

**A. Linwood Holton Governor's School**

**HIS 205: Appalachian History**

**Course Syllabus**

**2017-2018**

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ALHGS Web Site: [www.hgs.k12.va.us](http://www.hgs.k12.va.us)

VCCS Blackboard: *student login information will be distributed at the ALHGS student orientation.*

Office Hours: virtual office hours in iLinc and by appointment

How Best to Contact Instructor: the best method to contact Mr. Hagy is via email.

**I. History 205: Appalachian History**

***Introductory Thoughts:***

*Out of this mountain reservoir can be drawn a constant stream of vigorous native manhood and charmingly simple womanhood, fresh, unjaded, unspoiled, and in the deepest sense, American. American in language, ideals and religion. American in their love of freedom. American in their fearlessness of the future. American in their resourcefulness and adaptability. American most of all, perhaps, in their unspoiled neighborliness and hospitality.*

*--James Watt Raine, 1924*

*from The Land of Saddle-Bags: A Study of the Mountain People of Appalachia*

*From the earliest days of our nation, to its leaps in artistic and creative endeavors, and to its most significant struggles of labor and civil rights and fairness in the nineteenth and twentieth centuries, the Southern Appalachians have been in the vanguard in determining the American destiny. There is no question they will continue to do so. The greater question is whether the rest of the country will "come up these hills and mountains" and join them.*

*--Jeff Biggers, 2006*

*from The United States of Appalachia: How Southern Mountaineers Brought Independence, Culture, and Enlightenment to America*

***Please see the Assignment Protocols for additional information.***

## II. VCCS College Course Catalogue Descriptions:

As stated in the VCCS Curriculum Guide, HIS 205 studies the history of the local community and/or region.

Specifically, this course addresses the history of the Appalachian region (from Pre-Columbian period through the early 21st century) with a focus on southern Appalachia. Emphasis will be placed on such skills as historical research, use of primary documents, oral history, archival work, and preservation.

*This class is a dual enrollment course and college credit is offered through one of four community colleges based on the location of the high school the student attends. The four community colleges that may be awarding the credit are Mountain Empire Community College, Southwest Virginia Community College, Virginia Highlands Community College, and Wytheville Community College. To contact the A. Linwood Holton Governor's School:*

*A Linwood Holton Governor's School  
P. O. Box 1987  
Abingdon, VA 24212  
(276) 619-4326*

## III. HIS 205 Course Level Objectives:

By the end of HIS 205, students will be able:

- to list and describe the major peoples and cultures that contributed to the rise and development of the region we know as "Appalachia," from c. 1492 until the present.
- *mastery of the above objective will be judged based on student's completion of both essay assignments and research assignments/projects*
- to discuss the major intellectual, technological, economic and cultural advances of this region from c. 1492 until the present
- *mastery of the above objective will be judged based on student's completion of both essay assignments and research assignments/projects*
- to explain the concept of "Appalachian History" and synthesize major examples from the course into this explanation, illustrating the region's significance for and contributions to U.S. history
- *mastery of the above objective will be judged based on student's performance the final exam's essay component*
- to analyze primary source material, evaluate this material and interpret this material in the context of the course assignments
- *mastery of the above objective will be judged based on student's completion of primary source-based writing assignments, the oral interview and the course project*
- to synthesize primary and secondary sources dealing with an assigned topic into a thesis-driven research assignment

*Please see the Assignment Protocols for additional information.*

- *mastery of the above objective will be judged based on the student's completion of analytical essay writing assignments*

#### **IV. Required Texts:**

Richard B. Drake, *A History of Appalachia*, Lexington: University of Kentucky Press, 2001

John Mack Faragher, *Daniel Boone: The Life and Legend of An American Pioneer*, New York City: Henry Holt and Company, 1992.

Eliot Wigginton, editor, *The Foxfire Book*, New York City: Anchor Books, Random House, 1972.

*NOTE: these books will be distributed to students at their ALHGS Orientation.*

#### **V. Computer Needs and Course Delivery:**

##### **Computer Requirements:**

The computer requirements for Appalachian History are similar to the other courses offered by the ALHGS. Contact the ALHGS technical support staff or your school's technical support staff with any questions.

