

HNRS 2112-008 MW 1:00-2:15
UNM Honors College Room 1040

Dr. Obenauf
Spring Term 2024

THE ARTICULATE CITIZEN

SYLLABUS

Instructor: Richard Obenauf, PhD
obenauf@unm.edu
<http://citizen.obenauf.net>

Office hours: Mondays and Wednesdays
12:30-1:00 and 4:00-4:30
and by appointment, Room 1071

Our Founding Fathers considered a well-informed citizenry crucial to the survival of our republic. In this course, we will critically evaluate some of the most important essays, speeches, and other documents from American history and use them as models for our own writing. We will read texts in various genres and intended for distinct audiences to help us learn how to deliver our own messages more effectively. We will explore some of the ways that our own predispositions may affect our writing, as well as the impact of bias on the way information is presented to us. We will practice by emulating some of the most inspiring American voices to make our own writing more nuanced and persuasive.

Our reading list is traditional by design. In this class, you'll get a chance to read and critique some of the foundational primary sources of our democracy, such as the Declaration of Independence, the Seneca Falls Declarations of Sentiments and Resolutions, and speeches and essays by George Washington, Abraham Lincoln, Teddy Roosevelt, Woodrow Wilson, Herbert Hoover, Franklin Roosevelt, Dwight Eisenhower, John F. Kennedy, Martin Luther King Jr., and Lyndon Johnson. Other authors we'll consider include Andrew Carnegie, Walter Lippmann, Edward R. Murrow, and Potter Stewart, and E.B. White, among others (such as Jonathan Swift and George Orwell, who were not Americans). We will also look at media portrayal of current events and issues in order to understand the relationship between audience and slant, a skill that will be useful to you both as a scholar and as a citizen.

Consistent attendance and active participation are required. Students are expected to keep a reading journal which will form the basis for a series of short reaction papers. There will be five brief exercises and three short analytical essays, the last of which you will expand into your term paper.

HOW TO GET THE MOST OUT OF THIS CLASS

You will be staring at a lot of screens this spring. It is my sincere hope that you use this course as an **analog oasis**. I hope you will make a point of writing in your journal in longhand before each reading and that you will savor our readings in their printed versions. Now more than ever, you have an opportunity not only to practice focusing on a single task for extended periods of times—but to use this unplugged time as an escape from some of the other pressures of the present. If you don't already own a

decent dictionary, you should consider buying one. A print dictionary will allow you to look up unfamiliar words without getting sucked into your phone.

YOUR GRADE

There are many ways to assess student learning. In this class, the main form of assessment will be the feedback you get on your writing. The comments on your papers are for your benefit. You should read my notes and ask questions so that you can follow up on each piece of advice as you work on each subsequent essay.

In addition to the handwritten and typed notes, I will assign letter grades to your formal writing (i.e., the four major papers) and grade the reaction papers and exercises on a pass/fail basis. These grades are a necessary evil: the grade you earn on each assignment is far less important than the feedback you receive and the progress you make over the course of the semester. You should not fixate on the grades. Just keep doing your best and strive to do even better next time.

25% Participation

75% Written work

15% Response papers and exercises

15% First short analytical paper

15% Second short analytical paper

15% Third short analytical paper

15% Term paper (an expansion of the third analytical paper)

Your semester grade will follow the Honors College's unique grading system according to these criteria:

A semester grade of A+, A, or A- will be recorded on your university transcript as an A. An "A" signifies exemplary work that meets Honors expectations and will compute into your academic GPA.

A semester grade of B+ through C+ will be recorded on your university transcript as "CR." A grade of Credit in this course signals that you participated meaningfully in class discussion and that you made an earnest attempt to meet the basic norms of scholarly writing even if your work did not consistently meet Honors-level expectations for writing and rigor. You will receive credit towards graduation for your satisfactory work in this class, but your grade will not factor into your academic GPA.

A semester grade of C or below will be recorded on your university transcript as "NC." A grade of No Credit signals a failure to meet basic conventions of scholarly work, such as respect for deadlines, formatting, grammar, accuracy in citations and bibliographies, and/or significant problems in attendance and participation. **Even if your points add up to a passing grade, it is not possible to pass this course if your final project is incoherent or lacks appropriate citations**

or an accurate bibliography. Thus, a grade of NC indicates unacceptable work and is not computed into your GPA or counted towards graduation.

I believe that every student enrolled in this seminar is capable of earning an A for the semester in “The Articulate Citizen.” Because I do not grade on a curve, nothing would delight me more than to turn in all As in May.

