APPALACHIAN STUDIES

UNIVERSITY OF KENTUCKY

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 global energy local coal labor class wealth poverty place image water watershed region land culture knowledge mountain religion music migration race story myth education aender literature leadership art progress policy rural heritage humor democracy

University of Kentucky

Research and Design: Nyoka Hawkins Created for the University of Kentucky Appalachian Studies Program/2011 Copyright © Nyoka Hawkins/Old Cove Press/2011 All Rights Reserved

www.appalachiancenter.org/appalachian_studies_program

IMAGES: Library of Congress Digital Collections • U.S. Geological Survey • NASA • Diego Gutiérrez 1562 Map of America • 1888 Map, Lexington, Kentucky, C.J. Pauli (detail: State College of Kentucky). COVER QUOTATIONS: John C. Campbell, The Southern Highlander and His Homeland, University Press of Kentucky, 1969 (Russell Sage Foundation 1921) • Ron Eller, Uneven Ground: Appalachia Since 1945, University Press of Kentucky, 2008 • Richard Ulack and Karl B. Raitz, Appalachia: A Regional Geography, Land, People, and Development, Westview, 1984 • Rodger Cunningham, 'The View From the Castle,' Confronting Appalachian Stereotypes: Back Talk from an American Region, University Press of Kentucky, 1999.

APPALACHIAN STUDIES

College of Arts and Sciences

1977-2011

APPALACHIAN TRADITIONAL MUSIC AND ARTS are a vital and treasured part of our national heritage.

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

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.

THE APPALACHIAN LITERARY RENAISSANCE of the 1970s

to a new generation of Appalachian writers.

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.



brought fresh attention to Appalachian literature and gave rise



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 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 KY: 18,302 sq. miles Denmark: 16,639 sq. miles Central Appalachia and the In Appalachia some of the nat Switzerland: 15,940 sq. miles Belgium: 11,787 sq. miles Massachusetts: 7,838 sq. miles Connecticut: 5,543 sq. miles

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

EDUCATION, HIGH SCHOOL AND COLLEGE COMPLETION RATES, 2000

United States 100.0%

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

APPALACHIAN KENTUCK

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

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

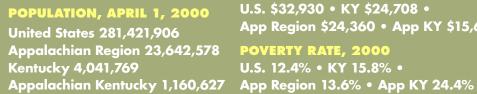
Kentucky 92.2% Appalachian Region 95.6% Appalachian Kentucky 77.7%

UK

PERCENT COMPLETED COLLEGE United States 24.4% Kentucky 17.1% Appalachian Region 17.6% Appalachian Kentucky 10.4%

COLLEGE COMPLETION, PERCENT OF U.S. AVERAGE

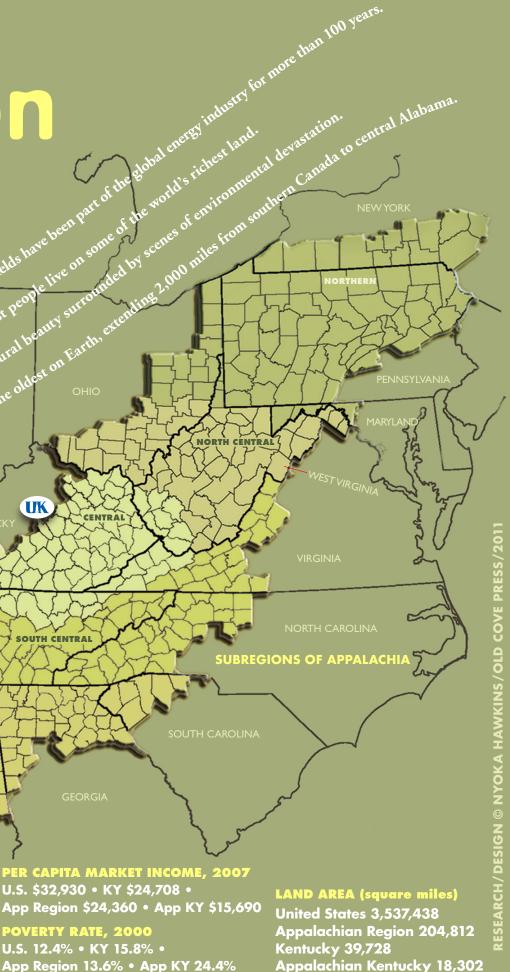
United States 100.0% Appalachian Region 72.2% Kentucky 70.2% **Appalachian Kentucky 42.7%**