##### **Course Delivery:**

The course utilizes both the Learnlinc and VCCS Blackboard programs. Login information will be given to the students at the ALHGS Orientation.

#### **VI. Teaching Methods:**

This course is asynchronous, with online office hours and discussion boards used to facilitate a community of learners among the participants.

#### **VII. Course Policies:**

##### **Announcements and Email:**

You are expected to always check the ALHGS web site and your ALHGS email at the beginning of each school day for pertinent instructions and information from your instructor. This should be done immediately each day.

##### **Attendance and Absences:**

This is an asynchronous course; attendance is based upon completion of all work in a timely manner consistent with the course schedule. Students are expected to complete all assignments. Work submitted after the deadline without a legitimate, documented reason will be penalized. As a rule, late submissions will be penalized five (5) points for each 24 hours the assignment is late after the deadline:

*Please see the **Assignment Protocols** for additional information.*

- 24 hours late=5 point penalty
- 48 hours late=10 point penalty
- 72 hours late=15 point penalty
- 96 hours late=20 point penalty, and so forth.

With reference to major assignments such as the Oral Interview, the Course Project and the Mysteries in Appalachia assignment and their component parts (topic submissions, rough drafts and so forth), this penalty will be increased to ten (10) points for each 24 hours the assignment is late after the deadline:

- 24 hours late=10 point penalty
- 48 hours late=20 point penalty
- 72 hours late=30 point penalty
- 96 hours late=40 point penalty, and so forth.

### **Make-Up Work Policies:**

Should an excused absence occur, you must arrange with the Instructor an individual schedule of make-up due dates. This is the responsibility of the student. You are to contact the Instructor within three (3) class days of your return to class to schedule this make-up work

Please bear in mind that make-up work must be made up as quickly as possible to ensure that grade deadlines are met (see below).

NOTE: when possible, you are to be proactive about absences, making arrangements before the absence.

### **Submission of Written Work:**

All written work should be submitted in Blackboard, unless otherwise indicated by the Instructor.

### **Deadlines and Due Dates for Written Assignments:**

All Assignments will be due at the time and date announced by the Instructor. If necessary, the Instructor may, at his discretion, extend due dates. There will be sufficient planning time for students to manage their time wisely and submit work on time. Consequently, late work should NOT be an issue in this class. Please see the above Attendance and Absences section for the rules for late work without a legitimate excuse.

*Please see the **Assignment Protocols** for additional information.*

**Absolute Deadlines for Nine Weeks' and Semester Grades:**

The final, absolute deadline is the date at the end of each nine weeks and each semester that grades are due. When that deadline arrives, any student with missing work will receive a ZERO as the grade for missing assignments. Under normal circumstances, there will be no exceptions to this rule.

However, should a legitimate, documented reason (such as severe illness) be presented to the Instructor by officials from the student's home high school, an extension might be given at the discretion of the Instructor. In this event, a deadline will be established for the submission of late work. In such a case, the work must be submitted by the end of the following grading period or the Semester End Date. There will be no exceptions to this policy.

**Email Identification:**

When you email me, please use the ALHGS email. In the subject heading of your email, please include your class time and topic of the email (e.g. Second Block Appalachian: Question). In the body of your email message itself, please include your first and last name.

**Academic Honesty and Plagiarism:****Academic Honesty:**

Academic honesty is required of all students. The assignments will be under the ALHGS CODE OF CONDUCT. Students are reminded of the value of their personal HONOR and INTEGRITY. Anyone caught cheating in any way, shape, or form will receive a failing grade and will be liable for disciplinary action up to and including expulsion from the course.

**Plagiarism:**

You are to use a system of citation notes when in all work for this class where you use material other than your own ideas. Otherwise, you are guilty of plagiarism. You are required to use the MLA system. A web link detailing the MLA Style will be available.

**Saving Your Work Electronically:**

It is your responsibility to maintain back-up copies of all written work submitted in this course. These copies should be retained until the end of the course.

