

Fall 2013

Volume 37, Number 1

## President's Message

Our last conference at Boone was the largest in ASA's history with over 900 attendees (surpassing our previous high of 780), and by the start of this August, we had 837 members (111 more than our previous high in 2008). Almost all of the attendees who turned in evaluations said the conference was a good one, but members representing a variety of constituencies (academic and community) called for higher quality as well as fewer, more applicable, more inclusive, and more diverse sessions.

Yep, ASA contra dances on the twanging strings of crisscrossing, interwoven tensions.

On the one hand, we strive toward inclusivity: community AND academy, artists AND activists, new AND long-term members, professionals AND beginners, students AND professors, papers AND performances, movies AND workshops, as well as diversity in terms of ethnicity/race, locality, sexuality, income level, issues and disciplines, etc. On the other hand, issues of quality haunt us. Many academics want presentations with genuine insight into their disciplinary fields. At the same time, a roundtable on diversity at the last conference pointed out ASA's lack of involvement in communities and the need for sessions to be more applicable to the life-and-death situations many face in Appalachia.

When the annual conferences began in 1978, we had much smaller conferences with a *much* narrower range of participants, but even by 1981 questions of inclusivity and conflict were being directly addressed, the primary tensions then being activists versus academics, and (as phrased by Jim Wayne Miller) "the action folk" versus "the creative people." In 1982 a whole issue of the *Appalachian Journal* (vol. 9, issues 2-3) was dedicated to exploring the tensions and possibilities within Appalachian Studies. Many current ASA members who have been coming since the 1980s feel that ASA has lost its coherence, and they look back to those days as being a time of intimate, intense, and quality exchanges.

Our tent is now much wider and more inclusive, but to what extent are the quality of sessions and breadth of inclusion lacking?

On the positive side, fees to attend the conference and join the association are *incredibly* low, and (through

hard work) we also are able to provide funding for membership and attendance to some 150 members a year (last year such funding went to 58 regular and 115 student members). ASA members have long, and often successfully, found ways to encourage diversity and types of presentations. And although the conference has become too large to hold off a college campus, conference leaders have engaged in dialoging with and including communities. The conference is also held at a different location each year, circulating through Northern, Southern, and Central Appalachia.

Still, I can't help but feel, in my heart of hearts, that work still can be done to encourage inclusion, that expenses need to be lower for some and higher for others, and that we need to do a better job cultivating community action and engagement.

Some say our inclusiveness has been detrimental to quality. Others suggest that our permissive practices toward conference participation has led to a glut of sessions. And while a large portion of those sessions are a high quality, I have also heard that people felt excluded from joining in social events, that papers and presenters were ill prepared, or that sessions were not well run, allowing one presenter to gobble up the time. Whether or not these tales are legitimate, I've heard them often enough that some members' very belief in them creates the feeling of truth.

Why has this occurred, and what can we do?

My sense is that the situation has occurred because we believe in the power of inclusion but have not always undertaken the best practices to accomplish that mission. Most people know that we typically accept over 95% of all proposals—too many of which are late and incomplete (including those from some of the top scholars and performers). Most people also know that we allow the same person to present multiple times, which often results in sessions with common themes being scheduled at the same time. Conference planners are also often forced to offer sessions with four presenters in a 75 minute slot, reducing time for interaction and dialogue.

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We also need to talk about money. ASA has one of the least expensive combined conference and membership rates in the nation, but revenue from the conference represents over 80% of ASA's annual budget. To support the association's operations (which are bare bones), a conference has to bring in around \$60,000 in revenue beyond the cost of the conference. So the program committee has pressure to take more rather than fewer presenters.

So how are we to be both more inclusive, more focused on communities, and have higher quality sessions with greater applicability? And how can ASA generate the resources and finances that we need to operate well? It's my thought that some simple solutions might go a long way. Let me share some steps we are considering taking over the next few years **about which we'd like your feedback.**

- 1) No longer accept late or incomplete presentation applications (but we will have mentors to help applicants submit strong ones).
- 2) Have a standard way to submit on-line with a minimum 250 word abstract.
- 3) Limit presenters to participating in only a single session, including being on round tables (although one could present and convene a session).
- 4) Limit the number of presentations during any one session to facilitate dialogue.
- 5) Make and publicize "tracks" so that sessions addressing similar issues will minimally overlap.
- 6) Encourage sessions that teach skills rather than present knowledge.
- 7) Establish a standard (that will run from one conference to the next) for all session conveners

to follow, and hold a focus group for new conveners about how to run sessions and facilitate dialogue.

- 8) Balance presentations/workshops by academics, activists, community members, professionals, and artists. Such balance may result in having to select the best presentations for a given context.
- 9) The finance committee, treasurer, and membership committee is examining how the cost of our conference and membership in ASA compares with other organizations to see if we need to increase our fees or if we need to have graded fee scales.

