SYLLABUS
HONR 193 “Redneck Rebellion”

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COURSE DESCRIPTION
Underemployment. Expensive housing. All the Blame. No national football championship. The only thing missing is the
dog, and you've got a nice country song. Country music and southern rock emerged as a theology of sorts in the late
1960s and 1970s as factory jobs moved overseas and suburbanites laughed at Jed Clampett and his concrete pond.
Identity crises and gun racks appeared in the 1980s when home places changed into tech parks and white-collar suburbs.
By the 1990s, that distinctive, working-class identity, especially in the South, could no longer be expressed in the
landscape or through rituals and jobs. What emerged in its place were new symbols of identity – pick-up trucks, football
as a “religion,” and increased use of the rebel flag. By the 2000s, an entire industry of “Redneck Chic” swept the nation –
showing up in Duck Dynasty television shows, “white trash” cook books, and shotgun shell Christmas lights. Come
explore this relationship between crisis, identity, the media, and material culture (physical objects that tell us who we are)
in an unstable world, and create projects that address our current national tensions.

COURSE LEARNING OBJECTIVES
After completing this course, a successful student will be able to:
 Develop the critical thinking skills for (1) reading, analyzing, and interpreting readings and (2) articulating and
defending one’s positions in writing, in-class discussions, and oral presentations.
 Participate in class discussions while respecting the views of others.
 Relate the seminar topic to the AUCC categories in Arts/Humanities, Social/Behavioral Sciences, Historical
Perspectives, and Global & Cultural Awareness.
 Have a greater appreciation of diversity, inclusion, and cultural awareness in the seminar topic.
 Develop abilities to write persuasively
 Polish critical speaking skills in relation to controversial issues surrounding identity in white working classes
 Identify the importance of context and contingency in symbols of identity in worldview and as ways of knowing
 Assess historical roots of contemporary national concerns
 To re-assess what we previously thought to be an absolute
 To develop our own ideas about identity as a way of knowing and why humans express it in specific ways

REQUIRED TEXTS:

CANVAS PLATFORM
Class materials, homework assignments, discussion assignments, oral presentation, research paper, grades, and
other information critical to your success in this course are located on Canvas. You can access the Canvas site for this
course by logging in at http://info.canvas.colostate.edu/login.aspx.

COURSE SCHEDULE: TOPICS, READINGS, AND OTHER MATERIALS

Week 1: Introduction to the Course and its Requirements
Determine Dates for Speeches
Canvas, Gregory Mantsios, “Class in America”
Chapter 1, Cobb

Week 2: Discussion Paper #1 Due
Chapter 2, Cobb
The Rhetoric of the Lost Cause – material culture, language and power discussion: Then and Now
Full Sentence Outlines and Bibliographies Discussed
Week 3: Discussion Paper #2 Due  
Chapter 3, Cobb  
Speakers Handbook Discussion  
PICC self-evaluation completed by today

Week 4: Discussion Paper #3 Due  
Chapter 4&5, Cobb  
Speakers Handbook Discussion

Week 5: Discussion Paper #4 Due  
Chapter 6, Cobb  
Composition/Mechanics of Writing Discussion

Week 6: Chapter 7, Cobb  
Composition/Argumentative Papers Discussion

Week 7: First 4-5 page paper due  
Chapter 8, Cobb  
Cowie, Introduction  
Two speeches presented

Week 8: Discussion Paper #5 Due  
Chapters 1&2, Cowie  
Two speeches presented  
Proposals for Argumentative Paper Due

Week 9: Discussion Paper #6 Due  
Chapters 3&4, Cowie  
Two speeches presented

Week 10:  
Discussion Paper #7 Due  
Chapters 5 & 6, Cowie  
Two speeches presented

Week 11: Second 4-5 Page Paper Due  
Chapters 7&8, Cowie  
Two Speeches Presented

Week 12: Music as Modern Expressions of Identity  
Course Reserve, David Fillingim. Redneck Liberation: Country Music as Theology.  
YouTube Research on Country Music, Southern Rock and Celtic Punk  
Chapter 9, Cobb  
Two speeches presented  
Discussion Paper #8 Due

