENTUCKY

RESEARCH/DESIGN © NYOKA HAWKINS/OLD COVE PRESS/2011
appalachian studies

• THE FAMILY behind the Migrant, James S. Brown, Mountains Life and Work, 1968.
• FATALISM and the Coal Industry, Helen Lewis, Mountain Life and Work, 1971.
• COAL Lands and Mineral Ownership, David Walls, Dwight Billings, Mary Payne, and Joe F. Childers, Baseline Assessment of Coal Industry Structure in the ORBES Region, 1979.
• TWO Peripheries Look at Each Other: Italy and Appalachian America, Alessandro Portelli, Appalachian Journal, 1984.

• ISOLATION and Economic Change in Appalachian Kentucky: An Historical Analysis of Marriage-Mate Selection Distances, Stan Brunn, Southeastern Geographer, 1994.
• CONSTRUCTING and Staffing the Cultural Bridge: The School as Change Agent in Rural Appalachia, Alan J. DeYoung, Anthropology and Education Quarterly, 1995.
• RACE Differences in the Origins and Consequences of Chronic Poverty in Rural Appalachia, 1870-1910, Kathleen Blee and Dwight Billings, Social Science History, 1996.
• GLOBAL Adjustments, Throwaway Regions, Appalachian Studies: Resituating the Kentucky Cycle on the Postmodern Frontier, Herbert G. Reid, Journal of Appalachian Studies, 1996.
• LESSONS from Appalachia the Twentieth Century: Poverty, Power, and the Grassroots, Mary Anglin, American Anthropologist, 2002.
• APPALACHIARIS and the Sacrament of Co-existence: Beyond Post-Colonial Trauma and Regional Identity Traps, Herbert G. Reid, Journal of Appalachian Studies, 2005.
• DEATH of a Mountain: Radical Strip Mining and the Leveling of Appalachia, Erik Reece, Harper’s, 2005.
• MARION Sumner: Fiddle King of the South, Ronald Pen, Plank Road Folk Music Society, 2009.
COURSES OFFERED: 1977-2011


AFFILIATED FACULTY: 1977-2011

NANABEET-JAMIESON, Anthropology • R. GERALD ALIEY, English; Founding member U.K. Appalachian Studies • MARY ANGLIN, Anthropology; Editorial Board, Journal of Appalachian Studies • THOMAS AR CURY, Anthropology • DWIGHT BILLINGS, Sociology; President, Appalachian Studies Assoc. 1996-97; Editor, Journal of Appalachian Studies 2010-2009 • STAN BRUNN, Geography • LANCE BRUNNER, Music • HARRY M. CAUDILL, History; Weatherford Special Award • Lori GARCIOVICH, Rural Sociology • CURT HARVEY, Economics • JIM HOUGLAND, Sociology • Willem Meijer, Botany • ANN KINGSOLLER, Anthropology; Director, U.K. Appalachian Center/Studies 2010-2011 • John STEPHENSON, Sociology; Founding Member U.K. Appalachian Studies/ Director, U.K. Appalachian Studies • Karen TICE, Educational Policy Studies and Evaluation • Dick ULLACK, Geography • Mary ANGLIN, Anthropology; Editorial Board, Journal of Appalachian Studies • Thomas AR CURY, Anthropology • Dwight BILLINGS, Sociology; President, Appalachian Studies Assoc. 1996-97; Editor, Journal of Appalachian Studies 2010-2009 • Stan BRUNN, Geography • Lance BRUNNER, Music • Harry M. CAUDILL, History; Weatherford Special Award • Lori GARCIOVICH, Rural Sociology • Curt HARVEY, Economics • Jim HOUGLAND, Sociology • Willem Meijer, Botany • Ann KINGSOLLER, Anthropology; Director, U.K. Appalachian Center/Studies 2010-2011 • John STEPHENSON, Sociology; Founding Member U.K. Appalachian Studies/ Director, U.K. Appalachian Studies • Karen TICE, Educational Policy Studies and Evaluation • Dick ULLACK, Geography
THE UNIVERSITY OF KENTUCKY IS THE LEADING national place for Appalachian Studies and has been so for decades. The faculty serve as experts on regional issues for national news organizations and all levels of media. We consult with projects across the campus, from the Medical School to the College of Agriculture. We use Appalachia to understand the larger society.

APPALACHIAN STUDIES has been strongly engaged with the people and communities of Appalachia. It has been that part of the University that has had the most people-oriented connection to the region.

— Alan DeYoung
U.K. Educational Policy Studies

I BECAME INTERESTED IN APPALACHIA in the late 1970s and designed a course on the Geography of Appalachia that became a part of the Appalachian Studies Program. Once my book with Karl Raith was published, Appalachia, A Regional Geography: Land, People, and Development, 1984, I used it as the course text. I had studied development patterns in Southeast Asia and there are similarities between all developing regions. My own research interests revolved around the mental maps of Appalachia and as a geographer I was most interested in the many regional definitions that were held by ‘experts’ and others. The Appalachian Studies program at U.K. has been among the strongest such programs anywhere.

