**The Indiana Academy**

**SOC 5141**

**Appalachian Regional History (Spring 2024)**

Instructor: Dr. Mark Myers Office Location: B009D Elliot

Phone: 765-285-7409 Email: msmyers@bsu.edu

Office Hours: MF 1-4, TR 9-11, and by appointment

*Course Description:*

This course is a survey of the history of Appalachia, with particular focus on Southern and Central Appalachia. The course focuses on Appalachia’s three phases of development: traditional society in the 19th century, the industrialization of the region in the early 20th century, and the problems facing contemporary Appalachia, with a specific focus on migration from the region to Indiana and the Midwest after World War II.

*Required Texts:*

Barksdale, *The Lost State of Franklin: America’s First Secession* (B)

Egolf, Fones-Wolf, and Martin, *Culture, Class, and Politics in Modern Appalachia: Essays in*

*Honor of Ronald L. Lewis* (E)

Fones-Wolf, *Glass Towns: Industry, Labor, and Political Economy in Appalachia, 1890-1930s*

(F)

Keeney, *The Road to Blair Mountain: Saving a Mine Wars Battlefield from King Coal* (K)

Inscoe, *Appalachians and Race: The Mountain South From Slavery to Segregation* (I)

Pudup, Billings, and Waller, *Appalachia in the Making: The Mountain South in the Nineteenth*

*Century* (P)

Williams, *Appalachia: A History* (W)

*Goals for and Obligations of Students:*

1. The first goal of the class is for students an interpretive awareness of some of the major themes in Appalachian Regional History. All students are obligated to complete all assigned readings before class. This is imperative because this is a seminar course. Class meetings will only succeed in you put in the time to read the assignments.
2. The second goal of the class is for students to become comfortable participating in class. Students are obligated to participate in all class sessions.
3. The third goal of the class is for students to gain research and writing experience. Therefore, students are obligated to complete a historiographical paper.
4. Each of the first three goals is designed to meet the overall, and most important, goal of the course, improving students’ critical thinking skills.

*Course Requirements:*

1. Seminars: Most of our class sessions will consist of seminar discussions. These seminars may either be open conversations or led by a student discussion leader. I hope to convey to you the importance of collegial discussion. I consider a seminar to be a “team activity,” therefore there will be a class “baseline grade” for the seminar. However, if you do not participate or it is clear that you did not read the assignment, your score will be adjusted accordingly. Excused absences will not harm your seminar grade. Seminar scores will be updated regularly. Altogether, the seminars will be worth 40 points.
2. Book Reviews: Each student will write a review of the books by Barksdale and Fones-Wolf. I will post a guideline on how to write a scholarly book review on Canvas. The review should be 4-5 pages in length. The reviews are worth 40 points each, for a total of 80 points.
3. Final Project: For your final assignment, you will choose a topic related to Appalachian history and provide an analysis of a question of your choice using themes and topics from class as well as outside readings. Your topic of choice should be something that is genuinely interesting to you. The final product of your research is up to you.

*Grade Distribution:*

Seminars: 20% (40 points)

Book Reviews: 40% (80 points)

Final Project: 40% (80 points)

Percentage of total points earned:

A: 90-100%

B: 80-89%

C: 70-79%

D: Below 70%

(Note: plus/minus may be used at my discretion)

*Late Policy:*

All major written assignments are due by 11:59 p.m. on the due date. Reading Journals are due by class time on the due date. Late assignments will be accepted with a penalty of 5% for every two days late. Extensions will only be granted in extraordinary circumstances. Extensions will not be provided because a student is busy.

*Attendance and Tardies:*

Attendance is required, per Academy policy. Unexcused absences will result in a grade deduction in participation. Late arrivals may be counted tardy, with late arrivals of more than ten minutes subject to being counted absent for the day.

*Academic Dishonesty:*

Academic dishonesty will not be tolerated and will be subject to the Academy’s policies on academic dishonesty. For a full discussion of this process and possible sanctions, please refer to the student handbook.

*Artificial Intelligence:*

The Humanities Division recognizes that artificial intelligence (AI) provides some exciting new tools for academic work. However, AI also poses significant dangers for academic integrity. Passing off as your own any research, words, or ideas which you did not create is plagiarism. That is always the case whether the source is print, internet content, or generated by AI. It is vital to read the policies your individual humanities instructors have regarding AI and ask them any questions you may have about the use of AI in their course.

