**Syllabus ENGL 3200: Appalachian Literature***, Spring 2024, 3 credit hours*

# Instructor Information

Dr. Jenny Crisp, email jcrisp@daltonstate.edu

# Required Text and Materials

Required text:

*Writing Appalachia*, ed. Katherine Ledford and Theresa Lloyd, UP of Kentucky, 2020.

*Demon Copperhead* by Barbara Kingsolver, Harper, 2022

**Course Description**

The term "Appalachia" refers to a region in the Eastern US that includes Dalton and stretches from New York to Alabama, defined of course by the mountain range from which the region gets its name. In this class, we will read together the fiction and poetry, including folklore and ballads, of the Appalachian mountain region, with special emphasis on the Southern Appalachians nearer our homes. We’ll study the development of a regional identity over time and examine how and whether this regional identity includes the full, diverse range of people who call the Appalachians home. As part of our study, we’ll consider the importance of the mountain environment itself to this identity and investigate how environmental and economic challenges have also been felt as challenges to the people’s very selves.

The course will run in large part as a Socratic seminar, a format which requires active student engagement with the material as we work together to answer questions raised by the works we read.

Evaluation will include regular, substantive contributions to the Socratic seminar, weekly discussion forums online, presentations, and an analytical research essay and a draft of that essay. Peer editing of drafts is required; we will use the peer editing functionality at Turnitin.com.

**Instructional Format**

This class meets in person twice weekly, but you can also attend online in cases of need (not as a permanent solution). We will have regular discussions both online and in class, and assignments will be turned in on GeorgiaView.

**Evaluation**

|  |  |
| --- | --- |
| Assignment | Grade Value |
| Socratic seminar in-class sessions and online discussions | 15% |
| Scholarly essay book club | 10% |
| An online research report and Q&A session on a research project relating to one work of Appalachian literature. | 10% |
| A 2,000 word draft including abstract of an analytic essay in which you present your synthesis of the perspectives of critics and your own interpretation of a work of Appalachian literature. This should ideally be an expansion of your research report topic, though I recognize that changes are sometimes unavoidable. | 20% |
| The completed essay (minimum 3,000 words including abstract) based on the draft above and on instructor and peer feedback as well as your own considered revisions. | 30% |
| A final exam/ presentation on your research | 15% |

# Course Calendar

The calendar in GeorgiaView is our official course calendar. Note it’s subject to change in case of emergencies, ice storms, or other 2020-like events.

**Attendance**

Please come to every class if you can; I’ll do the same. Missed discussions, including those from days when you were late, may not be made up. If you’re ill but able to participate or have transportation issues, you can always attend on Teams for credit (be sure to email me at least a half hour before class so I know to turn it on; text if I don’t reply). For any absence after the third, I reserve the right to subtract one letter grade from your final class grade, though my preference is to help you find a way to get things back on track before it comes to that.

**Late Work/Make up**

Due dates are available at the beginning of the semester, and I’m always happy to accept work in advance if you have a conflict coming up. I have set our due dates because each of our assignments is designed to help you build up to the next, and I don’t want you to get overwhelmed by trying to do too many things at once.

At the same time, though, I know life happens, so I accept late papers by previous arrangement. If you see you’re not going to make a deadline, reach out to me (in person, email, or text before 9 pm the night the paper is due). I’d much rather have a good paper a day or two late than half a paper or a terrible rush job on the due date; I just need to be in the loop so I know when to plan reading time.

Missed in-class quizzes may be made up, but these makeups must be done outside of class time and generally within two weeks of the missed class day (exceptions if you’re sick for a long time or something similar). Missed presentations usually may not be made up because of scheduling issues but may be excused or substituted for illness or similar.

In-class and online discussions cannot be made up; they depend on the presence of classmates with whom to discuss. If you are too sick to complete one of these/have some other emergency, let me know and I can excuse or substitute a reasonable number of them.

Class time is not the time to discuss missed work, obtain assignments, or make arrangements – write, text, or see me during my office hours for these discussions.

### PLAGIARISM:

Plagiarism (defined by the English department as “any use of the ideas or words of another person or machine” without acknowledgment and covered in class) is a serious offense – a first occurrence of a partially plagiarized paper will mean a zero on the assignment; students may be referred for disciplinary measures detailed in the *Catalog* and *Student Handbook* at the professor’s discretion. First offenses of over 50% plagiarized papers and all second offenses will be scored zero and the student will be referred for disciplinary measures detailed in the *Catalog* and *Student Handbook*.