— Richard Ulack
Emeritus, U.K. Department of Geography

I CAN’T OVERSTATE THE IMPORTANCE OF MY UNDERGRADUATE EXPERIENCE in U.K. Appalachian Studies. It was the single biggest determinant in the path my academic life took. The watershed moment for me was taking Herb Reid’s Politics of Appalachia course during my sophomore year. Almost all of my scholarly work has focused on Appalachia. U.K. has historically been the premier university for Appalachian Studies—my own life experience and the history, politics, and culture of the region. It showed me how it all made sense.

— Chris Green
Marshall University, Department of English

AS A YOUNG WOMAN COMPLETING PRE-MEDICAL CLASSES in the Fall of 1980, I studied Appalachian History with Harry Caudill and Creative Writing with Gurney Norman. Caudill’s class gave me a vocabulary and an arena in which to discuss the controversial political, economic, environmental and cultural aspects of my region. Creative Writing led me to look at how those dynamics affected me as a member of a family that had lived in eastern Kentucky for multiple generations. I returned home to practice medicine with greater understanding and strength. The effect these two classes had on me was profound.

— Dr. Artie Ann Bates
Letcher County, Kentucky

THE PERSPECTIVES I GAINED FROM APPALACHIAN STUDIES courses at U.K. allowed me—a young man from Letcher County, Kentucky with no real understanding of Appalachia—to suddenly apply those perspectives to my work as a Gaines Fellow. I wrote an essay in a seminar with Dwight Billings in which he encouraged students to synthesize multidisciplinary work through the lens of postmodern scholarship. I presented the paper at the next Appalachian Studies Conference, which led to its publication in the Journal of Appalachian Studies. The essay became the core of my dissertation and the final chapters of my book, The Social Life of Poetry: Appalachia, Race, and Radical Modernism, which won the 2010 Weatherford Award. Simply put, Appalachian Studies has been the integrating and driving force behind my scholarly and creative career.

— Erik Reece
U.K. Department of English

WHEN I CAME TO U.K. FROM EASTERN KENTUCKY in the Fall of 1970, I immediately started looking for courses about Appalachia. There was only one course offered and there was a large Appalachian population. I wrote a letter to the Kernel appealing for Appalachian Studies courses. Professors and administrators were pushing for this too and in 1977 the Appalachian Center was established and Appalachian courses began to be offered. I was the first student officially on the board of the Center. I had Harry Caudill’s History of Appalachia course. There was talk around this time of Appalachia as a ‘national sacrifice area.’ I wrote a paper on absentee ownership of land and mineral resources in an eastern Kentucky county. I learned things that amazed me. I began to work on the Land Ownership Task Force, which continued through my years of law school. It was Harry who originally encouraged and guided me toward research on land ownership. My later work as an environmental attorney to bring about Kentucky’s Unmined Minerals Tax and the Broadform Deed Amendment took root in Caudill’s class. A lot of students come to U.K. from the mountains and are made fun of for how they talk or where they’re from. Appalachian Studies gave me affirmation that where I grew up was important, important enough to be studied and a place deserving of respect. For me, it all came together in Appalachian Studies—my own life experience and the history, politics, and culture of the region. It showed me how it all made sense.

— Joe F. Childers
Attorney
Lexington, Kentucky

OUR ULTIMATE RESPONSIBILITY is to the people in Appalachia, especially those who send their kids to U.K. I can attest to ways in which the Appalachian Center and Appalachian Studies have helped students deal with not only the problem of Appalachian stereotypes, but also how studying Appalachia continues to help recapture the history and social knowledge of Appalachian communities.

— Herbert Reid
Emeritus, U.K. Department of Political Science

I GREW UP IN THE EASTERN KENTUCKY COALFIELDS in the 1940s and 1950s. I came to U.K. in 1955 to study journalism. U.K. opened the world to me. I received a solid liberal arts education to study journalism. U.K. opened the door,” said Gurney Norman, during which time he taught me about Appalachian Studies—my own life experience and the history, politics, and culture of the region. It showed me how it all made sense.

— Dr. Artie Ann Bates
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APPALACHIAN STUDIES IS POLITICS, HISTORY, LITERATURE, ART—everything that we mean by culture. It is our culture, it is local culture, and we do students a grave disservice to ignore its richness. It is also as timely as the morning paper. Because all Kentuckians are dependent on coal, they need to understand the region it comes from. They need to hear from the people and the storytellers of the region.

— Erik Reece
U.K. Department of English

I CAN’T OVERSTATE THE IMPORTANCE OF MY UNDERGRADUATE EXPERIENCE in U.K. Appalachian Studies. It was the single biggest determinant in the path my academic life took. The watershed moment for me was taking Herb Reid’s Politics of Appalachia course during my sophomore year. Almost all of my scholarly work has focused on Appalachia. U.K. has historically been the premier university for Appalachian Studies—my own life experience and the history, politics, and culture of the region. It showed me how it all made sense.

