

MAYLAND COMMUNITY COLLEGE
Welcomes You To
HUM 123.95
APPALACHIAN CULTURE

3 credit hours, 3 contact hours
Summer 2007

Course Description: An interdisciplinary study of the unique features of Appalachian culture. Topics include historical, political, sociological, psychological, and artistic features which distinguish this region. Upon completion, students should be able to demonstrate a broad-based awareness and appreciation of Appalachian culture.

Prerequisite: RED 090

Corequisite: None

Instructor: Elizabeth Hardy Office Location: Room 244 (Gwaltney Hall), office hours Tuesday and Wednesday 8:30-12, Thursday 1-2 and by appointment

Telephone: 828-765-7351 ext 271 (or 800-462-9526) E-mail Address: ehardy@mayland.edu

Course Information: This class meets online.

Required Texts: Higgs, Robert J. et al. Appalachia Inside Out; Volume 1: Culture and Custom and Volume 2: Conflict and Change. A variety of readings posted to the class. A book selected by the individual student.

Course Objectives: The student will

1. trace the exploration and initial settlement of the Southern Appalachians, tracing migration routes used, particularly into Western North Carolina
2. describe the lifestyle of Southern Appalachian pioneers
3. examine effects of the Civil War on people and institutions in the Southern Appalachians, especially the Toe River Valley
4. investigate modern political and economic developments in Southern Appalachia
5. explore the culture of the Southern Appalachians, including music and dance, folktales, and handicrafts
6. understand and cultivate an appreciation for the cultural experiences of the Appalachian South in comparison and contrast to the rest of the South and the nation at large
7. become familiar with the basic elements of oral and written traditions of the Mountain South
8. use a variety of fiction and non-fiction writings for discussion and comparison

Participation: Taking part in class is mandatory. In an online class, each student is responsible for his or her own progress in the class. There are required posts each week. You must post a response to each of that week's message boards by the first deadline. Some weeks there may be only one board. Other weeks there may be as many as three. By the second deadline you must post responses to at least two other students' posts. Class participation allows students to interact with the material and takes the place of class discussion in a seated course. We will strive to be a LEARNING COMMUNITY in this class, and your participation is vital. Please support your classmates as they learn

Course Requirements: *Below are other requirements for successful completion of HUM 123.*

Discussion Boards: Participation in the discussion boards is essential. Late responses will not be counted. Make sure you read back through each week's posts after the deadline to catch any additions made by the instructor.

Examinations: There will be two exams, material for which is taken from the textbooks and class lectures. Each will include objective items such as multiple choice and matching and subjective items such as short answer and essay questions. Each exam is worth 150 points. Tests will be taken in the LRC and must be taken by the deadline. If you need to take your test somewhere other than the LRC, please contact your instructor so arrangements can be made.

Writing assignments: All written assignments must be typed, at least 500 words in length, and must adhere to standard rules of English usage and grammar.

Site Visit: You may visit a museum, permanent Living History exhibit, or other site that is dedicated to preserving regional history. Your response should have an introduction, including a clear thesis outlining the specific displays or features of the site upon which your response will focus; two to three paragraphs about each display or interesting feature of the site upon which you choose to write, describing and analyzing them; and a conclusion. You should analyze the items you include, relating them to what we have covered in class. You should connect the response to at least TWO readings from *Appalachia Inside Out*. If you are unable to visit any site, please contact the instructor for an alternate assignment.

Book Review: You will choose one of the books from the attached list. After reading the book, you will write your response. In the first paragraph, identify the book and provide publication information and background on the author. The second paragraph should include a summary of the book's material, including important persons and themes. Spend at least three paragraphs analyzing the book as it relates to the issues we have discussed and studied. You will need to connect the book's material to at least one of the readings from *Appalachia Inside Out*. Do you agree or disagree with the author's perspective? You may use quotes to support your points. Finally, either recommend or do not recommend this book. Explain your preference or necessary qualifications. Plan to have your book read far enough in advance to complete the assignment.

