

The Indiana Academy
SOC 5141
Appalachian Regional History (Spring 2022)

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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)
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 Review/Project Proposal: Each student will write a review of the book by Kevin Barksdale. I will post a guideline on how to write a scholarly book review on Canvas. The review should be 5 pages in length. Later in the semester, you will submit a 5 page proposal of your final project, including a preliminary bibliography. The papers 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)

Mask Policy:

The Indiana Academy will follow [Ball State University's mask policy](#) (see Section IV). Based on current CDC guidance recommending the wearing of face masks for all people—regardless of vaccination status—in public indoor settings in communities where the rate of coronavirus transmission is high or substantial, all employees, students, and campus visitors are required to wear a mask while inside any University building. This requirement is effective on August 9, 2021. Fully vaccinated people are not required to wear masks outdoors.

Individuals who are not fully vaccinated for COVID-19 are required to wear face masks while inside campus buildings and outside when physical distancing cannot be maintained.

If a student declines to wear a face mask as required, the student will be referred to the Director of Academic Affairs or the Director of Residential Affairs. If the situation occurs in a classroom or other academic setting, it is considered a classroom management issue, and the teacher will remind the student of the requirement and give the student a chance to comply with it prior to referring the matter to the Director of Academic Affairs or the Director of Residential Affairs. Wearing masks is crucial to preventing the spread of COVID-19 to others.

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 10%. Extensions will only be granted in extraordinary circumstances.

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.

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 side conversations, sleeping, or playing on your cell phones or computers. Doing so will lead to a significant reduction of your seminar grade, as well as a potential unexcused absence. Furthermore, although you may use computers and electronic devices to access documents and your journal, using computers for non-academic purposes could lead to a banning of computers for all students. 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 6: Introduction/ What is Appalachia?
The Problem with Exceptionalism: (W) 1-18; (P) 1-24
- January 13: Exploration: (W) 19-61
Cherokee Persistence: (W) 61-81; (P) 25-49
- January 20: Speculation & Backcountry Culture: (W) 83-118; (P) 50-75
Frontier Communities: (P) 76-102, 132-162
- January 27: Antebellum Industry: (W) 118-134; (I) 50-73
Industrial Slavery: (W) 134-156; (I) 74-100
- February 3: African Americans in the Georgia Gold Rush, Expansion of Slavery: (I) 40-49,
101-115
- February 10: State of Franklin: (B) All
- February 17: Slave Trading and Black Slave Owners: (I) 116-153
Book Review on the Barksdale Book Due Today
- February 24: Civil War: (W) 157-197
Western North Carolina in the Antebellum Period & Civil War: (P) 163-209
- March 3: 19th Century Politics & Feuding: (P) 210-232; 347-376
Music & Culture: (W) 197-223; (I) 27-39
- March 17: The Rise of Railroads: (W) 225-242; (P) 297-320
Early Coal Mining: (W) 242-259; (E) 56-87
- March 24: Coalfield Culture: (W) 259-273; (E) 31-55
The Coal Wars: (W) 273-289; (E) 166-203
- March 31: *The Mine Wars*
- April 7: African Americans during the Industrial Period: (I) 259-301
The New Deal: (W) 309-326; (E) 283-304
- April 14: **Final Project Proposal Due Today**

April 21: The Struggle for Black Equality: (W) 326-348; (E) 283-304
Appalachia in the Latter Twentieth Century: (W) 348-366; (E) 224-252, 305-328

April 28: *The Road to Blair Mountain*: (K) All

May 5: Final Project Work

TBA **Final Project Due**