These steps won't solve all the issues I've touched on, but ASA has the capacity to create common practices between conferences because of the governance cycle that now has the president from one year become the conference chair for the next. Indeed, during the conference in Boone, we had (for the first time) four consecutive years of members—who had run, were running, or would be running conferences—talking to and learning from each other.

But each of you will need to help us meet the challenge by generating presentations (and helping others do so), by being able conveners, and by helping to cultivate sessions and action worthy of ASA's varied non-academic communities.

So let's get our dancing shoes on.


~ Chris Green, President

## 37th Annual Appalachian Studies Conference

*New Appalachia: Known Realities and Imagined Possibilities*

Here at Marshall University, in Huntington, West Virginia, we are busily gearing up for the 2014 annual conference to be held **March 28-30**. As those of you who have attended prior conferences know, Appalachian Studies conferences are rich, interdisciplinary events that explore and honor traditions of Appalachia while at the same time making unblinking appraisals of present-day Appalachia. This is especially true of the 2014 conference, given our ambitious, exciting programming around the "New Appalachia" theme.

In addition to a keynote presentation featuring contemporary issues in Appalachia, the conference will feature a series of three "New Appalachia" plenary sessions designed to explore stories from and about our region. The mixed-genre, interdisciplinary sessions will draw on everything from history and literature to music and storytelling. The aim is to deepen our understandings of Appalachia and of our human experience more broadly, by engaging with ideas—and with each other—in lively, innovative ways.



APPALINK

APPALACHIAN STUDIES ASSOCIATION NEWSLETTER

Appalink is published twice a year. We welcome submissions, announcements, and/or news. Subjects may include upcoming conferences, lectures, meetings, fellowships, award nominations, or other events of interest to the members of the ASA. Submissions should be sent by e-mail to Mary Thomas at [asa@marshall.edu](mailto:asa@marshall.edu). Space is limited, and all submissions are subject to editing. Paid advertisements will be considered for inclusion. Contact the managing editor for rates. Deadline for Spring 2014 edition is December 2, 2013.

Eryn Roles, Editor  
Mary Thomas, Managing Editor  
Chris Leadingham, Assistant

Appalachian Studies Association  
One John Marshall Drive  
Huntington, West Virginia 25755

The keynote on contemporary issues in Appalachia will be presented by Silas House, renowned writer and NEH Chair of Appalachian studies at Berea College. This year's theme of "New Appalachia" was inspired by House's play, "This is my Heart for You," a work that explores hate crimes against gay, interracial, and lesbian couples that occurred in Kentucky. In addition to the keynote, the "New Appalachia" theme will be highlighted in a series of three plenaries that features one of three strands of work in the ASA—(1) the arts, (2) community/activism, and (3) research/scholarship.

The first plenary will involve storytelling, a time-honored Appalachian oral tradition and marginalized arts category. This session will be a collaborative effort by Adam Booth, award-winning West Virginia storyteller who teaches at Shepherd College, and Scott McClanahan, prolific West Virginia writer who recently received national attention for his "memoir of place" titled *Crapalachia: A Biography of a Place*. The plenary session related to activism will feature professional musician Sue Masek, founding member of Kentucky's legendary Reel World String Band. Her session, titled "The Herstory of Appalachian Women," will use word and song to tell the stories of women activists from Cherokee leader Nancy Ward (1739-1824) to Mountaintop Removal opponent Judy Bones (1952-2011). The plenary on scholarship will feature Eric Lassiter and Beth Campbell. Eric is author of the *Chicago Guide to Collaborative Inquiry* and founding editor of the journal *Collaborative Anthropologies*. Folklorist, writer, and educator Beth Campbell's research takes up issues of collaboration, community, and civic engagement. Eric and Beth co-authored *The Other Side of Middletown*, winner of the American Anthropological Association and the Society for Applied Anthropology's 2005 Margaret Mead Award.

In keeping with the "New Appalachia" theme, this year's conference also will include a series of "Come to the Table" sessions designed to give newcomers a chance to meet others in the Association and learn about and create ways to become involved. "Come to the Table" sessions will be part of a new *unconference* format we are trying this year. Unconference sessions will have a less-structured format than other sessions, with no formal presentations. Session leaders will facilitate peer-to-peer interaction and learning.

On Saturday night, a concert will feature Ron Sowell of Mountain Stage fame. This event will be held on the Marshall campus and will feature Sowell in addition to a diverse and talented group of other musicians. The annual Appalachian Film Festival will be held in conjunction with the ASA 2014 conference. This separate, ticketed event will be held on the Marshall campus on Friday evening and at the historic, restored Keith-Albee Theatre in downtown Huntington on Saturday. A full list of films to be screened along with times will be posted on the ASA website as they become available.

Huntington boasts a thriving downtown with many locally owned and operated shops and restaurants. Most are within walking distance of campus and will be offering special events and discounts for conference attendees. Saturday will feature a "Stroll, Sip, and Shop" event sponsored by local businesses. We warmly invite you to our town and campus, and to participate in what promises to be a diverse, enjoyable, and stimulating conference.