CLASS PARTICIPATION

Attendance: We all benefit from hearing your perspectives in class discussion. Officially, I may lower your participation grade for each unexcused absence. Your consistent attendance and contribution to class discussion are crucial to the success of this small seminar. And although I expect you to be ready to begin on time, it’s better to be late than not to come at all. Consistent tardiness will affect your participation grade in proportion to the consistency of your disruption. Please keep in touch with me if you must miss class. If you are experiencing physical or academic barriers, or concerns related to mental health, physical health and/or COVID-19, please consult with me after class, via email, or during office hours. I want to help you succeed in this class, and I will do everything within my power to shepherd you through to May. We will work together on a case-by-case basis as issues arise.

Book policy: Bring the book we’re reading to every class session. We will need to cite evidence for every claim we make. To practice quoting the text extensively during class discussion in preparation for your papers, we will all (literally) need to be on the same page. I have prepared a photocopied coursepack of shorter readings and ordered the most inexpensive editions I could find of longer books to make sure that you can afford the materials for this class, and you are expected to use these physical printed materials, in the exact editions I have requested. Our classroom is both a NO-B.S. ZONE and a safe space to try out new ideas; the best ideas are anchored in concrete evidence; without your book, you cannot cite evidence for your claims, and therefore you cannot participate meaningfully in discussion. Since you may be dismissed from class and marked “absent” for the day if you do not have your book with you, if you realize you’ve forgotten your book, you should tell your instructor immediately and ask permission to share with a classmate or to use an electronic version for that day only.

Electronics use: The emphasis in a seminar is on conversation. In order to be fully engaged in our discussions, you should put away your electronic devices when you are in class so that you can devote your total attention to what your classmates are saying and to what you can contribute. I again ask that you use PRINT editions of the texts we will be discussing so that you can leave your phones, computers, tablets, e-readers, and other distractions in your bags. Pen and paper should do fine for your note taking in Honors. If you must use electronics during class, you will need to resist the temptation to check social media or work on other projects.

Participation and preparation: Honors seminars are neither lectures nor bull sessions; active attendance is a part of participation, but your presence alone does not

guarantee participation points. You are encouraged to contribute when you have something thoughtful to say...which means coming to class thoroughly prepared to discuss the day's readings with an open mind. The best way to prepare is to read the course materials attentively, looking up unfamiliar words and concepts, and generally considering the major issues of the works before we begin our discussions.

Reading journal: In addition to your normal class notes, you should purchase a separate notebook—a **reading journal**—to use for reflection throughout the semester. For each reading, I will announce some reflection questions for you to consider in your private reading journal. I recommend tackling the questions before attacking the reading so that you can see how your ideas compare with those of the text. This will take approximately **one to two hours per text** and it is a significant part of this course. You will draw on your personal responses in your short reflection papers, and your observations about the readings will help you prepare for class discussion. **This reading journal is strictly confidential—you will never, ever be required to share its contents with me or with any of your classmates. You are expected to keep up with it.**

Following up by email: Although Honors expects all students to contribute to our daily seminar discussion, you may not be able to express every idea that you would like to explore in our limited time. I encourage you to email me with your observations, questions, or even links to relevant articles. Past students have found it helpful to articulate an idea by explaining it in an email to me, and this is one way introverted students in particular can show that they are truly engaged in the course.

Keeping up with the news: You should make a strong effort to keep up with current events while you are in this class (and hopefully for the rest of your life). I suggest following such sources as The Albuquerque Journal, The New York Times, The Wall Street Journal, The Washington Post, and USA Today. The New York Times and The Wall Street Journal offer special discounts for students; Amazon Prime subscribers qualify for other discounts for The Washington Post. On social media, you should consider following Dan Rather, ProPublica, and the Columbia Journalism Review. You don't have to read every newspaper every day, but you should at least keep up with the headlines in major print outlets.

Extra credit: I would like to offer extra credit to any student who **independently** discovers a typo in a major newspaper (e.g., The Albuquerque Journal, The New York Times, The Wall Street Journal, The Washington Post, or USA Today). I will add $\frac{1}{4}$ point to your final grade for each mistake you detect in an online article, and $\frac{1}{2}$ point for each mistake you detect in the print version. Typos include misspellings, punctuation errors, formatting problems, and other editing mistakes. In order to claim your bonus points, you must email me within 24 hours of publication with a screenshot of the relevant passage in the digital article (plus a link to it) or a scan or photograph of a printed page. **In order to claim the points, you must also write a brief paragraph describing the typo, hypothesizing what may have caused it, and explaining what the error signals about the way the article was written or the how newspaper is produced.**

WRITTEN WORK

Consistent and thoughtful class participation is crucial to your education (and hence your grade), and yet the slow, careful work of a scholar is largely a solitary activity. Moreover, in contrast to in-class participation, written work is much more objectively assessed and improved over time. Besides, this is a writing class! For these reasons, your written work accounts for the bulk of your grade in “The Articulate Citizen.” I will provide ample feedback on your papers, including marginal annotations and typed comments, so that you can continue to improve your writing, no matter how well you write at the start of the term. You should review my notes carefully.