Event response: You will choose a local cultural event to attend. This event may be a concert, a symposium or program, a performance, a festival that includes demonstrations and displays, or another event that showcases some aspect of the culture and history of the Mountain South. Some examples include Heritage Festivals, fiddlers' conventions or other musical gatherings, storytelling festivals, and Living History programs. Watch local papers for announcements. Some upcoming events will be announced, but students are responsible for selecting events to attend. If an event is questionable, the student should contact the instructor ahead of time to determine its suitability. Plan ahead for the event you wish to attend so that you do not run out of opportunities. After you attend the event, you will write an essay that identifies and describes the event, analyzes its features, and includes your interpretation of how the material in the event relates to what we have studied in this course. You will need to connect your analysis to at least TWO readings from *Appalachia Inside Out*. If you are unable to attend any event, please contact the instructor for an alternate assignment.

Course Project: Each student will be asked to prepare a class project consisting of two components: 1) a documented research paper on some element of Appalachian Culture and 2) an oral presentation of the project's findings. The presentations will be taped and available in the LRC. If you wish to come to campus and have your presentation taped, please let your instructor know, and she will be happy to make those arrangements. You may also tape the presentation yourself and turn in the video.

Mission Statement and Competencies for the General Education Core at MCC

Mayland Community College's General Education core courses will provide the essential body of knowledge and skills that enable all degree-level students to perform competently as employees and as contributing members of society.

Graduates of all degree programs at Mayland Community College will have completed the general education core. That core encompasses the essential knowledge and skills that enable all degree-level students to perform competently as employees and as contributing members of society. Upon completion of the general education core, students will be able to demonstrate the following:

1. Effective communication in speaking and listening situations needed for college, personal, and work successes
2. Effective communication in writing and reading situations needed for college, personal, and work successes
3. Logical, critical, and creative thinking to evaluate evidence and reach a conclusion
4. Application of basic computer use skills
5. Application of fundamental math skills

6. Basic awareness of the diversity of various world groups from both historical and contemporary contexts

COURSE EVALUATION: Students' final grades will be determined based upon the following scale.

Class participation

(discussion board posts):	15%
Tests:	10% each
Site visit:	15%
Book Review:	15%
Event Response:	15%
Project:	15%
Presentation:	5%

Academic Integrity: The policy adopted by the MCC Board of Trustees and contained in the Student Code of Conduct reads: "Students are expected to perform honest academic work and follow established College policies and procedures." By enrolling at MCC, you agreed to abide by this code, and you are held to this high standard in HUM 123. Evidence of plagiarism or cheating will result in a failing grade for the assignment and/or the entire course.

Course Withdrawal: Should you be unable to complete this course for any reason, you need to be familiar with MCC's withdrawal policy, which is detailed in the MCC catalog and handbook. The dates for Summer Semester 2006 are:

1. Unconditional Withdrawal through June 21
2. Conditional Withdrawal through July 16
3. Emergency Withdrawal only through the last day of class

Administrative Withdrawal: If a student has not been in contact with the instructors and has not participated in the class for a consecutive two-week period, an administrative withdrawal will be submitted by the instructor.

Any student requesting special accommodations for this course due to a disability should apply for services through the SOAR Office or the Counseling Center, which will document the disability. A counselor will then determine which accommodations, if any, the student needs for success in this course.

Course Schedule: Below is the general outline for the term. Make sure you complete the reading assignments and read the lecture notes for each subject area before posting to the discussion board. Although the lists of readings may seem daunting, many of the selections are quite short, and few are difficult to read. However, you should not get behind on the reading, as it will be difficult to catch up.

Week One

June 4-11

Icebreaker

Geology and Geography

Plants and Animals

The Cherokee

- 1) Helen Hollingsworth, "The Land of Appalachia: From Encounter to Perception" (pp 31-37)
- 2) John Muir, "Crossing the Cumberland Mountains" (pp 186-188)
- 3) Robert Morgan "The Hollow" (p 38), "Passenger Pigeons" (p 184)
- 4) Fred Chappell "A Prayer for the Mountains" (p 347)
- 5) Effie Waller Smith "My Native Mountains" (pp 230-231)
- 6) "Theda Perdue, "Red and Black in the Southern Appalachians" (pp 219-224)
- 7) John Ehle, "The Rise and Fall of the Cherokee Nation" (pp 227-229)

