

# Appalachian Literature: The Civil War in Western North Carolina Fiction

## English 340 – Spring 2019 – MWF, 12–12:50 – Day 204

**Professor Ethan Mannon**

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**Office:** Cornwell 306

**Office Hours:** MTWRF 1-2; M 3-4:30; F 10-11:30 & by appt.



### **Course Description:**

This course explores Appalachia—the land, the people, and the literature. We'll begin the semester with some of the earliest written representations of the region and its human population in the form of Murfree's, Miles's, and Kephart's writing. We'll then spend the balance of our time exploring how subsequent writers uphold and challenge several of the ideas put in circulation by these early authors: does the "highlander" remain stereotypically fierce and independent, devoted to family and place, and backward, or do subsequent authors suggest that he has adapted over time?

I use a masculine pronoun in that last sentence to introduce gender as another topic we'll track over the course of the semester. That is, we'll use our reading to explore the depictions of both Appalachian men and Appalachian women. We'll also turn our attention to the land itself. We'll study the geology, topography, and ecology of Appalachia and discuss the influence of the nonhuman world upon human inhabitants and their culture. Finally, we'll use Mildred Haun's short stories about "melungeons," Effie Waller Smith's poetry, as well as work from the "Affrilachian" poets to discuss the topic of race in Appalachia.

Though this course focuses on Appalachia, we'll also pay attention to the region's connections to the larger world. In fact, many of our texts feature products and resources that Appalachia supplies to the rest of the Nation. Thus, our reading points out the paradox at the heart of the idea of Appalachia. Long defined as an isolated region cut off from "the world," Appalachia is also known for those things consumed by "outsiders": bootleg liquor during Prohibition (and since), coal (and electricity), and the combination of "ecosystem services" (clean air and water) and nature-as-tourist-destination.

Our three major texts relate to the Civil War in Western North Carolina—both its impact and legacies.

### **Course Texts\*:**

Wilma Dykeman, *The Tall Woman* (1962)

John Ehle, *Time of Drums* (1970)

*Listen Here: Women Writing in Appalachia* (2003)

Terry Roberts, *That Bright Land* (2016)

\*The course texts will be supplemented with PDF materials from several writers, including but not limited to, Maggie Anderson, Jean Ritchie, Fred Chappell, Ron Rash, William Bartram, and John Muir. We'll also watch at least one episode of "The Andy Griffith Show" ("starring Andy Griffith"), and for one assignment I'll require you to present on research you conduct in the Ramsey Center Archives.

**Assessment:**

10% -- **Course Participation.** Students will need to demonstrate determined engagement with the course material through their contributions to class discussion, their discussions with me via email or during office hours, or by contributing to our Google spreadsheet food catalog (the latter is available at this link: <https://tinyurl.com/y9pq3qjl>)

15% -- **Quizzes.** Unannounced; on readings, lectures, or both.

20% -- **Presentation & Handout on Archival Research\*** (15% and 5%, respectively)

30% -- **Two Literary Analysis Essays\*** (15% each)

25% -- **Revision and Expansion of Prior Essay, including a brief Overview Presentation delivered during the Exam Period** (20% and 5%, respectively)\*

\*I will provide detailed assignment sheets for assignments indicated with an asterisk.

**Student Learning Outcomes:**

First, this course aims to help students broaden and deepen their knowledge of Appalachian culture, especially its written expression. I'll also ask students to construct valid, effective written arguments using their own critical interpretations of texts as their evidence and, later, putting their own claims in conversation with those of literary critics and other scholars. Along with this writing, students will also present on an object from the Ramsey Center's Southern Appalachian Archive.

**Policies:**

1) Attendance: Regular attendance is required and will be taken at the beginning of every class meeting. Each student is permitted 4 absences (10% of course). Mandatory university-sponsored extracurricular activities that cause a student to miss an ENG class do not count towards the four absences. (These must be communicated to the instructor in advance.) For every absence after that, the student's final course grade will be reduced by 5 percentage points. Three tardies equal one unexcused absence. Any student with more than 10 absences for any reason over the course of the semester will automatically fail the course. Students with regularly-scheduled extracurricular activities that conflict with the class are advised to switch sections.

## 2) Academic Integrity

*English Program Academic Integrity Policy:* Plagiarism is a serious academic offense. It is intellectual theft. It includes not only obvious instances, such as intentionally submitting under your name work done by someone else (for example, copying an essay, or parts of an essay, from the Internet or a print source, or turning in an essay written by another person), but also less overtly intentional acts, such as presenting someone else's ideas or words as your own without citing all sources.