In the unlikely event of a technical problem, you will have a back-up copy of the work for submission. In the past, students have had to redo work because they failed to back-up the work. Forewarned is forearmed!

*Please see the **Assignment Protocols** for additional information.*

## VIII. Grading Criteria:

There are several different assignments used in this course to assess student progress and to assign nine weeks', semester and Dual Enrollment grades. The following descriptions detail the basics of these different assignments. NOTE: the Year Long Class and the Block Class will complete certain assignments at a different pace. The Protocols explain the deadlines for each class.

**Wikipedia is forbidden in this course!**

**If you cite Wikipedia on any assignment in this course, your grade will suffer a 20 point penalty!**

**Please contact me with any questions about this policy!**

### *Protocols for Assignments:*

***Please note that there are Protocol sheets for the major assignments in this course. A Protocol sheet is a list of expectations and requirements for each of the major assignments. The Protocols are intended as supplements to the Syllabus descriptions of each of the major assignments. Please download and consult these protocols. Contact the Instructor with any questions.***

1. Issue Papers: these assignments are designed to assist the development and refinement of analytical skills. Each Paper will be based on material covered in the course and is to be 500-750 words in length; in some instances, additional research will be required. The Issues will revolve around topics being discussed in this course, often related to readings in *Appalachia: A History* and *The Foxfire Book*. Each Issue Paper is worth 100 points.
2. Discussion Boards: students will complete weekly discussion boards in Blackboard. Each Discussion Board is worth 100 points.
3. Appalachian Final Essays: this essay is the final semester examination in this course. Each essay is to be a maximum of 1000 words in length. This essay will address major ideas covered in the course with the goal of facilitating within each student analytical and interpretive skills. Each student will be able to select topics of interest from a pool provided by the Instructor. The Final Essay is worth 100 points.
4. Oral History Interview: oral history interviews are extremely valuable primary sources. For the study of Appalachia, oral history presents a wealth of possibilities. You are to conduct an oral interview with someone from your community/county, preferably a native or long-term resident of the region.

The selection of the person is up to you; we will discuss possible candidates in advance. Please keep the following criteria in mind:

***Please see the Assignment Protocols for additional information.***

- a. Ask the person and make certain he/she is willing to discuss these events. Do not be surprised if some refuse to talk about it—many people do not wish to relive these events. Don't force people to be interviewed!
- b. Set a specific date and time for the interview to take place.
- c. Go to the interview with prepared written questions for you to ask the interviewee. Do NOT simply “play it by ear.” You must have written questions, prepared in advance; I strongly urge you to have 24-30 questions prepared. It is acceptable to ask additional questions once the interview is underway. But do have a set group of written questions you are prepared to ask.
- d. Record the interview—once you have finished the oral interview, you should transcribe the interview (that is write out both your questions and the answers). The transcript should be typed and handed in to me.

Once you have the interview tape and transcribe it to print form, you are to submit the interview to the Instructor electronically.

#### **Summary of Graded Assignments on the Oral Interview**

1. **Oral Interview Questions Rough Draft=100 points**
2. **Oral Interview Questions Final Draft=100 points**
3. **Oral Interview Transcript Rough Draft=100 points**
4. **Oral Interview Transcript Final Draft + Permission Form=100 points**
5. Appalachian Course Project: this is the most ambitious assignment in the course and will be worked on throughout the course. Grades will be assigned for each update and the final Project will receive a grade. All grades are worth 100 points.

There are two options for the Course Project:

- the Local History Report or
- the PowerPoint/Media Presentation.

#### **Appalachian Course Project Option 1**

Local History Report: the region has a wealth of archives, libraries, museums, historical societies, and historic sites. You are to select a historical figure, event or site and research it as thoroughly as possible. You will produce a 1500-2000 word paper with bibliography in which you discuss the history of your topic, its significance at the local level, and its significance for Appalachian history. This paper will be due at the date announced by the Instructor. It is worth 100 points.