Icebreaker Assignment due by June 7

Discussion Board responses due June 8 and 11

Week Two

June 11-16

European Exploration

Migration/Pioneer Lives

Storytelling

- 1) H. Tyler Blethen, "The Scotch-Irish Heritage of Southern Appalachia" (pp 2-7)
- 2) Thomas G. Burton and Ambrose Manning "Superstitions and Riddles" (pp 471-480)
- 3) Jo Carson "Lightning" (pp 382-383)
- 4) Elizabeth Hunter "Ray Hicks: A Teller of Tales" (pp 485-488)
- 5) Ray Hicks "Whickity-Whack, Death in a Sack" (pp 488-492)
- 6) James Robert Reece "Ray Hicks and the Rhetorical Tradition of Southern Appalachia" (pp 492-505)
- 7) Jacob Carpenter, "Deaths on Three-Mile Creek: 1841-1915" (pp 30-31)
- 8) Michael A. Lofaro, "Tracking Daniel Boone: The Changing Frontier in American Life" (pp 42-48)
- 9) Lofaro, "From David to Davy: The Growth of the Legendary Crockett" (pp 52-57)
- 10) Verna Mae Sloane "Buggers and Spirits Pick their Noses on Weekends" (pp 445-450)
9. Loyal Jones "Appalachian Humor" (pp 613-619)
10. Watch video in library of "The Cruel Sister" and "Papaw's best Prank"—Your instructor telling a traditional story based on ballads and a humorous family story

Discussion Responses due June 14 and 16

Week Three

June 16-25

Ballads

The American Revolution

- 1) "The Ballad of Frankie Silver" (pp 294-296)
- 2) "Darlin Cory" (pp 461-462)
- 3) Ballad Handout
- 4) Alexander Withers, "Border Warfare and Captivity" (pp 77-81)
- 5) Theodore Roosevelt, "King's Mountain" (pp 81-83)
- 6) Henry D. Shapiro "The Making of Mountain Folk" (pp 454-461)

Discussion Responses due June 23 and 25

Site visit Response due no later than June 23

Week Four

June 25- July 9

The Civil War

- 1) Martha Crowe, "Sunny Side and the Kentucky Soldier" (pp 86-94)
- 2) "You Must Do the Best You Can While I am Gone" Handout

Discussion responses due June 29 and July 9

Take test 1 by July 11

Week Five

July 9-16

Reconstruction/Feuding

Moonshining/Prohibition/ Media Stereotyping

Education/crafts

- 1) Garry Barker, "My Grandfather Belonged to the Ku Klux Klan"
- 2) Otis K. Rice, "New Year's Day 1888" (pp 268-275)
- Roy Helton, "Old Christmas Morning: A Kentucky Mountain Ballad" (pp 276-277)
- 1) Charlotte Ross
- 3) "Industrialization and the Attrition of Mountain Characteristics: A Study" (pp 203-213)
- 4) Pinckney Benedict "The Sutton Pie Safe" (pp 278-284)
- 5) Jim Wayne Miller "The Brier Losing Touch with his Traditions" (pp 330-331)
- 6) R. Chelsea Sharp "Teaching Correctness in Appalachia" (pp 520-528)

- 7) Wilma Dykeman "Seeking Knowledge" (pp 643-644)
- 8) Harry Brown "Appalachian Education" (pp 645-646)
- 9) Nancy Carol Joyner, "Appalachian Women's Writings and Identity Theories" (pp 713-719)

Discussion Responses due July 12 and 16

Topic for presentation posted by July 16

Event Response due no later than July 15

Week Six

July 16-23

Religion

Railroads

- 1) "Religion and Worship" – Introduction to Vol. 2 Chap. 2 (p. 398)
- 2) Walter Brownlow Posey, "Into the Valley" (pp 399-405)
- 3) Loyal Jones, "Old-Time Baptists and Mainline Christianity" (pp 411-414) 1)
- 4) Howard Dorgan, "Footwashing" (pp 407-409)
- 5) Thomas G. Burton, "Serpent-Handling Believers" (pp 416-421)
- 6) Bennie Lee Sinclair "Decoration Day" (p 377)
- 7) Paul Curry Steele "In Appalachia" (p 399)
- 8) Byron Herbert Reece "Mountain Fiddler" (pp 438-439)
- 9) Ambrose Manning "Railroad Lore: The Songs of the Grundy Dancers" (pp 167-170)