*Behavior and Computer/Electronic Device Policy:*

This class is expected to be a positive learning experience based on open communication and respect. You are expected to be collegial and to respect the rights of the other seminar participants. On that note, I expect you to be engaged with the class conversation, with no behavior that distracts other students. Doing so will lead to a significant reduction of your seminar grade, as well as a potential unexcused absence. Continued disruptive activity can lead to removal from class (which would be an unexcused absence) and the sending of an APR.

*Canvas:*

Reading assignments and handouts will be posted on the class Canvas site. It is imperative that you check this regularly. You will also submit all written work via Canvas.

*Diversity Statement:*

Ball State University aspires to be a university that attracts and retains a diverse faculty, staff, and student body. We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse as expressed in our Beneficence Pledge and through university resources found at <http://cms.bsu.edu/campuslife/multiculturalcenter>.

*Content Statement:*

As with many history classes, the lectures, readings, and discussions [in this course] will include a range of topics that may be triggering, emotionally distressing, and difficult for some students. Engaging with topics such as slavery and human suffering is essential to this discipline. History seeks to understand the experiences and thought processes of former generations, whether for good or ill. Sometimes the language and word choices used by people in the past may be insensitive or politically incorrect today. Nevertheless, the goal of history is to understand the past within its own context and time. If a reading, image shown in class, or discussion is truly troubling to anyone, please do not hesitate to talk to your instructor. In some circumstances, an alternative reading can be assigned.

*Disclaimer:*

I reserve the right to make changes to the course calendar at my discretion. I will give notice to the class as soon as possible after making any change.

*Short Course Calendar:*

January 4: Introduction/ What is Appalachia?

January 9: *Hillbilly*

January 11: Cherokee Persistence: (W) 61-81; (P) 25-49

January 16: *The Lost State of Franklin* I: (B) Intro, Chapters 1-2

January 18: *The Lost State of Franklin II*: (B) Chapters 3-4

January 23: *The Lost State of Franklin* III, (B) Chapter 5-6

January 25: *The Lost State of Franklin* IV, (B) Chapter 7-Epilogues

January 30: Race and Racism in 19th Century Appalachia: (W) 134-156, (P) 103-131

February 1: **Barksdale Book Review Due Today**

February 6: Frontier Communities: (P) 132-162

February 8: Antebellum Industry: (W) 118-134; (I) 50-73

February 13: Slave Trading and Black Slave Owners: (I) 116-153

February 15: African Americans in the Georgia Gold Rush, Expansion of Slavery: (I) 40-49, 101-115

February 20: African American Convict Labor: (I) 259-283

February 22: Railroads and the Transformation of Agriculture: (W) 225-242, (P) 297-320

February 27: 19th Century Feuding: (P) 347-376

February 29: Early Coal Mining: (W) 242-259; (E) 56-87

March 4-8 Spring Break: No Class

March 12: Black Community in the Coalfields: (W) 259-273, (I) 284-301

March 14: The Coal Wars: (W) 273-289; (E) 166-203

March 19: Coalfield Culture: (W) 259-273; (E) 31-55

March 21: *Glass Towns* I: (F) Intro, Chapter 1-2

March 26: *Glass Towns II*: (F) Chapters 3-4

March 28: *Glass Towns III:* (F) Chapters 5-7

April 2: *The Mine Wars I*

April 4: *The Mine Wars II* **Fones-Wolf Book Review Due Today**

April 9: The New Deal: (W) 309-326, (E) 283-304

April 11: Black Equality: (W) 326-348, (E) 118-137

April 16: Health Care Union: (E) 224-252

April 18: Mountaintop Removal: (W) 348-366, (E) 305-328

April 23: *The Road to Blair Mountain* I: (K) Preface, Chapter 1-2

April 25: *The Road to Blair Mountain II:* (K) Chapter 3

April 30: *The Road to Blair Mountain* III: (K) Chapter 4-5

May 2: *The Road to Blair Mountain IV*: (K) Chapter 6, Epilogue

May10: **Final Project Due**