*Please see the **Assignment Protocols** for additional information.*

We will discuss the details of this assignment more fully in class. **Please bear in mind that the Local History Report is to deal with an aspect of local, regional history. The Instructor has final approval of your topics for the Local History Report.**

### **Appalachian Course Project Option 2**

PowerPoint/Media Presentation: the student will submit the Course Project to me in either a video format or in a PowerPoint presentation (if the student chooses to produce a formal research paper, he/she will still be expected to prepare a Media presentation). We will discuss more specifics of this media presentation as the semester advances.

The Instructor's goal for the Appalachian Course Project is to allow students to pursue hands-on activities with serious scholarly research into an aspect of Appalachian history. Possible topics include: wood-carving, metal-working, genealogy, local history, famous people or battles, and so forth. Other topics will be considered, based on student interest and input.

We will discuss the details of this assignment more fully in class. **Please bear in mind that the Appalachian Course Project is to deal with an aspect of local, regional history. The Project should be viewed as an assignment on local history as opposed to an opportunity to learn skills such as weaving. While such aspects of our cultural heritage may be dealt with as you complete your project, the thrust of this Project is to be historical as opposed to cultural. The Instructor has final approval of your topics for the Appalachian Course Project.**

The ultimate goal is to collect a body of data here at the ALHGS that may serve as a resource for future students and scholars in general. Indeed, we have a growing on-line Archive of Oral Interviews, Local History Reports, and PowerPoint/Media presentations. Appropriate assignments submitted by you will be added eventually to this Archive.

These Projects may be completed as Group Projects (no more than 4 people per group) with the permission of the Instructor and with the completion of a Specified Project Contract detailing the role and responsibilities of each group member. This contract will be crafted and submitted under the supervision of the Instructor.

#### **Summary of Graded Assignments on the Course Project**

- 1. CP Progress Report 1 =100 points**
- 2. CP Progress Report 2 =100 points**
- 3. CP Rough Draft =100 points**
- 4. CP Final Presentation =100 points**
6. Mysteries in Appalachia Assignment: this is a research assignment designed to give you an opportunity to delve into local history via EITHER the study of a specific legend, folk tale, or myth OR the study of a specific crime, using local records and folklore as sources. You will produce an essay of 750 to 1000 words. See the Protocol for specific details. This is worth 100 points.

*Please see the Assignment Protocols for additional information.*



### Summary of Graded Assignments on the Mysteries in Appalachia Assignment:

1. Topic Submission=100 points
2. Source Submission=100 points
3. Thesis Approval=100 points
4. Rough Draft Submission=100 points
5. Final Version Submission=100 points

#### IX. The Grade Scale, the Grading Process & Rubrics:

**Grades and Grade Scale:** at the end of each nine weeks, your grade will be determined by averaging all the grades submitted for that six weeks, based on the point value assigned each assignment (see above).

All numeric grades (both nine week and semester) will be assigned a letter grade using the grade scale given below.

**PLEASE NOTE:** the ALHGS submits your numeric grades to your home high school. Your high school may use a different grade scale to determine your letter grade. Consult your school handbook or your guidance counselors for details about your school's policy. The ALHGS letter grade will be submitted to the community colleges for the dual enrollment grade.

Grade Scale:

90-100=A      80-89=B      70-79=C      60-69=D      Below 60=F

#### The Grading Process:

Assignments will be graded in a timely manner; please be patient. I will get grades posted as soon as possible. Grades should be posted within one week of the due date of the assignment in question.

#### Rubrics:

There will be rubrics posted as guidelines for issue papers, in class tests and mid-term/final exams.

#### X. Course Schedule:

There will be schedules of readings and assignment due dates posted, released to the students via Blackboard on a weekly basis. Students are to follow these schedules, using their Governor School Planner. Students are expected to follow these schedules and remain current with the readings and written work. Given the number of school divisions served by the ALHGS, it is possible, indeed likely, that we will have to amend schedules. Such changes will be announced in a timely fashion at the discretion of the Instructor.

