

Appalachian Teaching Project
2013 Projects & Participants
(In Order of Presentation)
Crystal Marriott at Reagan National Airport
Friday, December 6, 2013

9:15 am – ALFRED STATE COLLEGE

Description: In Fall 2013, ATP students worked with the Town of Campbell, which is located in New York's Southern Tier. Working individually and in small groups, students researched and documented the subject area and completed a site analysis report and a SWOT Analysis developed from conversations with area residents and local officials outlining the municipalities' Strengths, Weaknesses, Opportunities and Threats.

The information generated was used as a point of departure to illustrate and explain a positive vision for sustainability and growth of the subject community through community engagement. The overall goal is to develop an inclusive master plan that can assist the community in future development. Implementation will be possible through grant funding that requires the community to have a master plan and a vision.

Q&A Leaders – Auburn University

9:30 am – EMORY AND HENRY COLLEGE

Description: Glade Spring was partially destroyed by a tornado in April 2011. At the time, it was on the cusp of major redevelopment projects, initiated from a new cadre of community leaders. Many thought that the destruction wrought in the tornado was the death knell for the place. Since April 2011, however, the town has regained and redoubled its stride. This project was built on lessons learned in the rebuilding effort, and extended those lessons for positive and proactive growth. Students conducted research on the town of Glade Spring, Washington County, Virginia, identifying assets and resources necessary for a dynamic, creative, local economy. Students worked collaboratively with members of the Glade Spring community and the officers of Project Glade to develop a marketing plan that can be used to recruit businesses and social entrepreneurial initiatives to the Glade Town Square. Also, the research and data will be used to support the community's application for economic development grants. Finally, this work involved development of a sustainability plan as well as a strategy for implementation.

Q&A Leaders – Fairmont State University

9:45 am – MOREHEAD STATE UNIVERSITY

Description: The timing of the 2013 ATP project was in line with the long-range planning discussions in the target community—Morehead-Rowan County, Kentucky. The initial areas of focus placed a strong emphasis on environmental, human health, and economic aspects of community quality of life. As in past years, NewCity Morehead was the primary community partner for the student research project and provided an organizational memory important to the students as they expanded on the work completed by previous ATP classes. In addition, two new key partners were added: Sustainable Morehead, Inc. (a non-profit focusing on quality of life and community sustainability) and the Northeast Kentucky Area Health Education Center (whose mission is to promote healthy communities through innovative partnerships). Our project focused on (1) researching peer-reviewed articles and investigating real-world examples pertaining to human health, environmental, and economic aspects of community quality of life; (2) developing and piloting a community needs survey focused on local human health, environment, and economic issues; (3) interviewing a variety of local leaders about these issues, including obtaining their feedback on our survey instrument; and (4) producing a project report that can be readily utilized by local leadership to inform their ongoing long-range planning efforts.

Q&A Leaders – Virginia Tech

10:00 am – RADFORD UNIVERSITY

Description: The 2013 ATP partners are the Floyd County, Virginia Office of Community and Economic Development and the non-profit Floyd Story Center of the Old Church Gallery. The County's Land Policy Task Force found that "What Matters Most" to Floyd County residents was "preservation of rural character, Appalachian heritage, and community identity." The ATP students used qualitative research methods to learn what resident farmers want to preserve and their perceptions of potential threats to the valued way of life. Echoing recent social science research that finds "narrative" and the identification of "core values" as critical elements that help sustain communities affected by cultural and economic change and persistent negative stereotyping, the Development Director noted that having these data "would allow for going beyond simply reacting to outside stressors as they arise. From a land planning and economic perspective, it is valuable to know these answers."

Students collected data by audio recording interviews with 14 Floyd County farmers and transcribing the interviews verbatim. They analyzed the data by constructing topic logs, time diaries, material culture inventories, and by conducting content analyses. Using linguistic analyses the students discovered the words most frequently used in the interviews and topics which produced an elaboration of vocabulary. Using these methods the students gained insight into the dimensions of rural character, Appalachian heritage, and community identity that resident farmers valued.

Q&A Leaders – Southeast Kentucky Community and Technical College

11:00 am – UNIVERSITY OF PITTSBURGH AT BRADFORD

Description: The GPS Mapping and Environmental Education project is a community partnership-based teaching project intended to provide students at the University of Pittsburgh at Bradford with applied learning experiences to create an environmental education application for smart phones. During the fall 2013 ATP term, a team of Pitt-Bradford faculty and students, in collaboration with the Allegheny National Forest Visitors Bureau, the Bradford Area Chamber of Commerce, the McKean County Conservation District, and faculty in the Bradford Area School District, built a free-for-use trail "app" to provide self-guided, multi-media environmental trail tours for the general public and coordinate-based, STEM-specific hands-on lesson plans for area schools for use on the four-mile Richard McDowell Trail in Bradford, Pennsylvania. This proposal builds on the 2012 ATP project by expanding the mapping process (which focused on McKean County) to Bradford.