Week 13: Literary Work as Modern Expressions of Identity  
Chapter 11, Cobb  
Choose 1 excerpt from Course Reserve:  
Jim Goad, Redneck Manifesto: How Hillbillies, Hicks & White Trash Became America’s Scapegoats.  
Janissa Ray, Ecology of a Cracker Childhood  
J.D. Vance, Hillbilly Elegy  
Two speeches presented  
Outline for Argumentative Paper Due  
Discussion Paper #9 Due

Weeks 13: Food as Modern Expressions of Identity  
Chapter 12, Cobb  
Podcast: Considering Cracker Barrel, Episode 36, Gravy Podcast, Southern Foodways Alliance
ASSIGNMENTS

Class Participation
Attendance is mandatory. Any absences must have prior approval by the instructor; unexcused absences receive 0 points for that time period. Participation is graded according to the criteria in the Participation Rubric (appended) over seven 2-week intervals (Weeks 1-2, 3-4, 5-6, 7-8, 9-10, 11-12, and 13-14).

Honors competencies self-assessment. Honors seminars are intended to assist student competencies in critical thinking; creativity and problem solving; interdisciplinary learning integrated with global &/or cultural viewpoints and professionalism, interpersonal skills, & emotional intelligence. The assignment is due at the end of Week 4. Students must include comments for all four categories for full credit.

This assignment addresses the University Honors Program competencies of critical thinking and professionalism, interpersonal skills, & emotional intelligence.

Discussion assignments
Students are divided into smaller discussion groups by Canvas. Each student submits a post on the Discussion board based on the prompt and responds to a posting from one other student in the discussion group.

This assignment addresses the University Honors Program competencies of critical thinking; creativity and problem solving; and professionalism, interpersonal skills, & emotional intelligence.

Oral Presentation
Students give an extemporaneous persuasive speech 7-8 minutes in length. The purpose of the speech is to persuade, not inform. Speeches must flow logically and be evidence-driven. A full sentence outline with complete bibliography is required.

Peer Evaluation. Each student is evaluated by two other students. Canvas will randomly assign students to evaluate. You are to complete the grading rubric provided by the due date. The scores from the peer reviews will be included in the oral presentation grade.

This assignment addresses the University Honors Program competencies of critical thinking; interdisciplinary learning integrated with global &/or cultural viewpoints; and professionalism, interpersonal skills, & emotional intelligence.

Writing Assignments
Students prepare 10 one-page summaries based on the content and materials. The assignments are uploaded to Vericite and printed as a hard-copy by the due date of the assignment.

This assignment addresses the University Honors Program competencies of critical thinking; creativity and problem solving; and interdisciplinary learning integrated with global &/or cultural viewpoints.

Analytical Research Paper
Research paper (8-10 pages or 2500 words plus references) on a topic that analyzes, interprets, and evaluates an aspect of the course content. The topic may be based on the oral presentation, or it may be on a different topic. A proposal for the paper is due at the end of Week 7.
This assignment addresses the University Honors Program competencies of critical thinking and interdisciplinary learning integrated with global &/or cultural viewpoints.

EVALUATION SYSTEM

The assignments that are used to evaluate student learning are:
1. Discussion question assignments (15% of grade). Weekly one-page writing assignment on readings (10 total).
2. Two writing projects (25% of grade). Writing assignments (5-10 pages each) can be in the form of a traditional academic essay, personal essay, creative nonfiction, fiction, poetry, or art/design project with narrative.
3. Formal persuasive speech (20% of grade). A 7 to 8-minute extemporaneous persuasive speech to the class related to content.
4. Final argumentative paper (25% of grade).
5. Participation (15% of grade). This includes the PICC self-assessment.