Any clearly provable\*\* instance of plagiarism may result in an immediate grade of F for the class. The suspicion of plagiarism (without clear proof), intentional or possibly unintentional, may result in a grade of zero for the assignment and the possibility of other class penalties (e.g., lowering of the class participation grade, etc.). ALL cases of plagiarism are reported to the student's academic advisor and the Assistant Vice President for Student Development.

\*\*clearly provable = the faculty member finds all or part of the plagiarized text in another source authored by someone else.

*Handling of Violations of Academic Integrity:* When there are possible violations of academic integrity, the MHU Academic Integrity Guidebook outlines procedures for: 1) classifying the violation into one of three possible categories (minor, standard, and major), 2) reporting possible violations, 3) appealing reports of violations, and 4) how reported violation records will be kept. See the MHU Academic Integrity Guidebook for full descriptions of these procedures.

*Honor Code:* We the students of Mars Hill University, pledge ourselves to up-hold integrity, honesty, and academic responsibility in and out of the classroom.

*Honor Pledge:* On my honor, I have neither given nor received any academic aid or information that would violate the Honor Code of Mars Hill University.

3) Privacy: Due to privacy concerns, students may not record (photography, audio, or video) any portion of the class meeting without prior permission from the course instructor.

4) Assignment Formatting: Papers should be printed in black ink, and double-spaced, with one-inch margins and 12 point Times New Roman font. Place your name, the date, and my name in the upper left-hand corner of the first page. Number all of the pages, except page 1. Fasten the pages with a staple. Format all citations and your Works Cited page according to MLA standards.

5) Late Work: To receive full credit, hard copies of assignments must be handed in at the beginning of class on the due date. A late penalty of 10% will be assessed for each business day past the due date. For example, an assignment handed in on Friday that was due on Tuesday could earn no higher than a 70%; the same assignment handed in on the following Monday could earn no higher than a 60%. I will make exceptions to the above policy at my own discretion.

6) Nondiscrimination: Mars Hill University does not discriminate on the basis of race, national or ethnic origin, sex, age, or disability.

7) Accommodation: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.

If you have an Academic Accommodation Plan (AAP) issued through MHU Disability Services, please arrange a time to present your plan and to discuss your specific accommodation needs. If you believe you have a disability requiring an accommodation and do not have an approved AAP, please contact Judith Harris, the MHU Disability Services Coordinator, located in 306 Wellness Center in the Robinson Infirmary Building. You may email her at [judith\\_harris@mhu.edu](mailto:judith_harris@mhu.edu) or call her: (828) 689-1410.

8) MHU Inclement Weather Policy:

*Notification:* Should the President determine that it is necessary to delay or cancel day classes, the university will notify all students and employees via email, text message (for those who have signed up for the university's emergency contact system), automated phone call, an alert posted on the university website, and alerts shared with local media outlets. In most instances, notification of delayed or cancelled day classes will go out by no later than 6:30 AM, though changing weather conditions may necessitate a later notification. Once a delay or cancellation notice has been communicated, it will not be rescinded, though a delay may be upgraded to a cancellation should conditions worsen.

*Day Classes:* When a delayed start is announced, the university will follow the Delayed Start Schedule, with classes beginning at 10:00 AM. Monday, Wednesday, and Friday classes scheduled for 50 minutes will be shortened to 40 minutes, with 10 minutes between classes. Tuesday and Thursday classes scheduled for 75 minutes will be shortened to 60 minutes with 10 minutes in between, with Crossroads events on Tuesdays and scheduled meetings on Thursdays beginning at 12:20 PM. Classes that meet for other lengths of time, including labs, will follow similar schedules.

- Monday-Wednesday-Friday courses (typically 50 minutes)
  - 8:00-8:50 AM → 10:00-10:40 AM
  - 9:00-9:50 AM → 10:50-11:30 AM
  - 10:00-10:50 AM → 11:40 AM-12:20 PM
  - 11:00-11:50 AM → 12:30-1:10 PM
  - 12:00-12:50 PM → 1:20-2:00 PM
  - 1:00-1:50 PM → 2:10-2:50 PM
  - 2:00-2:50 PM → 3:00-3:40 PM

- Tuesday-Thursday courses (typically 75 minutes)
  - 8:00-9:15 AM → 10:00-11:00 AM
  - 9:30-10:45 AM → 11:10 AM-12:10 PM
  - 11:00-11:50 AM → 12:20-1:20 PM

(Crossroads/meetings)

- 12:00-1:15 PM → 1:30-2:30 PM
- 1:30-2:45 PM → 2:40-3:40 PM

9) Gender Pronoun: I will refer to you using any pronoun that you prefer, as long as you make me aware of your preference via email.

