

Dr. Sylvia Bailey Shurbutt Knutti 223, 876-5207; Office Hrs.: M, W, R, F (7:30-11:00 a.m.) & T Appt.
Email @ Sshurbut@shepherd.edu; Celtic Roots and Global Appalachia and World Strides link @
<http://www.shepherd.edu/appalachian/>; Shepherd Study Abroad: <http://www.shepherd.edu/study-abroad>

Celtic Roots and Global Appalachia ***APST 430/530 & Life-Long Learning, Spring 2019, EOB 112,*** ***Tuesdays, 5:00-7:40 p.m.***



[Segovia, Spain](#)

PURPOSE AND DESIGN OF THE COURSE: Celtic Roots and Global Appalachia is a global studies experience that allows students to explore their Celtic Roots, either through study abroad or travel. A cornerstone the Shepherd University Appalachian Studies program, the Celtic Roots course and travel adventure are designed to expose students to Celtic heritage associated with “place.” The 2019 course will bring students an understanding of Celtic traditions and storytelling associated with both Spain and France, as we explore writers and works connected to these exciting parts of the world. Students will read Karen Spears Zacharias’ *Burdy* and travel to Bayeux, France, setting for this WWII story. Other writers with Celtic ties explored in the course are James Joyce, Oscar Wilde, Ernest Hemingway, F. Scott and Zelda Fitzgerald, and Paula McLain, whose *The Paris Wife* tells the story of Hadley Hemingway and explores the figures associated with Hemingway’s *The Sun Also Rises*. Travelers will stroll the streets of Pamplona, Spain, the haunting terrain of Toledo and Segovia, and the vibrant cities of Madrid, the heritage village of Sainte-Emilion, and the WWII landing sight at Normandy Beach. However, the highlight of the travel adventure and the course will be the City of Lights Paris, as students and community members search for their own Celtic Roots.

Intended Student Outcomes, Shepherd U. Goal 1: Improve the quality of learning across the curriculum.

Goal 2: Inspire student learning and development through the incorporation of technology in teaching.

Goal 5: Improve Shepherd’s diversity and commitment to social justice.

Goal 6: Enhance continuing education programs for the learning adult.

Goal 7: Improve academic standards while maintaining an open access policy

APST ISO#7: develop community leaders with a commitment to global as well as local civic engagement.



[Toledo, Spain](#)



[Pamplona, Spain](#)

TEXTS AND REQUIREMENTS: Karen Spears Zacharias' *Burdy* (Mercer UP); F. Scott Fitzgerald's "Babylon Revisited" (see <http://fullreads.com/literature/babylon-revisited/6/>); Zelda Fitzgerald's *Save Me the Waltz* and *Flapper Stories* (Collected Writings by Bruccoli); Oscar Wilde's *The Importance of Being Ernest*; Ernest Hemingway's *The Sun Also Rises* (Scribner) and *A Moveable Feast* (Scribner); James Joyce's *The Dead* (<http://mockingbird.creighton.edu/english/micsun/IrishResources/dead.htm>); and Paula McLain's *The Paris Wife*. Click on APST Facebook and Friend @ <https://www.facebook.com/pages/Appalachian-Studies-Program-at-Shepherd/285763348116932>.



[Ernest Hemingway](#)

[Zelda Fitzgerald](#)



[F. Scott Fitzgerald](#)



[Oscar Wilde](#)



[Karen Spears Zacharias](#)

1/15: Introduction to Celtic Roots and Global Appalachia

1/17 Celtic Music at O'Hurleys

Art, Esthétique, et le Gaélique Expatriés

1/22, 29 Oscar Wilde and The Importance of Being Oscar

1/29, 2/5: James Joyce, Inish Expatriate and "The Dead"



[Paris, City of Lights](#)

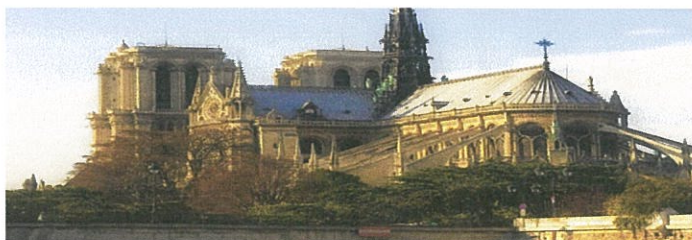
Paris et l'Age de Jazz

2/12, 19: Parisian Flappers, Southern Bells, and Mad Women in the Garret: Zelda Fitzgerald's Save Me the Waltz, Flapper Tales

2/12 "Speak Storytelling Series, Adam Booth," 7:30 p.m.