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U.S. \$32,930 • KY \$24,708 • POVERTY RATE, 2000 U.S. 12.4% • KY 15.8% •



UNIVERSITY OF KENTUCKY

appalachian studies timeline **IN THE CONTEXT OF RELATED EVENTS 1880-2011**

1880-1930 INDUSTRIALIZATION OF APPALACHIA • RAILROADS • TIMBERING • MINERAL EXTRACTION • UNION ORGANIZING

	1913 Council of Southern Mountain Workers formed	2011 Ancient Creek, Gurne
1925 Mountain Life and Work begins publication		2010 / Wond
1932 Highlander Folk School established		The Biography of John Jacob 2010 R
1934 Man with a Bull-Tongue Plow, Jesse Stuart		Democracy, Place, and Global Justice, H
1940 River of Earth, James Still		2008 Uneven Ground: Appa
1946 James S. Brown joins UK Sociology Department		2007 Lost Mountair Radical Strip Mining and tl
1950 Beech Creek: A Study of a Kentucky Mountain Neighborhood, James S. Brown		2005 \$200,503 N
1954 The Dollmaker, Harriette Arnow		2002 Women, Power, L
1957 Pat and Tom Gish acquire The Mountain Eagle, Whitesburg, Kentucky		2001 \$325,000 Rockefeller Humanities Fellowships
1959 Little Smoky Ridge, Marion Pearsall		2000 Board of Trustees establishes Ja
1961 The Southern Mountaineer in Fact and Fiction, Cratis D. Williams, Ph.D. dissertation, NYU		<u>2000 Tł</u>
		1999 Confronting Appalachian Stereotypes, Dwig
	ichian Region: A Survey, Thomas R. Ford, ed.	
1963 President John F. Ken	nedy forms the President's Appalachian Regional Commission (PARC)	
1963 Night Comes to the Co	umberlands, Harry M. Caudill	
1964 President Lyndon B. Johnson announces a War on Poverty, Martin County, Kentucky		1995 Appalachia in the Making: The Mountain S
1964/65 Appalachian Regi	onal Commission established	-
1967 John B. Stephenson	joins UK Sociology Department	
1968 Shiloh: A Mountain	Community, John B. Stephenson	1990 \$1,208,850 W. K. Kellogg Fo
1968 Herbert G. Reid joins UK Political Science Department		<u>199</u> 1986 Kate Black
1960s and '70s Appo	lachian Volunteers, Black Lung Movement, Roving Pickets, Appalachian	1986 Appalachian Studies Confe
Committee for Full I	mployment, Appalachian Group to Save the Land and People	1984 Appalachia, A Regiona
1969 Appalachian Film Workshop (Appalshop) begins, Whitesburg, Kentucky		1984 UK Appalachian Center/Univer
1974 Gerald Alvey joins UK English Department		1983 Who Owns Appalachia? A
1975 Dwight Billings joins UK Sociology Department		1982 Mi
1976	\$35,000 ROCKEFELLER FOUNDATION GRANT TO PLAN APPALACHIAN CENTER	Industrialization of the Appalachian
	1977 \$125,000 ROCKEFELLER GRANT TO ESTABLISH APPALACHIAN CENTER	1979 Gurney Norman joins
	1977 SEPT 12, UK SENATE APPROVES APPALACHIAN CENTER	1978 Inaugural Appalachian Studies C
Historical	1977 SEPT 20, BOARD OF TRUSTEES ESTABLISHES APP CENTER	1978 Colonialism in Modern America, He
Publications		1977 Kinfolks, Gurney N
University of Kentucky	1977 \$275,997 NEH GRANT TO DEVELOP UK APPALACHIAN STUDIES CURRICULUM	1977 Alan DeYoung joins UK's Education Dept 1977 Harry Caudill joins UK's History Dept
	UK AFFALACHIAN STODIES CORRICOLOM	