### GENERATIVE AI

We’ll work out a policy together, and you’ll get a vote on it. Once our class policy is decided, though, I expect everyone to abide by it. Note that the English department’s plagiarism policy above includes unattributed use of the words or ideas of a machine as well as another person, so one requirement will be some sort of citation for any use.

## Other Specific Course Related Policies

### CHEATING AND/OR POOR CONDUCT:

If you’re not using your phone to access class materials, turn it off or silence it when you come into class; if you are using it, put all its various beeps on silent out of respect for your classmates. The same goes for tablets and laptops you’re using; please silence any random beeps.

We may well be using a lot of devices this term, and usually you’ll find I’m happy to see you working on your tablet or phone (assuming you’re working, of course!) However, that does not apply during any in-class quizzes and tests! Don’t use devices while taking a paper test.

Dishonest or disruptive behavior, should there be any, will be dealt with according to the *Student Handbook*.

Course outline, ENGL 3200, Spring 2024

Page numbers are from *Writing Applalachia: An Anthology* Ed. Ledford and Lloyd, UP of Kentucky, 2020; texts from other sources indicated with \*\*

INTRODUCTORY/ UNIFYING MATERIAL

* \*\*"[Heritage](http://theruralsite.blogspot.com/2011/06/rural-poetry-series-james-still.html)" by James Still
* “Introduction” p xvii

HISTORY UNIT

* Part 1: Early Appalachian Literature pp 1-2
  1. ”Cherokee Narrative pp 3-10
  2. Thomas Jefferson “Notes on the State of Virginia” pp 10-14
  3. ”Whupping a Catamount” from the Crockett Almanac pp 43-45
* Part II: Slavery, the Civil War, and Reconstruction pp45-46
  1. Elihu Embree, from *The Emancipator* pp. 47-50
  2. Rebecca Harding Davis, “The Yares of the Black Mountains: A True Story” pp 72-86
  3. Booker T. Washington, introduction to *Up From Slavery*, p 87. If you’ve never read any Washington, recommend you read a few pages of the main text; it’s important stuff for context both inside and outside Appalachia.

DIALECT UNIT

* \*\*Scholarly article to read: [“Language”](https://artsandsciences.sc.edu/appalachianenglish/sites/default/files/Montgomery%202006%20-%20Language.pdf) by Michael Montgomery, excerpted on his website from the *Encyclopedia of Appalachia*
* \*\*Popular interest article: “[A push to restore pride in the way Appalachians speak](https://apnews.com/general-news-aa8f4d775bd3475dbffb3bb3b3d2b8fc)”
* Short story: from "[The Star in the Valley](http://books.google.com/books?id=eJ2wAAAAIAAJ&printsec=frontcover&dq=mary+noailles+murfree+star+valley&hl=en&sa=X&ei=qrNdUcDtHJTM9AT564HIAw&ved=0CC4Q6AEwAA#v=onepage&q=mary%20noailles%20murfree%20star%20valley&f=false)." Pp 103-111
* Short story: "[Parson](http://books.google.com/books?id=_lnvDE60AUIC&pg=PA32&lpg=PA32&dq=old+skissims+middle+boy&source=bl&ots=TuD_yFUmS6&sig=Nt2KIOKHsUEExGhrZUvI1KKMkMc&hl=en&sa=X&ei=wLBdUbjwE5Sw8QTyy4FI&ved=0CDUQ6AEwAQ%20%20Also%20on%20reserve%20at%20the%20DSC%20library.) John Bullen’s Lizards." Pp 97-103  This is a yarn and would also fit the "folkways" unit. It's the heaviest dialect of the works we will read this semester; although it's the length of a short story, plan to read it several times to make sense of it. If you are from the South, you may find it helps to read passages out loud. It's very funny once you figure out what it's saying - some of the dialect is exaggerated for effect.
* Poems: “Raven Light” by Dianne Gilliam Fisher pp 502-509; “Appalachian Studies: by Anne Shelby pp 520-521; “That Durned Ole Via Negativa” by Maurice Manning pp 523-524

FOLKWAYS UNIT

* Part V: Appalachian Folklore pp195-196
  1. “A Constellation of Folk Narratives” pp 197-198; “Mat Layson” by Jim Couch pp 201-202; “Grandma Hess’s Story About Jack, Bill, and Tom ” told by Bonelyn Lugg Kyofski pp 202-208
  2. “A Constellation of Folk Songs” and all associated songs, pp 212-222
  3. "Aunt Arie" chapter from *The Foxfire Book*.