Here are the Units that will be covered in the course; the assignments will be released on a weekly basis:

- Course Introduction: What is Appalachia? and Topics for Major Assignments (1 ½ weeks)

*Please see the **Assignment Protocols** for additional information.*

- Unit 1: Colonial Appalachia, 1607-1763 (3 weeks)
- Unit 2: Appalachia and the American Revolution, 1763-1783 (3 weeks)
- Unit 3: Appalachia and the Early American Republic, 1783-1820 (2 weeks)
- Unit 4: Antebellum Appalachia, 1820-1860 (2 weeks)
- Unit 5: Appalachia in Civil War and Reconstruction (2 weeks)
- Unit 6: Appalachia and the Industrial Age, 1877-1930 (2 weeks)
- Unit 7: Appalachia, 1930 to the Present (2 ½ weeks)

**XI. Disability Statement:**

Students may request academic accommodations for identified disabilities through ALHGS's Main Office (276) 619-4326). We will evaluate the request, consult with appropriate officials from the student's home school, and develop a plan that outlines necessary and reasonable accommodations to be followed. All correspondence will be kept confidential.

**XII. Attendance and Absences:**

This is an asynchronous course; attendance is based upon completion of all work in a timely manner consistent with the course schedule. Students are expected to complete all assignments. Work submitted after the deadline without a legitimate, documented reason will be penalized. As a rule, late submissions will be penalized five (5) points for each 24 hours the assignment is late after the deadline:

- 24 hours late=5 point penalty
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- 72 hours late=15 point penalty
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With reference to major assignments such as the Oral Interview, the Course Project and the Mysteries in Appalachia assignment and their component parts (topic submissions, rough drafts and so forth), this penalty will be increased to ten (10) points for each 24 hours the assignment is late after the deadline:

- 24 hours late=10 point penalty
- 48 hours late=20 point penalty
- 72 hours late=30 point penalty
- 96 hours late=40 point penalty, and so forth.

**XIV. Emergency Statement:**

In the event of a major interruption of technological connectivity or actual emergency affecting the student's school, the offices of HGS, or the community college through which a student is receiving his/her credit - course requirements, class meeting times or schedules, assignment deadlines, and grading schemes are subject to changes that may include alternative delivery methods, alternative

*Please see the Assignment Protocols for additional information.*

methods of interaction with the instructor, alternate class materials, changes to class membership, a revised attendance policy; a revised semester calendar and/or grading scheme, etc.

For more general information about plans for dealing with such catastrophic events or emergencies, please consult the following resources:

- The Holton Governor's School Web-Page ( <http://www.hgs.k12.va.us/> )

Should such a situation arise, HGS's Administrator will work closely with the appropriate school division and college personnel to resolve it as soon as possible. Students will be contacted through available forms of communication and given specific directions as to how they will proceed to complete their course work, how timelines will be adjusted, etc.

#### **XV. The MLA Style:**

In order to provide appropriate citation in your research for written assignments in this course, you are required to use the MLA Style. There are web links to this citation style listed in the Student Planner and posted in Pageout. Remember: to avoid plagiarism and to document your research, you **must** use a standard system of citation. In this course, the MLA Style is the standard system of citation. **The use of the MLA Style is a requirement.**

#### **XVI. Note-Taking and Time Management:**

##### **Note-Taking:**

One of the keys to any successful course experience is good note-taking; this true in an asynchronous environment . You are strongly encouraged to take notes in this course. One of the best methods of note-taking currently in use is the Cornell Note-taking Method. There are web links to this method posted in Blackboard. Please utilize the Cornell Method in this course.

##### **Time Management and The Governor's School Planner:**

Time management is essential to success in academics and in professional life. You are strongly encouraged to develop skills in regard to managing your time and scheduling your activities. To encourage and assist you in this endeavor, the A. Linwood Holton Governor's School has created The Governor's School Planner. Each of you will receive a copy of this Planner for your personal time management. You are **strongly** advised to use the Planner to manage your time and keep up with assignment due dates.

#### **XVII. Statement on Revisions:**

The Instructor reserves the right to amend, change, or edit this syllabus. If such changes should occur, the students will be informed in advance via email.

*Please see the **Assignment Protocols** for additional information.*