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place' still matters, at the local to develop historically based advocacy projects to celebrate culture and community-based combinations interdisciplinary APPALACHIAN St UDIES learn about power, exploitation and agency. You learn about economic development people's everyday lives. You can see how stereotypes function over time. The history of Appalachia can help students learn important things not just about Appalachia but of Appalachia gives us insight into contemporary issues—poverty, the environment, and storytelling traditions, the social movements and labor history. In Appalachian Collection has been a central resource for our research.

Curator, U.K. Appalachian Collection — Kate Black

AS A PROFESSOR At THE UNIVERSITY OF ROME, I have worked with the U.K. Appalachian Studies community for more than three decades. Our collaboration and scholarly exchange has offered our faculty and graduate students an opportunity to spend some time in Appalachian. It has created resources for U.K. faculty who want to pursue projects in Italy. We study the Appalachian region's literature, songs and storytelling traditions, the social movements and labor history. In addition to the intellectual and social exchange with U.K. colleagues, the Appalachian Collection has been a central resource for our research. Several of my essays on Harlan County have been included in my books The Death of Luigi Trastulli and The Battle of Valley Giulia, Storie Oraali. My next book focuses entirely on my Italian history work in Harlan County. And I report regularly on Appalachian in Italian newspapers like Il Manifesto and L’Unita. In a comparative perspective, the internal colonialism model as a way of understanding Appalachia is relevant in Italy as well. Appalachian leads to a new and deeper understanding of America.

—Mary Anglin
U.K. Dept of Anthropology

Appalachian Studies combines interdisciplinary academic studies, popular culture and community-based advocacy projects to celebrate a region and better understand its complexity. What makes Appalachian Studies so exciting and important is the opportunity to develop historically based and internationally comparative analyses of a multi-state region within the U.S. Appalachian Studies examines how and why 'place' still matters, at the local and the global levels.

—Alessandra Portelli
University of Rome, Professor of American Literature

there is a bond between the land and people of appalachia that is maintained in a web of culture and history. I help students understand the role that music plays in constituting that community. All our lives are intimately attached to the culture and history of the region. Even as we live in the Bluegrass, our water and our energy are tied to East Kentucky's land and people. Appalachian Studies has provided the lens through which I now view music in culture. I believe that a sense of place is requisite to understanding oneself. Appalachian Studies at U.K. has provided a model for faculty-driven interdisciplinary cooperation. This has led to major contributions in research, service, and teaching in and about the region. Appalachian Studies is a critical investment for the future of the Commonwealth. —Ron Pen

John Jacob Niles Center for American Music

ONE Thing I vividly RECALL about growing up in Indian Creek, Kentucky, with my grandparents is the square-offs between my city life and the country cousins, during June family reunions. They laughed at the way I spoke and called me country. Country! I had never thought of myself as anything other than a girl who lived on a farm, nestled in a hollow in Casey County. We had a house with only sixty-four acres of land, a gravel road and a creek only a few hundred feet from the edge of our yard. How much more country could anybody be? But still, the way they giggled when I talked and the way "country" rolled off their tongues like a cuss word plotted a hurtful seed. Being and talking country, having a twang in my voice, became something to be kept to myself.

Whenever I traveled, the question I feared most was "Where are you from?" I was already a quiet kid, but outside Indian Creek, I became even more hushed, afraid someone would question my accent. At sixteen when I graduated from Casey County High School, I spent the summer working on a farm. It was up of that preparation that was standing in front of the mirror attached to my granney's "shift-and-robe" (chifforobe) watching and listening to myself speak. I tried to mimic the people I had seen on television, trying to repel the "country" from my voice.

In the fall of 1979 when I stepped foot on Eastern Kentucky University's campus, I considered my "country" life behind me. I had practiced all summer long on my new voice. Now seventeen, I was extremely careful to sip around everything that could possibly be identified as country. I had tried to copy fashions from popular black magazines like Right On and Essence. That was a success. My new college friends were impressed with my trendy wardrobe. But when I spoke, "Where are you from?" was the question asked. "Oh, about an hour and a half away from here," became my pat answer. As a freshman, other black students came up to me saying, "There she is. Hey Crystal, say something about the region. Appalachian Studies community for more than three decades. Our collaboration and scholarly exchange has offered our faculty and graduate students an opportunity to spend some time in Appalachian. It has created resources for U.K. faculty who want to pursue projects in Italy. We study the Appalachian region's literature, songs and storytelling traditions, the social movements and labor history. In addition to the intellectual and social exchange with U.K. colleagues, the Appalachian Collection has been a central resource for our research. Several of my essays on Harlan County have been included in my books The Death of Luigi Trastulli and The Battle of Valley Giulia, Storie Oraali. My next book focuses entirely on my Italian history work in Harlan County. And I report regularly on Appalachian in Italian newspapers like Il Manifesto and L’Unita. In a comparative perspective, the internal colonialism model as a way of understanding Appalachia is relevant in Italy as well. Appalachian leads to a new and deeper understanding of America.

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