GRADING

<table>
<thead>
<tr>
<th>Seminar Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>15%</td>
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<tr>
<td>Discussion assignments (10)</td>
<td>15%</td>
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<tr>
<td>Writing projects (2)</td>
<td>25%</td>
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<tr>
<td>Final argumentative paper (1)</td>
<td>25%</td>
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<tr>
<td>Formal speech (1)</td>
<td>20%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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Grade distribution (plus/minus grades may be used):
- 90-100%   A
- 80-89%    B
- 70-79%    C
- 60-69%    D
- <60%      F

Incomplete
The grade of “I” is a temporary grade awarded to indicate that for reasons beyond the student’s control or that the student could not have reasonably have anticipated, he/she could not complete the requirements for the course. When an instructor assigns an “I,” he/she shall specify in writing the requirements the student shall fulfill to complete the course. After one year, or at the end of the semester in which the student graduates (whichever comes first), an “incomplete” grade will automatically changed to an “F” grade unless the course has been completed and the grade change submitted. The student must be in good academic standing in the class in order to receive an incomplete. (CSU Faculty Council policy)

Late Assignments Policy
All assignments are due in class on the date due. Late assignments are not accepted unless there are genuine extenuating circumstances or other situations where arrangements have been made in advance.

Resources
The CSU Writing Center is an excellent resource to support the development of your writing skills throughout your college career. While students are not required to access services, you are strongly encouraged to seek consultation on your writing projects required for this course. In addition to contact information, there are useful resources available on their website: http://writing.colostate.edu/.

The Morgan Library reference librarians can direct you to books and articles for the research paper and the oral presentation. I recommend contacting Rob Sica, Social Sciences and Humanities Liaison, Morgan Library 154, rob.sica@colostate.edu, 970.491.1047.

Absence Policy
If you are ill or unable to attend class, you must contact the instructor in advance. It is your responsibility to contact a classmate to get information discussed in class. It is good practice to always have the phone number and email address of at least two students in your class. You can request this information from classmates and write it below.
Accommodations for disabilities
Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 requires Colorado State University to provide academic adjustments or accommodations for students with documented disabilities. Students seeking academic adjustment or accommodations must self-identify with the Office of Resources for Disabled Students (ORDS). You may call for an appointment at: 491-6385 or stop in at 100 General Services Building. After meeting with ORDS staff, and based on their recommendations, students are encouraged to meet with their instructors to discuss their needs, and if applicable, any lab safety concerns related to their disabilities.

Academic and Professional Honesty Policy
This course adheres to the Academic Integrity Policy of the Colorado State University General Catalog (Page 7) and the Student Conduct Code. Honors students enrolled in this course are held to high standards of integrity. Academic integrity is expected within all assignments for this course. Students will be required to make an honor pledge to complete this course. The honors pledge will be completed as a class. For more information about academic integrity, please visit: http://learning.colostate.edu/integrity/.

Reporting student disclosures of interpersonal violence
CSU's Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation policy designates faculty and employees of the University as “Responsible Employees” (https://oeo.colostate.edu/title-ix-sexual-assault-sexual-violence-sexual-harassment/). This designation is consistent with federal law and guidance, and requires faculty to report information regarding students who may have experienced any form of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation. This includes information shared with faculty in person, electronic communications or in class assignments. As “Responsible Employees,” faculty may refer students to campus resources (see below), together with informing the Office of Support and Safety Assessment to help ensure student safety and welfare. Information regarding sexual harassment, sexual misconduct, relationship violence, stalking and retaliation is treated with the greatest degree of confidentiality possible while also ensuring student and campus safety.

- Any student who may be the victim of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation is encouraged to report to CSU through one or more of the following resources:
  - Emergency Response 911
  - Deputy Title IX Coordinator/Office of Support and Safety Assessment (970) 491-1350
  - Colorado State University Police Department (non-emergency) (970) 491-6425

Competencies for Honors Students Exercise (“PICC” feedback)
The CSU University Honors Program has identified four general competencies that should be incorporated in each Honors seminar. These skills include (1) Professionalism, interpersonal skills, and emotional intelligence; (2) Interdisciplinary learning integrated with global and/or cultural viewpoints; (3) Critical thinking; and (4) Creativity and problem solving. This is a two-stage process. First, students complete a self-evaluation of these skills at the beginning of the semester. Second, at the end of the semester instructors will provide feedback for each student, based on assignments and activities. The feedback is part of the University Honors Program; it is for advising purposes only and is confidential. It is not part of a student’s grades or academic record. A standardized rubric is used to provide feedback for growth in these areas and to measure the Honors Programs progress in helping students to develop these skills through their academic career. The feedback categories and activities/assignments used to evaluate students are listed below and noted in the assignment descriptions.