~ Linda Spatig, Conference Chair

### **"Come to the Table: New and Returning Students"**

If you are a student (high school, undergraduate, or graduate) interested in becoming involved with the Appalachian Studies Association, please consider attending a session devoted to student participation and leadership at the 2014 Appalachian Studies Association conference at Marshall University. This open session will be part of the new "Come to the Table" initiative and will be structured as an "unconference," providing opportunities for students to direct the agenda and outcomes of the meeting. An important outcome of this first session will be the nomination of one student member to the Appalachian Studies Association steering committee. If you would like to participate in the planning of this new student initiative, please contact Meredith Doster, ASA Secretary at [mdoster@emory.edu](mailto:mdoster@emory.edu). More details will be printed in the conference program.

### **Journal**

The 2013 edition of the *Journal of Appalachian Studies* (Vol 19, no.1 and 2) will not disappoint. In it, you will find an article documenting the impact of MTR on historic WV family cemeteries; an examination of the "gendering of death" in the Monongah mine explosion of 1907; a comparison of mapping as knowledge construction in Philip Pendleton Kennedy's *Black Water Chronicle* and David Hunter Strother's *The Virginia Canaan*; a narrative examination of the disruption of mothering among women cancer survivors; an oral historical study of psychiatric attendants; and a teaching note focusing on the collaborative research/teaching relationship between Kentucky Riverkeeper and Eastern Kentucky University's Appalachian Center. (Sadly, ECU has recently closed its Appalachian Center.) Two excellent papers from our 2013 conference will also appear— one which chronicles a western North Carolina community's creative response to a changing landscape and another which investigates the impact of teachers' Appalachian self-identity upon student efficacy.

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In addition to excellent scholarship, book and media reviews, the Journal will feature our first-ever review of an Appalachian-related blog and a review essay of both the reality TV series *Buck Wild* and the documentary film *Hollow*. The *JAS* staff hopes to get Vol. 19 to your mailboxes as close to January 1, 2014 as possible. However, we do ask for your patience and understanding as the 2012-2013 editorial transitions from Ted Olson to Eddy Pendarvis and, finally, to Shaunna Scott, have thrown us behind schedule.

It has been a busy summer for the *JAS* editorial board and staff. We have developed author and reviewer guidelines which will be posted on our website soon. These should help new reviewers understand what our journal's mission and expectations are and will remind authors, especially those new to our field, to relate their scholarship to the region and relevant Appalachian studies literature. We are always looking for reviewers, of course. To facilitate our search, we will be adding an online reviewer volunteer form to the website soon. Please fill out that form if you are willing to share your expertise by assisting in the Journal's review process. Also, we are currently revising our policy and procedures for Editorial Board membership terms and appointments. We expect to rotate some board members off the board, giving them much-needed rest, and incorporating new members into Journal leadership. We will seek to incorporate more diversity into the board: racial/ethnic, age, disciplinary, and methodological diversity, in particular. Expect to hear more on that in the coming months (and prepare to volunteer!).

Finally and perhaps most importantly, *JAS* has spent much of the summer doing research on ways to publish both a hard copy and electronic version of the Journal. As part of the reorganization of our publication processes, we hope to make our review process and our editorial transitions more efficient and to improve the sustainability of *JAS* by increasing revenue and library subscriptions. All of this, we hope, will have the net result of strengthening the Journal, enhancing its quality and reputation, and circulating our scholarship to wider audiences. These steps are important to the future of *JAS* and to our new editor's goals of positioning the Journal to include more cross-regional, international, and comparative scholarship.

~ Shaunna Scott, *JAS* Editor

### **Cryptogram**

HKA CBYKH MJ Q NQPU AQYPA KQC HKDBPPAU  
VQOGADC JMD

YATADQHBMTC. HKA CBYKH MJ Q NQPU OQT,  
KMEAXAD, UMAC

QNCMPSHAPL TMHKBTY JMD HKA AQYPA.

Hint: Y = G (Answer found elsewhere in Appalink!)

## **Wilma Dykeman "Faces of Appalachia" Post-Doctoral Research Fellow Paper**

*In March 2012, I was awarded the Wilma Dykeman "Faces of Appalachia" Post-Doctoral Research Fellowship. The Fellowship was founded in 2008 with funding from the National Endowment for the Humanities and the Appalachian Studies Association. I presented my research titled "Reproductive Health Education: What Works Best?" at the March 2013 Appalachian Studies Conference in Boone, North Carolina.*

My past research deals with young women who had babies before the age of eighteen. I wanted to do further research on sex education in schools since it came up frequently in the interviews with the young women in my previous research. This question is an important one since cited research indicates that teen pregnancy rates in West Virginia continue to rise while the rest of the United States has seen a decline in teen pregnancy. While many statistical studies are done in this area, qualitative research allows the people being discussed to have a voice.