Q&A Leaders – Frostburg State University

11:15 am – INDIANA UNIVERSITY OF PENNSYLVANIA

Description: The 2013 ATP project at IUP partnered students with the Community Development Committee of the Borough Council of Indiana, PA. The Community Development Committee (a sub-group of Borough Council elected representatives) is responsible for community and economic development initiatives and serves as a liaison between the Borough and other significant community stakeholders, including IUP, the Chamber of Commerce, and nonprofit community development groups such Downtown Indiana and Welcome to Indiana. The central focus of this project was to create an ethnographic walking tour of Indiana, which highlights the unique history and diverse identity of the community, enhances the walkable and bikeable nature of the town, and welcomes students and their families into the community.

Q&A Leaders – Appalachian State University

11:30 am – UNIVERSITY OF TENNESSEE

Description: Ducktown Tennessee, population 427, is located in the Copper Basin in Southeast Tennessee. Like all Copper Basin communities, Ducktown carries a legacy of environmental devastation and remediation. It is also a town in the midst of economic change as it transitions from an extractive resource-based economy to one focused on tourism and small business development.

Ducktown has, in recent years, garnered a reputation as an innovative and progressive community. The community has developed one of the most ambitious municipal solar programs in Tennessee and has assumed a leadership role in the state's rural development community. Using Ducktown as a case study, ATP students examined the potential economic impact and social consequences of new and emerging technologies on small rural communities. The class examined policies and development strategies based on several new technologies, including renewable energy, alternative fuel vehicles, and 3D printing. As part of the assessment process, students examined a wide range of issues and policy topics, including workforce development, infrastructure, local perceptions, and local capacity

Q&A Leaders – East Tennessee State University

Appalachian Teaching Project
2013 Projects & Participants
(In Order of Presentation)
Crystal Gateway Marriott
Saturday, December 7, 2013

8:45 am – AUBURN UNIVERSITY

Description: For the past two years Auburn has collaborated with the Tuskegee Human & Civil Rights Multicultural Center, a museum and visitor's center that educates the public on the shared history and heritage of Macon County, one of five distressed ARC counties in Alabama. The Center is the primary partner, but in order to create a collaborative environment across the county and broaden the project's impact, as well as student interaction with local citizens, we created a steering committee of individuals representing the following entities, all of whom are familiar with our projects and interested in participation: Tuskegee Youth Safe Haven, City of Tuskegee Economic and Community Development Department, Tuskegee Area Chamber of Commerce, Tuskegee University, Macon County Commission, Macon County Cooperative Extension, and National Park Service sites in Tuskegee. The focus of our action project was to research, design, recruit, execute, and evaluate a one-day camp experience for 25 children ages 8 to 12 at the Center. The camp experience was a pilot project that was evaluated in three distinct but related ways using the following questions: Does the Center have the physical infrastructure necessary to execute a successful camp for children? Does the camp template we execute provide a workable model that can be replicated? Do the camp activities result in knowledge gained in the content areas?

Q&A Leaders – University of North Georgia

9:00 am – FAIRMONT STATE UNIVERSITY

Description: North Central WV has played an historically significant role in coal production in Central Appalachia. This northern region has not only mined the coal, but has also been home to several industries that have relied heavily upon coal, such as power generation and manufacturing. The availability of a dependable electrical supply was a key factor in industrial growth in Marion County early in the 20th Century. Even though this strong manufacturing base has changed or been lost, coal remains an integral part of the community as seen in place names, historic photographs, and the memories of the people. For the 2013 ATP, students partnered with the Northern Appalachian Coal Mining Heritage Association (NACMHA), the Marion County Historical Society (MCHS), and the Marion County Convention and Visitors Bureau (MCCVB). These community organizations are interested in gaining skills to aggressively work towards preserving the history of coal in the region.

Students researched regional historic coal sites and utilized 21st Century technologies for the development of a model for heritage tourism integration. The focus of this project was centered on educating the community partners to the potential of using social media tools (crowdsourcing) as a means of getting travelers to specific sites (wayfinding) and the value of these tools to enhance their individual missions, economic development and sustainability needs, and to develop a greater awareness of the historical context of the region.

Q&A Leaders – Alfred State College

9:15 am – VIRGINIA TECH

Description: Virginia's Crooked Road Heritage Music Trail has become an economic and cultural success story, involving 46 sites and hundreds of musicians primarily in the southern and southwestern Appalachian counties of Virginia. Its mission is to support economic development and Appalachian culture through heritage tourism. At the same time, the rich and copious music traditions of several locales, including Montgomery and Giles counties in Virginia, have not been included, resulting in lost tourism dollars. At the request of Crooked Road's director, Jack Hinshelwood, Virginia Tech students collected, classified, and analyzed relevant materials in order to expand the Crooked Road presence more fully into these two counties. A second purpose was to examine whether the Crooked Road initiative is promoting "cultural heritage" consistent with local cultural norms and values in a way that is also economically successful.

ATP students researched local archival material; this information yielded data on the cultural meaning and significance of local music traditions. They collected data relevant to the music traditions in Montgomery and Giles counties to aid in construction of Crooked Road kiosks. Students also interviewed Crooked Road personnel in different communities near the target counties to assess the successes and limitations of the initiative.