LABOR AND ENVIRONMENT UNIT

1. Part IV: Prose, Poetry, and Songs of Labor pp 163-164
   1. From the *Autobiography of Mother Jones*, pp 168-172
   2. Excerpt from *Harlan Miners Speak* pp173-175
   3. Protest Songs from the Textile Mills and Coalfields pp 176-180
   4. Muriel Rukeyser, “Absalom” pp181-183
   5. Poems by Don West, 184-186
   6. “Out of This Furnace” by Thomas Bell pp 187-193

CONTEMPORARY APPALACHIA UNIT

1. Part VI: Modernism in Appalachian Literature pp 223-224
   1. Works by James Still pp 241-247
   2. Wilma Dykeman, from *Return to the Innocent Earth* pp 285-297
2. Part VII: The Appalachian Renaissance pp 297-298
   1. Poems by Marilou Awiakta pp 299-302
   2. Poems by Don Johnson pp311-314
   3. Poems by Lynn Powell pp 323-325 (from Chattanooga)
   4. Excerpt from *Kinflicks* by Lisa Alther pp351-359
   5. “Folk Art” by Lee Smith pp 372-378
   6. Excerpt from *With a Hammer For my Heart* by George Ella Lyon pp 405-412
   7. Excerpt from *Appalachian Values* by Loyal Jones pp 439-442
3. Part VIII: Twenty-first Century Appalachian Literature pp 487-488
   1. *Demon Copperhead*, a novel by Barbara Kingsolver. Winner of the 2023 Pulitzer Prize for Fiction and the 2023 Women's Prize for Fiction
   2. Poems by Frank X Walker pp 492-497
   3. Poems by Ricardo Nazario y Colón pp 528-530
   4. “Tipping the Scales” by Crystal Wilkinson pp 539-547
   5. “Nice” by Dorothy Allison pp 548-552
   6. “Recruiters by Silas House pp 592-602
   7. “On Reflection and Lamentation” by bell hooks pp 708-712

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* Short story: from "[The Star in the Valley](http://books.google.com/books?id=eJ2wAAAAIAAJ&printsec=frontcover&dq=mary+noailles+murfree+star+valley&hl=en&sa=X&ei=qrNdUcDtHJTM9AT564HIAw&ved=0CC4Q6AEwAA#v=onepage&q=mary%20noailles%20murfree%20star%20valley&f=false)." Pp 103-111
* Short story: "[Parson](http://books.google.com/books?id=_lnvDE60AUIC&pg=PA32&lpg=PA32&dq=old+skissims+middle+boy&source=bl&ots=TuD_yFUmS6&sig=Nt2KIOKHsUEExGhrZUvI1KKMkMc&hl=en&sa=X&ei=wLBdUbjwE5Sw8QTyy4FI&ved=0CDUQ6AEwAQ%20%20Also%20on%20reserve%20at%20the%20DSC%20library.) John Bullen’s Lizards." Pp 97-103  This is a yarn and would also fit the "folkways" unit. It's the heaviest dialect of the works we will read this semester; although it's the length of a short story, plan to read it several times to make sense of it. If you are from the South, you may find it helps to read passages out loud. It's very funny once you figure out what it's saying - some of the dialect is exaggerated for effect.
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 Course outline, ENGL 3200, 2020

INTRODUCTORY/ UNIFYING MATERIAL

* "[Heritage](http://theruralsite.blogspot.com/2011/06/rural-poetry-series-james-still.html)" by James Still
* Unifying book: *River of Earth* by Still (novel in DSC bookstore or Amazon, etc.)

HISTORY UNIT

* "Tsali of the Cherokees" (in coursepack)
* Choose tales from [*Myths of the Cherokee*](http://www.sacred-texts.com/nam/cher/motc/) by James Mooney ([alternate link](https://archive.org/details/cu31924104080076) if you want to download an ebook version)
* David Crockett, *A Narrative of the Life of David Crockett, of the State of Tennessee*
  1. Free [Web and Kindle versions](http://www.gutenberg.org/ebooks/37925). Other versions available from Amazon, etc.
  2. Not in the DSC library. Several copies in the public library system.