My research is place based, qualitative, and participatory. The method of data collection I chose was focus groups. A focus group is arranged to discuss or examine a specific set of topics allowing for small group, in-depth discussions and interactions focusing on a specific area of interest. I chose the focus group method, as opposed to individual interviews, because I wanted to see where the discussions went and how the young people developed their own ideas.

I included college seniors as focus group moderators and developed a training strategy. They registered for the 400 level research course offered and the project was launched. Using moderators close in age to the participants enabled participants to be more open in discussing their experiences with sex education in school. The inclusion of student moderators was essential to the success of the research. They were instrumental in planning, recruiting participants and venues, moderating the groups, and analyzing the data. The first semester I trained four students to be moderators and three of them continued for a second semester. Young men and women between the ages of 18-28 were invited to participate in the focus groups. Each group lasted between one-and-a-half hours to two hours. There were 6 to 8 people in each group. Six groups were conducted with a total of 39 participants. Two groups took place at WVU-Tech, two at Bridgemont Community College, one at a church in Smithers, WV and one at a community center in Charleston, WV. Patterns began to develop in the focus groups and these later guided our conclusions.

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**Focus Group Patterns:**

1. Most participants had some type of sex education in middle and high school. A few had some in grade school and several had no sex education.
2. Health teachers were mentioned most often as teaching the class. Others included science teachers, coaches, school nurses, a driver's education teacher, and a few said a doctor or professional came in to do a talk.
3. Most participants had one or two lectures, one week, a few days, or several days of sex education. Longer sessions were mentioned by 3 or 4 participants.
4. There was a consensus that the materials used were not effective. Participants described outdated videos about STDs or babies being born, lectures and drawings on the board, demonstrations of birth control devices, taking home a pretend baby, and scare tactics.
5. All participants wanted the person teaching them to be knowledgeable.
6. All participants wanted the person to be comfortable talking about the subject.
7. There was some variation in participants' views as to whether it should be someone they knew or a stranger.
8. Most participants indicated that parents and religion had the biggest influence on their decisions. When this question was explored in depth, it turned out that this was more of a fear factor than an indicator of good communication about the subject.
9. The participants felt the education would work better if they had it more often and for a longer time frame.

All focus groups were recorded and transcribed. The research team coded and analyzed the transcripts both individually and later as a group. We discussed themes and patterns we noticed and they were remarkably similar. After completing this we identified twelve key findings:

1. There were differences in perception between males and females. The research indicated that males did not take sex education seriously. Female participants were much more likely than males to say they valued their sex education and that it helped them make informed decisions. Female participants often mentioned that boys made fun of it and the male participants in the focus group agreed it was a joke to them at that time in their lives.
2. Religious ideologies are a factor in what is and is not being taught. Even with the West Virginia Department of Education requiring sex education, it is often avoided.

3. Young people believed that while their parents had an impact, they should take a more active role in all aspects of their children's lives. This came up in each focus group and many participants said the overall communication, interaction, and relationship with their parents meant more than a sex talk taking place without this relationship.
4. Participants focused on the idea of disappointing their parents. In some cases, they feared what would happen to them if they had to tell their parents they were going to have a baby.
5. There was little interest in abstinence only programs. Even when participants indicated that they practiced abstinence, no one suggested it be the only thing taught in sex education.
6. There was resistance to the government playing a big role in what is taught.
7. Participants felt homosexuality should be left out of school sex education. Some indicated that parents would object.
8. Most participants thought that instilling fear was the method that worked the best on delaying sexual contact.
9. Many participants felt parents should be taught how to talk to their children about sex. Most of the focus group participants indicated no explanations from their parents.
10. Many participants mentioned that involvement in extracurricular activities had a bigger influence on decisions about beginning a sexual relationship than their sex education classes. They thought keeping occupied was a deterrent to early sexual activity.
11. Many participants felt there was too much sexual content in the media, internet, and other sources. Some suggested technology could be used in a positive way to help young people learn about sex.
12. All of the focus groups mentioned the idea that a standardized curriculum, practiced in all the schools at age appropriate times and for extended time periods, would be a good way to start making uniform changes.

This research demonstrates a need for consistent, informed sex education in schools. More research on this topic is needed in order to help shape the development of effective sex education that will be meaningful to the youth who participate in it.

~Janis Rezek, Associate Professor of Sociology,  
WVU Tech

## Awards Presented at the 2013 Conference

### 2013 CRATIS D. WILLIAMS/JAMES S. BROWN SERVICE AWARD

~David Whisnant, Professor Emeritus, UNC-Chapel Hill

### 2012 WEATHERFORD AWARDS

~Non-fiction: Kathryn Newfont for *Blue Ridge Commons: Environmental Activism and Forest ~History in ~Western North Carolina* (University of Georgia Press)

~Fiction: Barbara Kingsolver for *Flight Behavior* (Harper)

~Poetry: Richard Hague for *During the Recent Extinctions* (Dos Madres Press)

### 2012 HELEN M. LEWIS COMMUNITY SERVICE AWARD

~Amy Clark, on behalf of The Appalachian Writing Project

### 2012 JACK SPADARO DOCUMENTARY AWARD

~Miranda Brown for "Remembering Blair Mountain," radio documentary compiled from field recordings of Talking Across the Lines: Worldwide Conversations and music from the Blair Pathways Project.