I can only help you identify your strengths and weaknesses if the work you submit reflects your actual abilities. You will not be permitted to rewrite any of your papers in this class. It is important that you do your best the first time so that I can respond with advice that will help you take your writing and thinking to the next level.

I will spend significant time responding to your work, and so I have some specific requests about how you format your documents so that I can streamline my grading. I would much rather spend my time commenting on your ideas and argumentation than on your formatting and grammar. You don’t need me to tell you things you already know—if you rush through your drafts and skip the revision process, my feedback will be less helpful to you than if I am able to respond to your strongest effort. Since you will not be permitted to rewrite any of your papers in this class, I urge you to do a good job the first time and request guidance and extensions if necessary.

I take it as a given that you will use the MLA template I have provided on the course website so that you can focus your energy on your writing and argumentation and I can focus my energy on responding to your writing and argumentation. I have also provided a Guide to Writing and Reasoning Like a Scholar in the coursepack for this class to help you produce the sort of writing we are looking for in Honors, regardless of what writing classes you may (or may not) have had in high school or college.

For this class you will need to install **Microsoft Word** to your computer (and **NOT** just use the online version, or Google Docs, or Pages, etc.). You can get it for free as a UNM student through your webmail page. Look for the matrix of nine dots in the upper left corner (technically known as the “waffle iron”), and click it to reveal a list of various webapps. You don’t want those webapps, but above that list is a link with an arrow that says “Office.” Click that and you’ll go to office.com but logged in with your UNM credentials. At the top right of that page there’s a big button that says “Install Office.” Click the button and follow the instructions. Once you have Word on your computer, you’ll be ready to download my MLA template from the course website that will enable you to produce properly formatted MLA documents.

Since you will not be permitted to rewrite any of your papers in this class, I urge you to do a good job the first time and request guidance and extensions if necessary. That said, you have the tools to get full credit for all of your work. I would much rather spend my time commenting on your ideas and argumentation than on your formatting and grammar. You don’t need me to tell you things you already know—if you rush

through your drafts and skip the revision process, my feedback will be less helpful to you than if I am able to respond to your strongest effort. To help nudge you towards using the course materials sooner rather than later, this semester **there will be a penalty of one letter grade for each significant formatting or proofreading issue.** I look forward to seeing what you come up with!

To reiterate, I have provided you with a thorough guide to writing and reasoning like a scholar in your coursepack, which will help you teach yourself how to meet the expectations of the formal analytical writing in this class, including the analytical portions of your term paper. You must proofread your work carefully before you turn it in. There will be numerous other handouts and tools provided to you this semester to help you succeed in this class. You should use these tools to hold yourself accountable and to help yourself develop writing and critical thinking skills that will serve you for the rest of your life. Please ask for help if you are struggling to meet these expectations.

You are expected to follow the latest MLA style guide and to document your sources meticulously. This is Honors! For example, all work should be exactly double-spaced in a 12-pt. Times New Roman typeface, rendered with 1" margins, and therefore 24 lines of text per page; the page number and your name must appear in the upper right corner of each and every page. **Please print all documents single sided.** You must neatly staple or paperclip your pages together: loose or crimped pages will not be accepted. **I will not grade any paper that fails to meet the minimum expectations for length, formatting, proofreading, or rigor of citations and bibliographies. A template is available on my website, <http://www.richardobenauf.com>.** For additional examples, consult your MLA Handbook and see <http://style.mla.org>.

As you write, you should consult references like The Elements of Style, a good dictionary, your MLA Handbook, and Dr. Obenauf's Guide to Writing and Reasoning Like a Scholar. I expect your very best. As a rule of thumb,

A papers open with an introduction that gives sufficient context without overwhelming the reader with irrelevant information and offer a concrete thesis statement at the end of the introduction. The body of an A paper is meticulously organized and well polished, taking a serious tone as it persuasively guides the reader through rigorously cited evidence and careful original analysis. Its conclusion takes the analysis a step further and considers the broader implications of the project's analysis, avoiding recapping or simply summarizing what has already been said. The bibliography is accurate. In short, an A paper follows the conventions of style and formatting described in the MLA Handbook and in Dr. Obenauf's Guide to Writing and Reasoning Like a Scholar.

B papers make an earnest attempt at all of the traits of an A paper, but do not fully meet these expectations.

C papers struggle to meet these basic expectations but show a sincere attempt at intellectual honesty and rigor.

D papers make reasonable use of evidence but are too incoherent to build a persuasive argument.

F papers are intellectually dishonest or otherwise fail to meet the most basic expectations of college writing as described in Dr. Obenauf's Guide to Writing and Reasoning Like a Scholar. Coherent papers may be returned with an F if they do not conform to the norms of formatting, if they do not present sufficient evidence to build a persuasive argument, or if they do not respond to the paper prompt as assigned. Papers below the minimum length requirement cannot answer the assignment as described and so they will be returned with an F.