ey Norman er as I Wander: Niles, Ronald A. Pen ecovering the Commons: erbert Reid and Betsy Taylor Ilachia Since 1945, Ronald D Eller n: A Year in the Vanishing Wilderness, he Devastation of Appalachia, Erik Reece **EH grant to enhance Appalachian Collection** Dissent in the Hills of Carolina, Mary K. Anglin grant, Civic Professionalism & Global Regionalism mes S. Brown Graduate Appalachian Studies Fund he Road to Poverty, Dwight Billings & Kathleen Blee ght Billings, Gurney Norman, Katherine Ledford, eds. **1998 Erik Reece joins UK English Department 1996 Appalnet listserv founded** 1995 Two Sides to Everything, Shaunna L. Scott South in the Nineteenth Century, Dwight Billings, et al. 1994 Mary Anglin joins UK Anthropology Department 1991 Ron Pen joins UK School of Music oundation grant, Appalachian Civic Leadership Project 20 Shaunna L. Scott joins UK Sociology Department k joins UK Library, Curator, Appalachian Collection erence becomes Appalachian Studies Association I Geography, Karl B. Raitz and Richard Ulack sity of Rome Faculty Exchange established ppalachian Land Ownership Task Force ners, Millhands and Mountaineers: South 1880-1930, Ronald D Eller **UK Department of English** Conference, Berea, KY elen Lewis, et al. orman

The University Senate met in regular session at 3:00 p.m., Monday, September 12 1077 in the Cou

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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 in Appalachia, folk lore of Appalachia, the history of region and a history seminar. The latter two courses are scheduled to be taught by well-known Kentucky author and lawyer Harry Caudill.

During the second year, courses on the history of the region's women, its culture, geography and literature

will be added. In the third year, the Center plans courses on regional music, film, linguistics and family and child development.

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 this research into 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 per cent 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 1960s was the onetime 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 employes.

Arnett said the concept that the center will be guided by is one of returning to the Appalachian area of Eastern Kentucky the knowledge obtained from the Center's research.

Community development planner Bruce Davidson, a veteran of church work in Breathitt County, says that "most academic research usually takes from the area it studies. The Center is also designed to do this, but this time it will return the results of its findings to the region."

Some of the issues into which the Center research will dealve include land ownership, economic health, taxes, and housing. Other areas include public services, health care and legal systems.

Arnett recently initiated a meeting of Appalachian leaders with advisors

Bot sept 20, 1977

H s Appalachian Center Esta President Singletary reported tl from the Rockefeller Founda research, and service programs coordinate and focus available region he recommended that ar

The creation of this Center ate and graduate programs. many undergraduates in the Studies program. A core of in various departments of tl electives and permit the dev minors and undergraduate is anticipated that some gra this area and thereby be mu to the betterment of human

UK Awarded \$275,997 Grant For Appalachian Study Project

Kentucky Sens. Wendell Ford and Walter Huddleston announced yesterday that the National Endowment for the Humanities has approved a \$275, 997 grant for the University of Kentucky.

The money will be used to establish an Appalachian Heritage Study Program. Funds will enable UK to develop a cross disciplinary curriculum on regional studies on Appalachia.

The project calls for 13 new courses which focus on the cultural, sociological and historical aspects of Appalachia.

"The university is making a major commitment in teaching, research, community projects and historical collections on the Appalachian region," the senators said. "The university has what is generally recognized as the most distinguished community of Appalachian scholars in the nation and the new studies program will make an important contribution to a greater

> Appalachian culture." UK will contribute \$209,760 for the project.

> appreciation for and understanding of

-LEXINGTON HERALD-LEADER SEPTEMBER 20, 1977

Rockefeller Foundation Annual Report 1977

egion are present in a significant

AMERICA'S CULTURAL HERITAGE AND THE QUEST FOR AMERICAN IDENTITY

Many of America's people and regions are inadequately represented in the national consciousness. With encouragement to be broader in their sympathies and outlook, scholars can enrich our understanding of our nation, draw upon overlooked cultural resources, and enhance the country's pride in its diversity as well as its unity.