### 2013 THE CARLA A. ROSS APPALACHIAN STUDENT PAPER COMPETITION

~Laura C. McPherson, UNC-Chapel Hill, for "Appalachian Spring: Persistent Stereotypes, Community Archives, and Social Power"

### 2012 THE e-APPALACHIA AWARD FOR OUTSTANDING WEBSITE

~Junior Appalachian Musicians, Inc., [www.regionaljam.org](http://www.regionaljam.org)

### 2013 WILMA DYKEMAN "Faces of Appalachia" POST-DOCTORAL RESEARCH FELLOWSHIP

~No funds were available for 2013.

### NEW FOR 2014! AWARD FOR EXCELLENCE IN TEACHING APPALACHIAN STUDIES

Candidates may be nominated or may self-nominate.

See p. 7 for more information.

**Please note:** The ASA is interested in identifying potential sponsors for this award. For inquiries, please contact Awards Chair Emily Satterwhite at [satterwhite@vt.edu](mailto:satterwhite@vt.edu) or Education Committee Chair Carol Baugh at [carol.baugh@sinclair.edu](mailto:carol.baugh@sinclair.edu).

## Call for 2014 Award Nominations

### CRATIS D. WILLIAMS/JAMES S. BROWN SERVICE AWARD

The Cratis D. Williams/James S. Brown Service Award is given to an individual who has made exemplary contributions to Appalachia, Appalachian studies, and/or the Appalachian Studies Association. There is a two-step selection process. 1) Nominations should include a statement regarding the individual's specific contributions to the region and/or the individual's c.v./résumé. 2) Following a review, the committee will request additional information about one or more finalists before selecting the award recipient. Send nomination materials to John Hennen, Associate Professor of History, Department of History, Philosophy and Legal Studies, 354 Rader Hall, Morehead State University, Morehead, KY, 40351 or by email to [j.hennen@moreheadstate.edu](mailto:j.hennen@moreheadstate.edu) before January 15, 2014.

### WEATHERFORD AWARDS

The ASA and Berea College annually present the Weatherford Awards to honor published works that "best illuminate the challenges, personalities, and unique qualities of the Appalachian South." Three awards are now given: one in nonfiction, one in fiction, and one in poetry, presented in honor of Grace Toney Edwards. The Weatherford Awards are named after Willis D. Weatherford Jr. and Sr. for their contributions to the region. The late Alfred Perrin began the award in 1970. The only requirement is that the subject matter of the books be Appalachian or that they be set in Appalachia. All nominations for the Weatherford Awards must be made before December 31, 2013, and all entries must be originally published in 2013. Anyone may nominate, but each nomination in any of the three categories must include seven copies. Please send nominations and seven copies to Chris Green, Director, Loyal Jones Appalachian Center, CPO 2166, 205 North Main Street, Berea College, Berea, KY 40404. For further information about these awards, visit our website at <http://appalachianstudies.org/annualconference/award.php> or <http://www.berea.edu/appalachiancenter/weatherford/default.asp>.

### HELEN M. LEWIS COMMUNITY SERVICE AWARD

The Helen M. Lewis Community Service Award is given to an individual or an organization that has made exemplary contributions to Appalachia through involvement with and service to its people and communities. Nominations should include a statement regarding the individual or organization's specific contributions to the region or its people, accompanied by at least two letters of support. Send nomination materials to Sandy Ballard, Belk Library, Box 32026, Appalachian State University, Boone, NC 28608, or to [ballardsl@appstate.edu](mailto:ballardsl@appstate.edu) before January 31, 2014.

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#### **JACK SPADARO DOCUMENTARY AWARD**

The award's name honors the activist and whistleblower, Jack Spadaro, who spent his professional career working within the coal mining industry for the betterment of the Appalachian community. One award is given annually to recognize the best film, video, radio, television, or other media presentation on Appalachia or its people. The winner will be awarded \$250. Nominations should be made before January 31, 2014 to Jack Wright at [jwright@ohio.edu](mailto:jwright@ohio.edu) or to Jack Wright, 5616 Marion Johnson Rd., Athens, OH 45701. Technical and submission requirements are detailed at <http://appalachianstudies.org/annualconference/award.php>.

#### **THE CARLA. ROSS APPALACHIAN STUDENT PAPER**

**COMPETITION** is open to students in two categories: middle/high school and undergraduate/graduate students. Middle/high school papers should be 12 - 15 pages in length. Undergraduate/graduate papers should be 20 - 30 pages in length. The authors of the winning papers will receive \$100 each. All papers must adhere to guidelines for scholarly research. Students who wish to present their papers at the conference must also submit a Proposal for Participation following the submission guidelines. Costs of attending the conference are the winners' responsibility. To submit a paper for consideration for the 2014 competition, e-mail a Microsoft Word copy of the paper before December 9, 2013, to Joette Morris Gates at: [kywoman102950@gmail.com](mailto:kywoman102950@gmail.com). Students submitting papers must be enrolled in courses at the time of the conference. To verify their student status, students can submit one of the following before December 16, 2013: a copy of a schedule of classes or transcripts indicating enrollment for the spring 2014 term or a letter from a faculty advisor verifying the student's status for spring 2014, which should include the faculty member's email address, phone number, and mailing address.