2/26 Scott Fitzgerald's "Babylon Revisited" and Hemingway's "A Moveable Feast"

3/5: Wives, Writers, Cafes of Paris: Paula McLain's The Paris Wife: A Novel



[Notre Dame Cathedral](#) in [Paris](#)

Macho Men, et L'Alchemy d'Art

3/12: Ernest Hemingway's The Sun Also Rises

3/12 "Speak Storytelling Series, Adam Booth," 7:30 p.m.,

3/26: Woody Allen's *Midnight in Paris*

4/2: Karen Spears Zacharias' *Burdy, From Backwoods to Bayeux, The Journey*

(Place Papers Due)

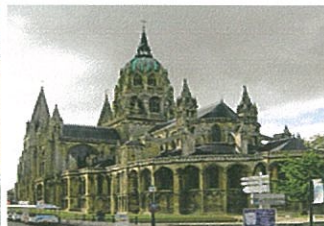
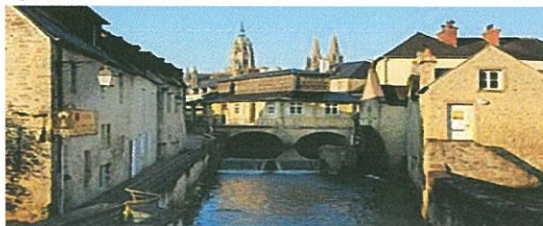
4/9 Place Presentations

4/9 "Speak Storytelling Series, Adam Booth," 7:30 p.m.,

4/16 Place Presentations

4/23 Place Presentations

4/30: EXAM



[Bayeux](#), France

EVALUATION: All reading assignments must be completed by the posted dates above, and a number of reading analyses will be administered throughout the semester in order to ascertain the depth of student critical reading and thinking skills. A short critical essays will also be written in conjunction with the exam. A longer essay that explores the prominence of "place" will be completed as reveal in the poetry or prose of an Appalachian Writer of the student's choice; these papers will be written as conference style papers and presented to the class at the end of the semester. Students are required to attend at least two activities associated with the class or suggested by the instructor; activity responses will be turned in no later than the week following the event. Class participation is considered an important part of the course, both in class and on Sakai, and students are expected to participate. Graduate student grades will be comprised of **1) daily average composed of reading analyses, activity responses (minimum of 2), and class/Sakai discussions (each student must have a minimum of 5 substantive Sakai posts); 2) the exam and exam essay; 3) the Place essay; 4) Place oral presentation to the class (with accompanying PowerPoint or Prezi grades will be factored together according to the following scale: 1/4, 1/4, 1/4, 1/4. Undergraduate grades will be composed of the average of the first three assignments above (1/3, 1/3, 1/3).** **PLAGIARISM** (using another's words or ideas without proper crediting) will result in a zero on the assignment, potential failure of the course, and expulsion from the University—see the University policy on plagiarism as defined by the Student Handbook. ***All incidences of plagiarism are required to be reported to the Assistant Dean of Students; cheating may result in suspension.*** All assignments should be downloaded from Sakai, and students should regularly check and participate in the web discussion room or Sakai Forum (**at least once or twice a week**). Make-up work possible only if absences are excused; **students should contact the professor in advance of an absence at sshurbut@shepherd.edu (or notify Brenda Feltner at X-5220. Grades taken on a day when an unexcused absence has occurred will be recorded as 0. Student financial aid may be revoked, either partially or in full, if class is not attended. Cell phones should be turned off; texting is not allowed in class.** All essays and writing assignments will be in multiple drafts, with a final, **copy-ready draft required after teacher editing**; students wishing feedback and assistance in writing essays should make an appointment in the Scarborough Library with the Academic Support Team or use ShepOwl (<http://www.shepherd.edu/academic-support>) or see the instructor prior to due dates for special tutoring Assignments utilize Wikipedia for the visual and introductory components of this online encyclopedia; **Wikipedia should not be used as a bibliographic reference in essays since it is nothing more than an encyclopedia and superficial in nature.** **Shepherd University provides disability services for all students through the Office of Student Affairs; see <http://www.shepherd.edu/disability>.**