GRANTS:

University of Kentucky Lexington, Kentucky

The University has established an Appalachian Center comprised of an interdisciplinary institute and an interdepartmental program of Appalachian studies, research, and analysis. \$125,000

2) The Appalachian Center will pursue its mission by means of four functions: research, coordination of instruction, extended

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.

He said the meeting was an examnle of the kind of role he hopes the Center will play in the future.

"The thing is, most people don't realize that Carter's serious about reorganizing 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. -IFXINGTON HERALD-LEADER JULY 10, 1977

Justification: No lengthy argument seems necessary to justify Appalachia as a logical area for regional study at the University of Kentucky. Geographic proximity, a history of University involvement in service to Eastern Kentucky, and persistent regional probare the most obvious justifications. Expertise and interest in

present faculty evelopmental ving from Appaaff, and students; ctivity could be

ators at the Appalachian ike a major conn Kentucky and program. The y was neither student represence of a

APPALACHIAN STUDIES UNIVERSITY OF KENTUCKY



SELECTED TITLES

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

appalachian studies

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OF KENTUCKY UNIVERSITY

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UNIVERSITY OF KENTUCKY APPALACHIAN STUDIES PROGRAM 1977-2011

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 SUSAN ABBOTT-JAMIESON, Anthropology
 • R. GERALD ALVEY, English; Founding member U.K. Appalachian Studies

 • NNA M. RATE

NABBOTT-JAMIESON, Anthropology • R. GERALD ALVEY, English; Found of NNA M. BADAGLIACCO, Sociology • LISA BARCLAY, Family Studies • SHANNON BELL, Sociology • Reatherford Appart = WNA M. BADAGLIACCO, Sociology • K.G. Weatherford Award, The Road to Poverty (w/ Kathleen Blee)/Director, U.K. Appalachian Studies 1998–99 • KATE BLACK, KATHLEEN BLDE Cherford Award, The Road to Poverty (w/ Kathleen Blee)/Director, U.K. Apparature KATHLEEN BLEE, Sociology • JAMES S. BROWN, Sociology; Founding member U.K. Appalachian Studies • AL CROSS, Rundar HLEEN BLEE, Sociology • JAMES S. BROWN, Sociology • ALAN DE YOUNG, Education; National Rural Ed Winers, Millham J National Journalism • GORDON F. DEJONG, Sociology • ALAN DE YOUNG and Since 1940 / Director, U.K. ROSS, Rural Journalism • GORDON F. DEJONG, Sociology • ALAN DE TO Miners, Millhands and Mountaineers/Weatherford Award, Uneven Ground: Appalachia Since 1940/Director, U.K. THOMAS R. FOR THOMAS R. FORD, Sociology; Member President's National Advisory Commission on Rural Poverty 1966–67 • RON HUSTEDDE ¹¹OMAS R. FORD, Sociology; Member President's National Advisory Commission • JANE JENSEN, Educational RON HUSTEDDE, Community and Leadership Development • DONALD IVEY, Music • JANE JENSEN, Educational EVELYN KNICCC HUSTEDDE, Community and Leadership Development • DONALD I VIE EVELYN KNIGHT, Health Behavior; Director, U.K. Appalachian Center 2005-2011 • CLYDE B. MCCOY, Sociology • Leadership Award • MARION PEARSALL, Behavioral Science • Community and Leadersmy C. Center 2005–2011 Community and Leadersmy C. Center 2005–2011 Ceadership Award/ASA Helen M. Lewis Community Service Award • MARION PEARSALL, Behavioral Science • WALTER PRECOUNTRY OF THE COMMUNITY Service Award • Lewis Commun Ward/ASA Helen M. Lewis Community Service Award • MARIAN WALTER PRECOURT, Anthropology • KARL B. RAITZ, Geography • ERIK REECE, English; Lillie Chaffin Award HERBERT G. REIN HERBERT G. REID, Political Science; Founding Member U.K. Appalachian 2007-08/Director, Appalachian Studies HAUNNA SCOTT BERT G. REID, Political Science; Founding Member U.K. Appalachian Studies SHAUNNA SCOTT, Sociology; President, Appalachian Studies Association 2007-08/Director, Appalachian Studies Center and Appalent Center and Appalachian Studies 1979–1984 • WILLIS SUITON, Sociology • BETSY TAYLOR, Geography/Social Theory RANK X WALLER PRANK X WALKER, English & Africana Studies; Founding Member, Affrilachian Poets • DAVID WALLS, Sociology;

and Inequality • SOCIOLOGY 772: Sociology of Appalachia • W

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AUTHORS

John Fox, Jr. Papers

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James Still Papers, 1915-1985