#### **THE e-APPALACHIA AWARD FOR OUTSTANDING WEBSITE**

The e-Appalachia Award is given annually in recognition of an outstanding website that provides insight on Appalachia and its people, or provides a vital community service to Appalachians. The winner will be awarded \$250. Nominations should be made to Eryn Roles, Website Committee Chair, [roles1@marshall.edu](mailto:roles1@marshall.edu), before January 31, 2014.

#### **WILMA DYKEMAN "Faces of Appalachia" POST-DOCTORAL RESEARCH FELLOWSHIP**

The Wilma Dykeman "Faces of Appalachia" Post-doctoral Research Fellowship, which provides \$4,000 to one recent Ph.D. to support research related to gender, race, and/or ethnicity in Appalachia, is awarded in years when funding is available from the Fellowship's endowment. Please look for a 2015 award announcement in the fall of 2014.

#### **NEW FOR 2014: AWARD FOR EXCELLENCE IN TEACHING APPALACHIAN STUDIES**

The ASA Award for Excellence in Teaching Appalachian Studies is awarded each year at the ASA annual conference to one individual who teaches Appalachian studies coursework. The winner will receive \$250. Candidates may be nominated or may self-nominate. Nomination packets must be submitted in a single PDF file as an attachment to an email to the chair of the ASA Education Committee, Carol Baugh, at [carol.baugh@sinclair.edu](mailto:carol.baugh@sinclair.edu) by January 31, 2014. Selection of award winner will be made by the ASA Education Committee. Current members include Theresa Burriss, Katherine Ledford, Sylvia Shurbutt, Tom Wagner, and Tess Lloyd. Criteria and documentation requirements for the award are as follows:

- 1) A completed nomination form, available from the ASA website or by contacting Carol Baugh (see page 8).
- 2) One-page letter of nomination or self-nomination.
- 3) One-page statement of teaching philosophy.
- 4) One- to two-page curriculum vita.
- 5) Must have taught accredited Appalachian studies coursework for a minimum of three years.

Documentation: Provide syllabus or syllabi (nominees will be asked to add their syllabus or syllabi to the ASA website under Resources) and one complete set of student evaluations from an Appalachian studies course, including scores and comments.

- 6) May provide up to two additional pages of documentation such as: peer evaluations from colleagues, letters of support or other documentation from former students, and information regarding professional development activities. For inquiries, please contact ASA Awards Chair Emily Satterwhite at [satterwhite@vt.edu](mailto:satterwhite@vt.edu).

**Visit us online!**

[www.appalachianstudies.org](http://www.appalachianstudies.org)





## Nomination Form 2014 ASA Award for Excellence in Teaching Appalachian Studies

The ASA Award for Excellence in Teaching Appalachian Studies is awarded each year at the ASA annual conference to one individual who teaches Appalachian Studies coursework. The winner will receive a plaque and \$250. Candidates may be nominated or may self-nominate.

Nomination forms can be obtained from the ASA website or by contacting the chair of the ASA Education Committee, Carol Baugh, at [carol.baugh@sinclair.edu](mailto:carol.baugh@sinclair.edu). Nomination packets for the 2014 award must be submitted in a single PDF file as an attachment to an email to Carol Baugh by January 31, 2014.

Selection of award winner will be made by the ASA Education Committee. Current members include Carol Baugh, Theresa Burriss, Katherine Ledford, Tess Lloyd, Sylvia Shurbutt, and Tom Wagner.

Criteria and documentation requirements for this teaching award are as follows:

- 1) This Nomination Form along with contact information as requested below;
- 2) One-page letter of nomination or self-nomination;
- 3) One-page statement of teaching philosophy;
- 4) Brief curriculum vita that includes Appalachian Studies coursework, teaching awards, and other teaching projects that reflect excellence;
- 5) Documentation that includes syllabus or syllabi (nominees will be asked to add their syllabus or syllabi to the ASA web-site under Resources) and one complete set of student evaluations from an Appalachian studies course, including scores and comments;
- 6) Up to two additional pages of documentation, such as peer evaluations from colleagues, letters of support or other documentation from former students, or information regarding professional development activities.

Name of Nominee \_\_\_\_\_

Institution \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_

Email \_\_\_\_\_

Name of Nominator (if other than nominee) \_\_\_\_\_

Institution \_\_\_\_\_

Telephone \_\_\_\_\_

Email \_\_\_\_\_

Please include all required documentation as listed above with this Nomination Form in a single pdf file.