DIALECT UNIT

* Scholarly article to read: [The Scotch-Irish Element in Appalachian English](http://artsandsciences.sc.edu/engl/dictionary/articles/ScotchIrishElement.pdf)
* Much less scholarly article from *National Geographic*: "[Appalachians Are Finding Pride in Mountain Twang](http://news.nationalgeographic.com/news/2005/05/0502_050502_twang.html)"
* Short story: "[The Star in the Valley](http://books.google.com/books?id=eJ2wAAAAIAAJ&printsec=frontcover&dq=mary+noailles+murfree+star+valley&hl=en&sa=X&ei=qrNdUcDtHJTM9AT564HIAw&ved=0CC4Q6AEwAA#v=onepage&q=mary%20noailles%20murfree%20star%20valley&f=false)." [Another link, plain HTML text](http://docsouth.unc.edu/southlit/craddock/craddock.html#craddock120) online. Half heavy dialect, half Standard English from the visitor character.
* Short story: "[Old Skissim's Middle Boy](http://books.google.com/books?id=_lnvDE60AUIC&pg=PA32&lpg=PA32&dq=old+skissims+middle+boy&source=bl&ots=TuD_yFUmS6&sig=Nt2KIOKHsUEExGhrZUvI1KKMkMc&hl=en&sa=X&ei=wLBdUbjwE5Sw8QTyy4FI&ved=0CDUQ6AEwAQ%20%20Also%20on%20reserve%20at%20the%20DSC%20library.)." [Another link, PDF text](https://daltonstate.view.usg.edu/content/enforced/1060020-CO.690.ENGL3200.20210.20164/Sut_Lovingood.pdf?d2lSessionVal=tYpX3ccwRgAYkkwsQi1F6EgA9&ou=1060020). [Another link, plain HTML text](http://docsouth.unc.edu/southlit/harrisg/gharris.html#harris66). This is a yarn and would also fit the "folkways" unit. It's the heaviest dialect of the works we will read this semester; although it's the length a short story, plan to read it several times to make sense of it. If you are from the South, you may find it helps to read passages out loud. It's very funny once you figure out what it's saying - some of the dialect is exaggerated for effect.

FOLKWAYS UNIT

1. Borden Deal short story "Antaeus" (in the coursepack)
2. "Aunt Arie" chapter from *The Foxfire Book*. In the coursepack.
3. Ballads: background article from *Encyclopedia of Appalachia* and six selected ballads
   1. ​[Ballads article](http://www.encyclopediaofappalachia.com/entry.php?rec=31)
   2. Childe Ballads:
      1. “[The Wife of Usher’s Well](http://www.bartleby.com/101/378.html)”
      2. “[The Brown Girl](http://www.sacred-texts.com/neu/eng/child/ch295.htm)”
   3. “Native American” Ballads
      1. ​“[Mollie and Tenbrooks](http://www.bluegrasslyrics.com/node/709)”
      2. “[Floyd Collins](http://www.traditionalmusic.co.uk/folk-song-lyrics/Floyd_Collins.htm)”
      3. “[John Henry](http://www.ibiblio.org/john_henry/lyrics1.html)”
      4. “[Omie Wise](http://http/appalachianlifestyles.blogspot.com/2009/02/little-omie-wise.html)”
   4. "[Daniel Boone](https://www.poets.org/poetsorg/poem/daniel-boone)" poem by Stephen Vincent Benet