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<tr>
<th>Skill Category (PICC)</th>
<th>Relevant Course Activities &amp; Assignments</th>
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| **1. Professionalism, interpersonal skills, & emotional intelligence:** Acts ethically & positively to foster a supportive instructional or work environment. Has the emotional intelligence (ability to perceive, evaluate, & manage emotions) & interpersonal skills to work effectively with others. | • Class participation & conduct  
• Discussion question assignments  
• Formal speech |
### 2. Interdisciplinary learning integrated with global & cultural viewpoints:
Integrates diverse knowledge, perspectives, &/or skills into arguments &/or strategies; is aware of and can clearly incorporate global & cultural perspectives to an argument or issue.
- Class discussions
- Discussion question assignments
- Writing projects
- Final research paper
- Formal speech

### 3. Critical thinking:
Student advances a position with specific theses or hypotheses & can conceptualize ideas or lines of thought. Conclusions and related outcomes acknowledge complexities of an issue (implications and consequences) and recognize differing points of view. Formulates & develops claims with sufficient support, including reasoning, evidence, & persuasive appeals, & proper attribution where necessary. Uses written and oral communication effectively in persuasive arguments.
- Class discussions
- Discussion question assignments
- Writing projects
- Final research paper
- Formal speech

### 4. Creativity & problem solving:
Creatively applies discipline-based and/or cross-discipline-based knowledge to discover and design a variety of forms often using a problem-solving strategy.
- Class discussions
- Discussion question assignments
- Writing projects
- Final research paper
- Formal speech

Instructions for completing the student self-evaluation using online PICC form:
1. Click this [link](https://honors.colostate.edu/picc), or go to [honors.colostate.edu/picc](https://honors.colostate.edu/picc) in your web browser.
2. Log in with your eName and password.
3. Click on the blue “Create New” button at the top of the page to bring up the PICC Entry Form.
4. At the top of this new page is a link to the full PICC rubric, which you should review before completing the form.
5. The Assessment Type, Student, and Semester fields should be filled in for you.
6. Choose your instructor from the drop down menu.
7. Choose the course for which you are filling out this evaluation from the drop down menu.
8. Choose the level (B, D, P, and M, for basic, developing, proficient, and mature, respectively) for each of the four skill categories. Note that comments justifying why you chose this level are required.
9. If you have any general comments, add them to the general comments field. This field is optional.
10. Once you have checked to ensure the form is correct, click the ‘Submit’ button. All done!

If you have any questions or technical problems, email Honors Tech Support at [honorstechsupport@colostate.edu](mailto:honorstechsupport@colostate.edu)
**PARTICIPATION GRADING RUBRIC**

Participation is graded on a scale from 0 (lowest) through 4 (highest), using the criteria below. The criteria focus on what you demonstrate and do not presume to guess at what you know but do not demonstrate. This is because what you offer to the class is what you and others learn from. I expect the average level of participation to satisfy the criteria for a "3".

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<tr>
<th>Grade</th>
<th>Criteria</th>
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<td>0</td>
<td>Absent.</td>
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| 1     | Present, not disruptive.  
Tries to respond when called on but does not offer much.  
Demonstrates very infrequent involvement in discussion. |
| 2     | Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them.  
Offers straightforward information (e.g., straight from the case or reading), without elaboration or very infrequently (perhaps once a class).  
Does not offer to contribute to discussion, but contributes to a moderate degree when called on.  
Demonstrates sporadic involvement. |
| 3     | Demonstrates good preparation: knows case or reading facts well, has thought through implications of them.  
Offers interpretations and analysis of case material (more than just facts) to class.  
Contributes well to discussion in an ongoing way: responds to other students’ points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.  
Demonstrates consistent ongoing involvement. |
| 4     | Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.).  
Offers analysis, synthesis, and evaluation of case material, e.g., puts together pieces of the discussion to develop new approaches that take the class further.  
Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students’ comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc.  
Demonstrates ongoing very active involvement. |