## Call for Officer Nominations

Your nominations are needed for ASA Officers and Steering Committee members. The ASA bylaws call for the annual nomination and election of officers. Any member of ASA may nominate a fellow member to serve. ASA is seeking nominations for the following elected positions:

**Two at-large members (2014 – 2017)** are elected by the membership for three-year terms. There are six at large members on the Steering Committee with two being elected each year for three year terms. The Steering Committee members transact any necessary business, form standing committees, and approve the annual budget. The Steering committee meets twice a year for face to face meetings and has several additional meetings as needed by telephone.

**The Treasurer (2014 – 2017)** provides financial oversight of ASA, accounts, and policy through the administrative office of the ASA located at Marshall University. The administrative office has custody of all of the funds of the association; keeps account of receipts and expenditures; and makes disbursements in accordance with the budget adopted by the Steering Committee. Disbursements of \$500 or more are made with the advice and consent of the treasurer. The administrative office provides the treasurer with an annual review and a full financial statement at least annually. The treasurer presents this statement and an assessment of the financial condition of the Association at each annual meeting and at other times when requested by the Steering Committee. The treasurer examines the books, provides reports to the Steering Committee, and maintains IRS documents with the assistance of the administrative office.

**The Secretary (2014 – 2017)** records the minutes of all meetings of ASA and the Steering Committee and maintains a copy of the ASA by-laws, articles of incorporation, and Robert's Rules of Order.

**Vice President/President Elect (2017 Conference Chair, central region)** chairs the nominating committee (2014 – 2015) and negotiates for conference support at the southern region site. As the 2015 – 2016 president, this person presides at all meetings, directs fundraising, serves as a spokesperson, and serves on the Steering Committee as conference chair for one year after his or her term as president (2016 – 2017).

**Vice Program Chair/Program Chair Elect (2016 Conference Program Chair, for conference to be held at Shepherd University)** assists the chairperson, helps organize the next conference (2014-2015), and negotiates for conference support. The following year this person becomes program chairperson (2015-2016) and with the

program committee, oversees the operation of the annual conference in cooperation with the local arrangements chair and committee. Following his or her term, the program chairperson serves one year on the program committee (2016 – 2017).

**Four Program Committee Members (for 2015 conference at East Tennessee State University)** help prepare the call for participation, review submitted abstracts, and compile the 2015 conference program. The Program Committee includes four at-large members who serve for one year (2014 – 2015) and are elected by the ASA membership.

**How to Make a Nomination:** Make sure the nominee is willing to serve and understands the commitment involved. Write a 100-word biography of the nominee that includes his or her involvement in Appalachian studies and/or ASA. This paragraph will be included in the spring Appalink that includes the ballot. Send your nomination(s) to Sylvia Bailey Shurbutt, ASA Vice-President/President Elect: [sshurbut@shepherd.edu](mailto:sshurbut@shepherd.edu) by November 15, 2013.

~Sylvia Shurbutt, ASA Vice-President/President Elect

## 2014 Appalachian Studies Association Howard Dorgan Silent Auction

The silent auction raised a little over \$3000 for scholarships to the ASA conference. A little below \$3000 or a little above \$3000 has been the silent auction and raffle take over the last several years.

This last year I was very concerned about meeting our usual goal. Even though the silent auction was situated in a room just across from registration and the book exhibitors, it seemed like few people found us. However, the regulars donated things and the regulars bought things and we did succeed in coming up to the usual standard.

The challenge is how to attract more people to both donate and buy. The conference attendance has grown, but we have not seen similar growth in the silent auction. You can help in a couple of valuable ways. First, keep a 'Silent Auction' box. Put in it books that you don't have room for, treasurers that need a new home, or useful stuff you no longer use. Don't assess quality, your discards will probably answer the needs of some imaginative person. When the conference comes along, just throw the box in the car and deliver it to the location of the silent auction. We will give you a receipt for your taxes and a big "Thank You."

My second request is that you visit the silent auction room at the conference. Even if you are not tempted to place a bid, at least buy a raffle ticket. Remember it goes to a very good cause-scholarships to the ASA conference.

~Philis Alvic, Co-Chair of the Howard Dorgan Silent Auction Committee with Carol Baugh

## Website Committee Report

Our web manager, Aaron Nelson, has been hard at work restructuring and updating our website. This task has been and is currently a major undertaking. Currently, we are working on a new PHP template system to replace the HTML system. After these major restructuring changes have been made, we will work on editing and updating the content of the page. If you would like to submit changes, edits, or additions to the page's content, please contact Eryn Roles, Website Committee Chairperson at [roles1@marshall.edu](mailto:roles1@marshall.edu). Major changes will take priority. Please be patient with submitted suggestions of edits/additions. Thank you.

~Eryn Roles, Website Committee Chair

## ASA Needs a Volunteer Certified Financial Planner

The Finance and Development Committee is seeking a certified financial planner to join our ranks. Please contact Rebecca (Becky) Adkins Fletcher at [fletchr1@ohio.edu](mailto:fletchr1@ohio.edu) if you are interested in volunteering, know someone who might be interested in volunteering, or would like more information. Thank you!