LABOR AND ENVIRONMENT UNIT

1. From the *Autobiography of Mother Jones*, Chapter XII: ["How the Women Mopped up](https://books.google.com/books?id=FdqSHTE8Jy8C&pg=PA66&lpg=PA66&dq=how+the+women+mopped+up+coaldale&source=bl&ots=p1g56vepDn&sig=M_0sYPm1EH-067OhjP7HZPIN3xY&hl=en&sa=X&ved=0ahUKEwim6ZTY483YAhWC71MKHZQzDkMQ6AEIPTAF#v=onepage&q=how%20the%20women%20mopped%20up%20coaldale&f=false) [Coaldale"](https://books.google.com/books?id=FdqSHTE8Jy8C&pg=PA66&lpg=PA66&dq=how+the+women+mopped+up+coaldale&source=bl&ots=p1g56vepDn&sig=M_0sYPm1EH-067OhjP7HZPIN3xY&hl=en&sa=X&ved=0ahUKEwim6ZTY483YAhWC71MKHZQzDkMQ6AEIPTAF#v=onepage&q=how%20the%20women%20mopped%20up%20coaldale&f=false)
2. Short story "The Mountain, the Miner, and the Lord" by Harry Caudill (in the coursepack)
3. Novella *Life in the Iron Mills* by Rebecca Harding Davis. [Plain text in HTML](http://www.gutenberg.org/files/876/876-h/876-h.htm), [Free Kindle version](http://www.amazon.com/Life-Iron-Mills-Korl-Woman-ebook/dp/B0082ZJFOW/ref=sr_1_2_bnp_1_kin?ie=UTF8&qid=1365101206&sr=8-2&keywords=life+in+the+iron+mills), [Free audiobook](https://archive.org/details/lifeintheironmills_etk_librivox)
4. "Stripped" (poem in the coursepack)

CONTEMPORARY APPALACHIA UNIT

1. *The Devil Amongst the Lawyers* by Sharyn McCrumb (novel in the DSC bookstore, Amazon, and etc.)
2. Affrilachian poetry (GeorgiaView)
3. *Front Porch Prophet* by Raymond Atkins (novel in the DSC bookstore, Amazon, and etc.)

Contents of Appalachian Lit coursepack

Tsali of the Cherokees

“Tsali of the Cherokees” by Norah Roper as told to Alice Marriott from *American Indian Mythology* (Harper and Row) by Alice Marriott and Carol K. Rachlin. Copyright 1968 by Alice Marriott and Carol K. Rachlin.

Tsali is a controversial figure with many stories about him, but he does seem to have been a real historical figure.

Alice Lee Marriott (1910-1992) was an anthropologist who work in the American Southwest. She collected this story for her book, *American Indian Mythology,* from Norah Roper, Tsali’s daughter.

Aunt Arie (heavy dialect)

Eliot Wigginton, ed. “Aunt Arie” from *The Foxfire Book*. Copyright 1972 by Brooks Eliot Wigginton. Doubleday and Company.

“Aunt Arie” is one chapter from *The Foxfire Book*, the first of a truly remarkable series. The books, and the magazine they collect into volumes, are written by high-school students in Rabun County, Georgia.  English teacher Eliot Wigginton moved down to Rabun Gap from Ithica, New York in 1966 and helped his students start a magazine that collected local folkways by the simple expedient of going out into the community and interviewing their elders. The magazine, and the “Foxfire” method of teaching by doing, became nationwide hits, and the books, the ongoing magazine still published by high-school students, and the Foxfire Museum & Heritage Center in Mountain City, GA, continue to preserve the culture of Southern Appalachia. This interview with Aunt Arie was one of the most popular pieces from the first book.

Poetry (“Stripped” and “The Good Life”)

George Ella Lyon “Stripped” from *Appalachian Journal*. Copyright 1981 by *Appalachian Journal*.

George Ella Lyon (1949- ) was born in Harlan, Kentucky, and studied English and creative writing. She has taught writing at University of Kentucky, Centre College, Transylvania University, and Radford University. She teaches writing to adults and children through workshops and author visits.

Rita Quillen  “The Good Life” from *Appalachian Journal*. Copyright 1984 by *Appalachian Journal*.

Rita Quillen (1954- ) was born and lives in Hiltons, Virginia. She teaches at Mountain Empire Community College where she started her own college education, writes poetry, and conducts writing workshops.

Antaeus

Borden Deal, “Antaeus” Copyright 1961 by Southern Methodist University Press.

Borden Deal (1922-1985) was born in Pontotoc, in northeastern Mississippi. His family lost their land during the Depression, and land is important in most of his writing, of which there is a great deal. He was a prolific writer though he did not start writing full time until 1956. He published 21 novels and over a hundred short stories.

The Mountain, The Miner, and the Lord

Harry Caudill, “The Mountain, the Miner, and the Lord” Copyright 1980 by the University Press of Kentucky.

Harry Caudill (1922-1990) was born in Letcher County, Kentucky. He was, at various times, a state legislator and an historian studying poverty at the University of Kentucky. He was an environmentalist who opposed strip mining as well as a critic of the historical practices of mining companies, most of which were not headquartered in Appalachia.