History 3970 003—History of Appalachia. Spring 2011.
Haley 2196, 1-1:50 MWF

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Office Hours: 2-3 M, 11-12 WF, and also by appointment.

Description and Goals: This course introduces upper level undergraduate students to the history and culture of the Appalachian region, develops reading and writing skills, and imparts a basic sense of the history profession. Upon completion of the course, the student should be able to discuss orally and verbally the basic ideas and events of the period.

Texts: Giardina, *The Unquiet Earth*
Still, *River of Earth*
Straw and Blethen, *High Mountains Rising*

Grading: Test 1 (Feb. 16): 20%
Test 2 (Mar. 30) 20%
Book Reviews (Due Mar. 21 and Apr. 27): 10% each, total of 20%
Average Reading Quiz Score (20%)
Final Exam (May 4, noon) 20%

*PLEASE NOTE*: all grading is on a ten-point scale.

*I do NOT* give “extra credit” assignments per request.
*I do NOT* discuss grades on the day I return a test, quiz, or assignment.
*I do NOT* give out or debate grades, including final grades, via e-mail or the telephone. That is a violation of federal law. If you don’t like your grade, come see me in person.
*I ONLY* “round up” final grades to the next round number. An 88.9 rounds up to 89, not 90.

Test Format: Tests consist of four of six identifications (40%), and one of two essays (60%). Identifications will come from the daily outlines provided in class and on WebCT. Essays will require knowledge of assigned readings as well as lectures. The final is not cumulative, but rather covers the last third of the course. I will provide a sample test on the WebCT page.

Reading Quizzes: I will give six brief, five minute, multiple-choice quizzes during the semester, with questions and answers taken from the assigned readings. The scheduled dates are January 26, February 11, February 23, March 9, April 8, and April 18. Additional “pop” quizzes will be given at the instructor’s discretion in the event of poor attendance or obvious lack of reading. I will drop the lowest grade at the end of the semester, and average the others.
Book Reviews: You will write two book reviews of about 750 words each, on the Still (due Mar. 21) and Giardina (due Apr. 27) novels. A scholarly book review is not a high school book report. The latter essentially summarizes a book. A review, in contrast, typically consists of five elements, (a) the book’s scholarly citation; (b) an introductory paragraph that briefly supplies context, sets the book within the larger field, or states a question to be answered; (c), the author’s thesis, coming at the end of the first paragraph or the beginning of the next; (d) a summary of the book’s contents in no more than two or three paragraphs; and (e) a paragraph evaluation of the book, noting its strengths and/or weaknesses as well as its usefulness, without getting emotional or unduly negative. Readers of reviews essentially want to know what the author says, how the author says it, and whether it’s worth reading. Since you don’t have many words to use, a review should be as succinct as possible. See the broader discussion “Writing Book Reviews” on your Blackboard page.

The reviews are due at the beginning of class; you will lose five points if they come in later that day, and an additional ten points for every weekday one is late. You will turn in the paper hard copy and submit the paper in an e-mail as an attachment. DO NOT INCLUDE ANY PERSONAL INFORMATION, INCLUDING YOUR NAME, WITH THE E-MAIL VERSION. If you do so, I must assume that I have your permission to submit the paper with your name attached to Turnitin.com. Before you come to class staple the hard copy in the upper left-hand corner—no fancy binders please. You must keep a printed copy for your files. Start early!

Makeup Policy: Make-up quizzes and tests will be allowed only with a University-approved excuse, and only within two weeks after your return to class. You will not receive the same test as that given to the rest of the class, but the format will be the same. Students cannot make-up a final exam, or take the final at a time other than the assigned day and hour, without written permission from your Dean’s office. It is your responsibility to obtain that form from your dean. No make-ups will occur before a scheduled test or exam.

Students With Disabilities: Students needing accommodations should arrange a meeting the first week of class. Come during office hours or email for an alternate time. Bring the Accommodation Memo and Instructor Verification Form to the meeting. Discuss items needed in this class. If you do not have an Accommodation Memo but need special accommodations, make an appointment with The Program for Students with Disabilities, 1244 Haley Center, 844-2096 (V/TT).

Attendance and Classroom Behavior: Students are expected to attend class every day, to be on time, to have read all assigned readings, and to participate in class discussions. Students who end the semester with two or fewer unexcused absences will receive two extra points on their final grade. Students exhibiting class behavior I deem inappropriate also will be counted “absent” that day. Please turn off your cell phones and other handheld technologies when you’re in class,
and keep them out of sight. The Auburn Classroom Behavior Policy is fully in effect; please review it on pp. 35-36 of the *Tiger Cub*.

**Withdrawal:** Student may drop the course without penalty up to mid-semester, but after that it will be permitted only in exceptional cases, and only with permission from the instructor and the dean’s office.

**Use of E-mail:** Feel free to e-mail me in regard to anything related to the course, history in general, or something in the nature of letters of recommendations. Please do not e-mail me in regard to your personal life unless it pertains directly to the course, as in the case of an absence. I will not respond to anything I deem inappropriate, and I retain the right to forward any e-mails to university authorities.