~Rebecca Adkins Fletcher, Finance Committee Chair

## ASA 2013 Conference Scholarships

The 36th Annual Appalachian Studies Conference was held March 22-24, 2013 with over 900 individuals in attendance. Students, scholars (both retired and active), educators, practitioners, grassroots activists, representatives from the community, nonprofit groups, and institutions attended the three day event. This year we had 253 people apply for scholarships. The ARC contributed \$10,000 and other contributors donated \$6,987 for a total of \$16,987 in funds to award. We awarded registration scholarships to 219 applicants with 173 of those able to attend the conference. We funded 115 students and 58 non-student registrations (\$15,875) and were able to carry-over \$1,112 for scholarships to the 2014 conference.

### Other funders included:

ASA Silent Auction  
Individual donors  
Howard Dorgan Memorial Scholarships  
Center for Appalachian Studies at Eastern Kentucky University  
Sinclair Community College  
Radford University Appalachian Center  
University of North Georgia Appalachian Center  
Young Harris College Appalachian Studies Center  
University of Kentucky Appalachian Center

~Mary Kay Thomas, Executive Director



## ANNOUNCEMENTS

### Appalachian Heritage Writer's Award

Frank X Walker will receive the Appalachian Heritage Writer's Award and be featured at the Appalachian Heritage Festival in September in the eastern panhandle of West Virginia. For information and details about the programs, see the Heritage Website at <http://www.shepherd.edu/ahwirweb/walker/>. The Appalachian Heritage Writer's Project and Writer-in-Residence at Shepherd University is funded by the WV Humanities Council.

### Answer to the Cryptogram:

The sight of a bald eagle has thrilled campers for generations. The sight of a bald man, however, does absolutely nothing for the eagle.

(By Bruce Cochran; from the Sept. '96 issue of *Backpacker*)

## Anthology of Appalachian Writers, Call for Submissions

*The Anthology of Appalachian Writers*, a publication that encourages the Appalachian tradition of storytelling, love of language, and creative expression, is calling for submissions for the 2014 Frank X Walker Volume. Though the principal mission of the anthology is to provide a venue for publication of new writers, it also provides a collection of literature and scholarship that contributes to an understanding and appreciation for the region. Poetry, fiction, memoir, and heritage writers, as well as new voices, appear in each annual volume of the anthology. The anthology is supported by The Shepherd University Foundation and The West Virginia Center for the Book. *The Anthology of Appalachian Writers* is part of the [Appalachian Heritage WIR and Writers Project](#).

**Submissions:** To submit any original, unpublished work of nonfiction, fiction, or poetry for consideration by the editors of the Anthology of Appalachian Writers, Frank X Walker Volume VI, send an electronic copy, along with the information below, to Dr. S. Bailey Shurbutt at [sshurbut@shepherd.edu](mailto:sshurbut@shepherd.edu). Submissions are juried and vetted through blind review. To learn about Frank X Walker, see <http://www.shepherd.edu/ahwirweb/walker/index.html>.

Name: \_\_\_\_\_

Title of Submission: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

E-mail: \_\_\_\_\_

Phone: \_\_\_\_\_

Include a brief biography (limit 100 words). **Deadline for Submissions: October 15, 2013.**



### MISSION STATEMENT

The mission of the Appalachian Studies Association is to promote and engage dialogue, research, scholarship, education, creative expression, and action among scholars, educators, practitioners, grassroots activists, students, individuals, groups and institutions. Our mission is driven by our commitment to foster quality of life, democratic participation and appreciation of Appalachian experiences regionally, nationally, and internationally.



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## MARK YOUR CALENDARS!

**Thirty-Seventh Annual  
Appalachian Studies Conference  
March 28 – 30, 2014**

Marshall University  
Huntington, West Virginia

**NEW APPALACHIA: KNOWN REALITIES  
AND IMAGINED POSSIBILITIES**

**Linda Spatig**  
Conference Chair  
[spatig@marshall.edu](mailto:spatig@marshall.edu)

**Marianna Footo-Linz**  
Program Chair  
[linz@marshall.edu](mailto:linz@marshall.edu)

**Mary Jo Graham**  
Local Arrangements Chair  
[graham@marshall.edu](mailto:graham@marshall.edu)

**Thirty-Eighth Annual  
Appalachian Studies Conference  
March 13-15, 2015**

East Tennessee State University  
Johnson City, Tennessee

**MANY MOUNTAINS, MANY MUSICS**

**Chris Green**  
President  
[chris\\_green@bera.edu](mailto:chris_green@bera.edu)

**Amy Collins**  
Vice Program Chair  
[collina@mail.etsu.edu](mailto:collina@mail.etsu.edu)

**Randy Sanders**  
Local Arrangements Chair  
[sandersr@mail.etsu.edu](mailto:sandersr@mail.etsu.edu)