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Cora Wilson Stewart Papers, 1900-1940 Anne and Harry Caudill Collection, 1854-1996 Frontier Nursing Service Records, 1789-2006 Linda Neville Papers, 1783-1974

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James S. Brown, 1917-2005

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AN Collection

FOUNDED IN 1977 as part of an NEH grant to establish the Appalachian Studies Curriculum, the Appalachian Collection provides support for classroom study in Appalachian Studies and Appalachian research. The collection includes 10,000+ books and exceeds 30,000 linear feet of manuscripts, archives, and audio visual images and recordings.

TIMBER AND LUMBER INDUSTRIES Burt and Brabb Lumber Co. Records, 1890-1939 Harkins Family Papers, 1860-1954

ENVIRONMENT

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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. Appalachia's problems are not those of Appalachia alone.

> - Ron Eller U.K. Department of History

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 and training for a professional career. At U.K. I found encouragement to develop my interest in fiction writing and published several short stories in the campus literary magazine. They were all about my family in Appalachia. By the time I joined the English faculty in 1979, Appalachian Studies had become a dynamic new force on campus and in the mountain region. Appalachian Studies offered me a structure in which to work with young students from the mountains following an educational path similar to my own.

> — Gurney Norman U.K. Department of English Kentucky Poet Laureate, 2009-2010

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 Raitz 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. The program provides students a strong, critical place-based education. It changes the way students think about themselves and the world.

> — Shaunna Scott U.K. Department of Sociology

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 Lexington, 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.

> - Chris Green Marshall University, Department of English

KENTUCKY in the Fall of 1975, 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.

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

WHEN I CAME TO U.K. FROM EASTERN

— Joe F. Childers, Attorney Lexington, Kentucky

I HAVE BEEN WITH APPALACHIAN STUDIES FROM THE MOMENT I ARRIVED at U.K. in 1986. I was interested in Appalachia as a

senior in college when I was studying the South and found the mountains to often be ignored in history and sociology texts. I wondered why. I looked for a program in Appalachian Studies and found one at Alice Lloyd College in eastern Kentucky. I talked my college into letting me go there for a year. I remember staying up all night to read Harriette Arnow's novel The Dollmaker only a few days after I arrived in Knott County. After that, I never stopped reading about the region. Teaching about Appalachia can help students learn important things not just about Appalachia but about other places, other peoples, and other subjects. If you study Appalachia, you learn about power, exploitation and agency. You learn about economic development and its political repercussions. You learn about how great literature can rise up from people's everyday lives. You can see how stereotypes function over time. The history of Appalachia gives us insight into contemporary issues—poverty, the environment, sustainability, concentration and distribution of wealth, our culture's long romance with mobility, and the need to reinvigorate our agricultural practices to fit local scales. We can't do anything more important than help students from Appalachia understand the places they are from. And in this understanding

they will make alliance with people from all over the world. - Kate Black

Curator, U.K. Appalachian Collection

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 UK 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

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 Appalachia. 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 Valle Giulia, Storie Orali. My next book focuses entirely on my oral history work in Harlan County. I report regularly on Appalachia in Italian newspapers like Il Manifesto and L'Unità. In a comparative perspective, the internal colonialism model as a way of understanding Appalachia is relevant in Italy as well. Appalachia leads to a new and deeper understanding of America.

—Alessandro Portelli University of Rome, Professor of American Literature

NE THING I VIVIDLY RECALL about growing up in Indian Creek, Kentucky, with my grandparents is the square-offs between my city cousins and me, the country cousin, during June family reunions. They laughed at the way I spoke and called me country. Country? I had never thought of myself as anything else. I lived on a farm, nestled in a holler in Casey County. We had a house with no plumbing that sat on 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 planted 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 a good deal of my summer preparing for college. Part of that preparation was standing in front of the mirror attached to my granny'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. had practiced all summer long on my new voice. Now seventeen I was extremely careful to tiptoe 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. Say 'night." Almost always the conversation would end with me saying a few words and one of the other people saying, "See, I told you she was country."