Q&A Leaders – Emory and Henry College

9:45 am – SOUTHEAST KENTUCKY COMMUNITY AND TECHNICAL COLLEGE

Description: The 2013 ATP project will use the arts to instill the habit of creative thinking throughout our community and help Harlan County create a sustainable economy. The central focus will be to explore how community-based theater and arts education can contribute to a new economic base for the county and enhance the quality of life for youth in our community. ATP students and faculty will work with a number of community partners on this project including the Higher Ground coalition, the Robert E. Frazier Foundation, and two community sites hosting Higher Ground community performances this fall—the East Kentucky Social Club and the Clover Fork Citizens for Progress.

ATP students will build a traveling stage set, finalize a script, create an art exhibit/stage backdrop, and produce a new Higher Ground play in four locations around the county in the fall of 2013 and provide leadership in pilot art education classes, which we hope will eventually lead to the establishment of a new art school in multiple locations in Harlan County, including the old Rowlett Furniture building in downtown Cumberland.

Q&A Leaders – Morehead State University

10:00 am – FROSTBURG STATE UNIVERSITY

Description: ATP students worked closely with community partners Mountain City Traditional Arts, the Frostburg Farmers Market (a program of Frostburg First), and Frostburg's Main Street Development Program to foster a stronger appreciation for and raise awareness of sustainable foodways, wildcrafting, and natural products in western Maryland. Students developed a workshop and presentation series highlighting sustainable practices in the region and were engaged in the documentation of traditional sustainable practices. Working in pairs, students interviewed and documented area artisans, wildcrafters, and farmers. Using those documentary materials, students co-produced a film highlighting regional practices to premier at Frostburg State University's "Focus Frostburg" event in April. Broken into segments, the film was published through the Appalachian Independent, www.appindie.org; the Mountain City Traditional Arts Blog; and on YouTube. Finally, students were responsible for developing a pilot program portfolio for Frostburg's Farmers Market featuring hands-on demonstrations and educational materials for children highlighting regional nature-based traditions and foodways. The programs themselves will be launched through a partnership of Mountain City Traditional Arts and the Frostburg Farmers Market in the summer of 2014. If successful, the program could provide a model for area farmers' markets.

Q&A Leaders – Radford University

10:15 am – APPALACHIAN STATE UNIVERSITY

Description: In 2010 the Elk Knob Community Heritage Organization (EKCHO), the Watauga County Arts Council, and ASU's Center for Appalachian Studies worked to develop a five-year public art plan for the EKCHO area. In 2012 – 2013, ASU students helped implement EKCHO's art plan by developing two community-based art projects. For 2013 – 2014 students and the local community were engaged in the process of implementing the next steps of the plan. The artistic interpretation of the natural and cultural heritage of the Elk Knob will help sustain the Elk Knob Community.

Students engaged in community-based research about the culture, history, and natural world around Elk Knob, and then worked with community members to create and interpret an art site identified in the plan. Students assisted with the Elk Knob Community Day on September 14, met with community members and created a draft design to present to EKCHO. In October students collaborated with community members to create and install the public art pieces in time for an opening on Friday, November 8.

Q&A Leaders – University of Pittsburgh at Bradford

11:30 am – EAST TENNESSEE STATE UNIVERSITY

Description: For eight years, ATP students have worked with the Town of Unicoi and Unicoi County, Tennessee, on projects that contribute to the town and county's efforts to promote sustainable development through the arts, local farming, and agri-, eco-, heritage, and cultural tourism. In 2013, the students continued to document the county's agricultural heritage, by designing a museum exhibition on the history of farming in Unicoi County, 1945-2000, based on interviews done by ETSU students from 2010 to 2013 and mounted at the Reece Museum from March through June 2014. The exhibition panels will be

donated to the Town of Unicoi after the exhibition closes. The project will promote sustainable economic development and foster cultural preservation.

Q&A Leaders – Indiana University of Pennsylvania

11:45 am – UNIVERSITY OF NORTH GEORGIA

Description: Students in the Appalachian Studies Minor at the University of North Georgia seek to build social bridges that will improve the local food system by encouraging the exchange of seeds and stories between new and long-term residents through arts-based community research.

In Year 1 of the project, students located and interviewed seed savers, collected seeds, conducted seed swaps, and attended community celebrations. Their analysis of stories and images resulted in a visual representation of their research called a "communograph," a quilt-sized display that artistically characterized the seed savers' contributions of donated seeds and shared stories as well as the connections and conversations that led to locating the cultural tradition bearers.

In Year 2, students built on previous work to determine if the project was replicable, sustainable, and scalable for other areas of Southern Appalachia. In addition to creating policies and procedures for collecting and banking seeds and stories, they also generated another quilt-inspired installation based on the new research cycle. The new partner for the 2013-14 ATP was Loganberry Heritage Farm, an organic farm with a mission to recognize Appalachian history and embrace sustainability.

Q&A Leaders – University of Tennessee