Discussion responses due July 19 and 23

Book review due no later than July 22

Week Seven

July 23-30

Industrialism

Life in Company towns

- 1) "Labor, Wealth, and Commonwealth," – Intro to Chapter 4 (p. 123)
- 2) Margaret Ripley Wolfe "Aliens in Southern Appalachia"(249-263)
- 3) Grundy Norman "Where Daniel Boone Stood" (pp 315-318)
5. Ronald D. Eller, "The Miner's Work" (pp 127-133)
6. Mary "Mother" Jones "How the Women Mopped up Coaldale" (pp 65-68)
- 6) Dan West "Kentucky Miners" (pp 125-126), "Harlan Portraits" (pp 126-127)
- 7) James Still "Mountain Coal Town," "Night in the Coal Camps" (pp 133-135)
- 8) Mike Yarrow "Laid off Miner" (pp 145, 147-149), "Woman Miner" (pp 149-152)
- 9) Oral interview with Janie Carter Handout

Discussion Responses due July 28 and 30

Week eight

July 30-August 3

Music

Modernism and traditionalism

- 1) Bill C. Malone "Appalachian Music and American Popular Culture" (pp 462-469)
- 2) John B. Stephenson, "Shiloh" (pp 331-340)
- 3) Jim Wayne Miller, "Nostalgia for the Future" (pp 734-738)
- 4) George Ella Lyon "Progress" (pp 194-195)
- 5) Audrey J. Horning "Shenandoah's Secret History" handout
- 6) James Still "Heritage" (p 741)

Discussion Responses due July 31 and August 2

Project/Presentation due no later than July 31

Take Test 2 by 12 noon August 3

Choices for Individual Book

The Dollmaker—Arnow
The Linville Gorge Reader--Blake
Grandfather Tales AND The Jack Tales—Chase
Storm in the Mountains: Thomas' Confederate Legion of Cherokee Indians and Mountaineers—Crow
Listening for the Crack of Dawn—Davis
Jack Always Seeks his Fortune—Davis
The French Broad--Dykeman
The Tall Woman--Dykeman
Cabins in the Laurel-Earley
The Land Breakers--Ehle
Trail of Tears—Ehle
Winter People—Ehle
Daniel Boone--- Faragher
Cold Mountain—Frazier
Storming Heaven-Giardina
The Unquiet Earth—Giardina
A Short History of Old Watauga County--Hardy
The Coalwood Way--Hickam Rocket Boys—Hickam
Clay's Quilt—House
A Parchment of Leaves--House
The Heart of Confederate Appalachia--Inscoc and McKinney
The Last Chivaree or Ray Hicks Appalachian Storyteller--Isbell
The Keepers—Isbell
W.R. Trivett, Appalachian Pictureman—Lentz
King's Mountain--Messick
She Walks These Hills-McCrumb
The Rosewood Casket—McCrumb
The Ballad of Frankie Silver--McCrumb
The Songcatcher—McCrumb
Ghost Riders--McCrumb
Contested Borderland-McKnight
The Spirit Of The Mountains—Miles
Gap Creek--Morgan
Blue Ridge Folklife-Olson
Mines, Miners, and Minerals in Western North Carolina--Presnell
Hiwassee—Price
Freedom's Altar—Price
Icy Sparks—Rubio
Until he is Dead: Capital Punishment in Western North Carolina History—Rusher and Vanlandingham
Mount Mitchell and the Black Mountains: An Environmental History of the Highest Peaks in Eastern America--Silver
Cabins in the Laurel--Sheppard
What My Heart Wants to Tell—Slone
Fair and Tender Ladies--Smith
On Agate Hill—Smith
Grandfather Mountain: A Profile—Tager
Big Stone Gap--Trigiani
Bushwackers—Trotter
Feud: Hatfields, McCoys, and Social Change in Appalachia: 1860-1900-Waller
The Ballad of Tom Dula—West
Mountains of the Heart—Weidensaul
Other selections: Approved additional titles by one of the above authors or approved biographies of John Sevier, Nancy Ward, or other prominent figures in the Appalachian South. Other titles, particularly those by local authors, may also be approved by the instructor.