The teasing was for the most part short-lived, but I kept it close. Most people got over the fact that I was a black woman from a mostly white rural area with an accent that carried a map from the boonies. I was never a social outcast, though. I had quite a few friends and did a decent job of keeping my grades up. I became a little sister to Omega Psi Phi, a black fraternity, went to parties, had a boyfriend, and did all the things that young women in college do. My place of origin became less and less important, and looking back, I think that I was probably the only one who really agonized over it—constantly trying to disprove that I was a black version of Ellie Mae Clampett or Daisy Duke.

I majored in journalism and took speech classes. I made every effort to remove all that was country. Soon my i's were curved in all the right places and I blended into homogeneity.

After college nobody ever questioned my accent. I didn't have one. The people I came in contact with seemed surprised that I was from Kentucky, period, and certainly not rural Kentucky. I, a black professional woman with a trained, homogenized tongue not staking claim to any particular region, at the brink of my self-proclaimed sophistication, had finally done it-erased it all.

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 level.

-Mary Anglin U.K. Dept of Anthropology

Words sprinkled off my tongue like water—somewhat refined, smooth. Only when I returned to Indian Creek did I allow my jaw to loosen, my tongue to rest in its normal state. Only then did I dare let my toes dance in the grass or allow myself to be seen breaking Blue Lake beans on my lap. On my trips back to Casey County I would wallow in the things I had always done-wade in creek waters, shoot the breeze with the farmers at the corner store, shuck corn in a big white tub in the backyard. My vacations were spent gathering hickory nuts or picking blackberries.

It was there at my homeplace, as I approached thirty, that I truly returned. Over the past few years, much had changed. I had begun to write poetry and short fiction again. I found myself keeping company more and more with Frank X Walker, Daundra Scisney-Givens, Nikky Finney, Kelli Ellis, and others, who were all a part of the Affrilachian Poets. We shut ourselves away on a weekly basis in the back room of a local coffee house, sharing "poetry moments." Most of us were Affrilachian or at least country, and we gathered to embrace everything that made us who we were. With them I felt free to allow my tongue and pen to slip back home.

Stories of home poured out of me like a spring, recapturing my life growing up on the farm and all the richness of the language and people there. Story after story worked its way free, while I tried to continue the guise of my pretend self when away from my new friends.

It was returning home more often that brought it all into focus. I would walk across the bottoms of the farm surrounded by the vastness of green land and blue sky as far as I could see. This land had been in our family since the time of slavery. The health of my grandparents was faltering. It became important to me to sit for hours and hours and listen to them telling our history in their beautiful country voices. The true grandness of my heritage became more and more clear. I would visit friends and cousins and talk nonstop using as many "reckons" and drawing out my i's as long as I pleased. Over the course of time, I realized that being country was as much a part of me as being black or being a woman. Creeks, one-room churches, outhouses, gravel roads, old men whittling at Hill's Grocery down in Needmore, daisies, Big Boy tomatoes, and buttercups. It was all mine. It is the makeup of my spirit. Country is as much a part of me as my full lips, my wide hips, my dreadlocks, my high cheekbones.

The way the words roll off my tongue is the voice of my people—the country Affrilachian folks. The voice of my grandparents' parents and all those who came before. Of Daddy Joe and Ma Lillie, Pa Jim and Aunt Francis. A country twang-a melodic use of language that is distinctively woodburning stove, come in and sit a spell, patchwork quilt, summer swimming hole, sweet iced tea, you are always welcome here. . . warm.

> -Crystal E. Wilkinson Author of Water Street and Blackberries, Blackberries

"On Being 'Country': One Affrilachian Woman's Return Home," reprinted with permission from Confronting Appalachian Stereotypes: Back Talk from an American Region, Dwight Billings, Katherine Ledford and Gurney Norman, eds., Univ Press of Kentucky, 1999.

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