**Department of History Academic Honesty Policy:** The Department of History does not tolerate violations of the university's academic honesty policy and all instructors will report and pursue all such cases according to the procedures outlined in the *Tiger Cub*. Students are required to know what these policies and procedures are and to know what constitutes academic dishonesty. This includes, but is not limited to plagiarism, falsified citations, cheating on exams, unauthorized collaboration with other students, multiple submissions, and fraudulent medical excuses.

**Plagiarism** is using someone else's work without credit. It includes ideas, phrases, papers, reports, charts, diagrams, and computer and other data copied directly or paraphrased that are not your own. More specifically, plagiarism is:
- submitting a paper or other work that was wholly or partially written by someone else, regardless of the relationship;
- submitting a paper or other work that the student did not write but that was obtained from files or other sources on or off campus;
- submitting a paper or other work that was wholly or partially obtained from the Internet or the World Wide Web or from other sources that supply papers of this sort;
- submitting as their own work a paper or parts of a paper copied or paraphrased from other sources; and simply rearranging passages and making slight changes or additions in wording.

Note that intent is not an issue with plagiarism. Accidentally submitting written material as your own that comes from someone or somewhere else is not an excuse. Sources for written material, whether paraphrased or quoted, must be cited.

**Falsified citations** are those where the cited material cannot be found in the book, article, or other source. Claims that this was done accidentally do not constitute an excuse.
Cheating on an exam includes copying from others' exams, otherwise giving or receiving aid during an exam, obtaining copies of exams, using such copies in the exam, using electronic or other aids during an exam, taking an exam for another student, or any other means of deception.

Unauthorized collaboration includes working with or receiving assistance from others on graded or other assignments without the specific permission of the instructor. Study groups and collaborative work are generally encouraged, but the end results must reflect the work of the individual student. When in doubt about collaboration, ask the instructor.

Multiple submissions are when a student completes a paper or other assignment for a course and submits it to fulfill the requirements for another course.

Fraudulent medical excuses include but are not limited to forged signatures, times, diagnoses, and prescriptions.

Violating this policy will result in your automatically failing the course, AND I will charge you before the university Academic Honesty Committee!

A syllabus is a legal contract: Your remaining in the course indicates that you have read the syllabus and understand all course requirements.

Tentative Schedule:

**Part I: Pre-Industrial Appalachia**
- Jan. 10—Course Introduction
- Jan. 14—Film: “Strangers and Kin,” part 1
- Jan. 17---No Class, MLK Holiday
- Jan. 24—Film Discussion.
- Jan. 26—European Explorations (part 1). Batts and Fallam, Fontaine Readings, Blackboard. **Quiz 1.**
- Jan. 31—The Great War for the Mountains. Lewis, Smith Readings, Blackboard.
- Feb. 2—The American Revolution. Ferguson, Hammett, Royalist Account Readings, Blackboard.
- Feb. 4—Appalachia in the New Nation. Listen to selections from “Voices of Antioch,” Blackboard.
- Feb. 7—Indian Removal.
- Feb. 9—Indian Removal. Burnett, Jackson, Ross readings, Blackboard.
- Feb. 11—The Mountains’ Rural World. Doddridge Reading, Blackboard. **Quiz 2.**
- Feb. 14—Towns and Industries.
- Feb. 16—**TEST 1**
Part II: Industrial Appalachia
Feb. 18—Slavery and Antislavery. S&B, ch. 3. Dunaway, Gudger readings, Blackboard
Feb. 25—Reconstruction, Revenuers, and Feudists.
Feb. 28—Railroads and Timber (part 1). S&B, ch. 5.
Mar. 4—No Class.
Mar. 7—Coal
Mar. 9—The Miners. Coal Camp Photos, Coal Mining Video, Blackboard Quiz 4.
Mar. 11—Still Discussion.

March 14-18: Spring Break
Mar. 23—“Matewan,” part 2.
Mar. 25—“Matewan,” part 3 and discussion.
Mar. 28—The “Discovery” of Appalachia. Frost reading, Blackboard.
Mar. 30—TEST 2

Part III: Post-Industrial Appalachia
Apr. 6—No Class.
Apr. 13—The War on Poverty. S&B, ch. 14; Caudill, O’Reilly, on Blackboard.
Apr. 15—Film and Discussion: “Buffalo Creek Flood.”
Apr. 18—Appalachian Literature (discussion). S&B, ch. 12, 170-78; Arnow (on e-reserve), Stuart, on Blackboard. Quiz 6.
Apr. 20—Film: “Justice in the Coalfields,” part 1. Coal Mining video, link in Blackboard.
Apr. 22—Film and Discussion: “Justice in the Coalfields, “ part 2.
Apr. 27—Giardina Discussion. Book Review 2 Due.
May 4—FINAL EXAM, noon.