### Calendar of Readings and Assignments

W, 16 January: Syllabus, Defining *Appalachia* and *Appalachian*

F, 18 January: \*William Bartram (284-302);

\*John Muir (11-27)

M, 21 January: \*Mary Noailles Murfree (Craddock): “The Dancin’ Party at Harrison’s Cove”

W, 23 January: \*William Goodell Frost (91-106);

Ann Cobb: 123-127 in *Listen Here*

F, 25 January: Emma Bell Miles: 445-448 in *Listen Here*;

\*Horace Kephart: 11-24, 428-451

M, 28 January: John Ehle, *Time of Drums* (Chapter 1; pages 1-30);

Muriel Early Sheppard: 549-553 in *Listen Here*

W, 30 January: Ehle, Chapters 2 & 3 (pages 31-70)

F, 1 February: **Archive Day** (Meet in the Ramsey Center)

M, 4 February: Ehle, Chapters 4 – 7 (pages 71-156)

W, 6 February: **Archive Day** (Meet in the Ramsey Center)

F, 8 February: Mary Johnston: 303-306 in *Listen Here*;

Ehle, Chapters 8 & 9 (157-212)

M, 11 February: Ehle, Chapters 10 – 12 (213-272)

W, 13 February: Ehle, Chapter 13 (273-302)

F, 15 February: Ehle, remainder of novel (303-328)

M, 18 February: **Presentations**

W, 20 February: Wilma Dykeman, *The Tall Woman* (Chapters 1 & 2; pages 13-51)

F, 22 February: **Presentations** (Continue reading Dykeman)

M, 25 February: Dykeman, Chapters 3 – 6 (52-148)

W, 27 February: No Assigned Reading; BRING *Listen Here*

→ **Literary Analysis Essay Due**

F, 1 March: Dykeman, Chapters 7 – 10 (149-215)

M, 4 March: Dykeman, Chapters 11 – 13 (216-272)

W, 6 March: Dykeman, Chapter 14 (273-292)

F, 8 March: Dykeman, remainder of novel (293-315)

M, 11 March – F, 15 March: SPRING BREAK

M, 18 March: James Still: \*PDF (TBD);

Rebecca Caudill: 106-111 in *Listen Here*

W, 20 March: No Assigned Reading; BRING *Listen Here*

→ **Literary Analysis Essay Due**

F, 22 March: Harriette Arnow: 36-37 in *Listen Here*;

\*PDF: “Marigolds and Mules” (33-39) and “A Mess of Pork” (40-49)

M, 25 March: Mildred Haun: 277-78 in *Listen Here*;

\*PDF: Prologue (2-9), “Melungeon-Colored” (97-111), and “Wild Sallet” (112-123)

W, 27 March: Terry Roberts, *That Bright Land* (Chapters 1 – 6; pages 1-31)

F, 29 March: MEETINGS to Discuss Revision (Continue reading Roberts)

M, 1 April: Roberts, remainder of Part One (32-117)

W, 3 April: MEETINGS to Discuss Revision (Continue reading Roberts)

F, 5 April: Roberts, Part Two, Chapters 1 – 7 (121-182)

M, 8 April: MEETINGS to Discuss Revision (Continue reading Roberts)

W, 10 April: Roberts, remainder of Part II (183-241)

F, 12 April: Roberts, Part Three, Chapters 1 – 4 (245-270)

M, 15 April: Roberts, remainder of Novel (271-318)

W, 17 April: Jean Ritchie: 508-509 in *Listen Here*;

\*PDF: 3-14, 68-77, 128-45

F, 19 April: GOOD FRIDAY

M, 22 April: Effie Waller Smith: 579-82 in *Listen Here*; \*PDF

Maggie Anderson: 22-29 in *Listen Here*; \*PDF

W, 24 April: Doris Davenport: 156-161 in *Listen Here*; \*PDF

F, 26 April: **Peer Review Session**

M, 29 May: \*Poetry: Fred Chappell and Ron Rash

W, 1 May: No Assigned Reading; BRING *Listen Here*

→ **Revision/Expansion Essay Due**

**Exam Period:** Tuesday, 7 May, 11am – 1 pm