All work must be submitted in hard copy at the beginning of class on the day it is due. I am reasonable about extensions, but you must talk to me—or e-mail me—ahead of time if you think you will need an exception. Otherwise, late work will be penalized one letter grade for each day it is late.

There are three main kinds of papers you will submit in “The Articulate Citizen”:

- There are **five short exercises** due throughout the semester. I will announce the assignments ahead of time, and you should follow the instructions carefully. Since they will be graded on a pass/fail basis, as a general rule they will not be accepted late. I will comment on these lightly. A pattern of especially good or especially sloppy work will affect your grade.
- Your **six short response papers** should be **no less than one full page but no more than two full pages of text, double spaced, plus an accurate Work (or Works) Cited page**. You may submit them at any time, but you must submit at least three of them before Spring Break. These short reflection essays are likely to expand on topics you first explored in your private reading journal, but there is no assigned topic: they merely need to relate to the class themes or readings.

While these essays are likely to be personal and reflective in nature, you must argue them with concrete evidence. Part of the challenge is to strike a balance of personal and analytical commentary, writing neither an entirely personal essay nor an entirely analytical paper. A personal anecdote drawn from your life would make a suitable opening; you might then comment on how one or more of our recent readings deals with a similar issue; to conclude, return to your opening comments. In discussing course materials, you should **not consult any outside sources, summaries, or commentaries, or using AI tools such as ChatGPT.**

Although these essays should be personal and reflective in nature, you must argue them with concrete evidence. Part of the challenge is to strike a balance of personal and analytical commentary, writing neither an entirely personal essay nor an entirely analytical paper. A personal anecdote drawn from your life would make a suitable opening; you should then comment on how the reading deals with a similar issue, **using rigorously-cited quotations from course readings or other materials you encounter**; to conclude, you could return to your

opening comments or even quote or paraphrase your initial response in your reading journal that provoked you to write on the particular topic.

In order to avoid the pitfalls of arguing too broadly (such as by attempting to make sweeping suggestions about “society” or “human nature”), you should argue with concrete examples, which can include personal anecdotes and quotes from your journal. Anecdotes from your own experience can make a useful point of comparison for understanding how other people in other times and places dealt with similar situations.

You are encouraged to write on political themes, and you should not worry about my political sensibilities. I am interested in hearing your stance and giving you the opportunity to articulate your understanding of philosophy in light of current events. In order to avoid the pitfalls of arguing too broadly (such as by attempting to make sweeping suggestions about “society” or “human nature”), you might focus your commentary by briefly citing a relevant article from a newspaper of record (such as The Albuquerque Journal, The New York Times, The Wall Street Journal, or The Washington Post).

I will comment on these lightly. Since they will be graded on a pass/fail basis, as a general rule they will not be accepted late. A pattern of especially good or especially sloppy work will affect your grade.

- The **four analytical papers** will be due throughout the semester and represent 60% of your grade in this course. I will announce the assignments ahead of time, and you should follow the instructions carefully, following the conventions of MLA style and good, clear writing. I expect to see your writing improve from each paper to the next, and the feedback you receive on each essay will help you write more cleanly and organize your ideas more usefully for your reader.

A NOTE ON CITING SOURCES ACCURATELY

Through these assignments, you will get lots of practice citing your sources. Your Works Cited page is perhaps the most important element of college writing because it shows your reader how to check the citations in your paper. You should plan ahead to create the bibliographic entries based on the sources you cite, and then painstakingly double- and triple-check them for accuracy. For reasons I explain in greater detail in my Guide to Writing and Reasoning Like a Scholar in your coursepack, it is very important that your Works Cited pages be accurate.

Bibliographies allow your reader to confirm that what you have said is true; inaccurate entries cast doubt on the entirety of your argument, and so they are anything but busy-work. You must devote as much attention to detail at the end of your project as at the beginning. A meticulous bibliography is part of a gestalt of rigor and intellectual honesty expected in Honors that signals your devotion to truthfulness and openness in your work.

Any student who lists an edition other than the exact version cited in that student's paper will receive no higher than a D on the assignment. I am sorry that it has come to this. Too many past students have committed academic dishonesty by failing to represent their sources accurately. I do not think it is unreasonable to expect Honors students to cite their work accurately. You will not be permitted to revise or resubmit your project because accurate bibliographies are not difficult to produce and I wish to discourage you from taking hazardous shortcuts. **DO NOT CHEAT BY USING AN ONLINE CITATION GENERATOR. YOUR ENTRIES WILL ALMOST CERTAINLY BE WRONG. IT IS NOT WORTH THE RISK!!** Instead, you should refer to my sample MLA template, your MLA Handbook, and other reputable guides and produce the entries yourself. If you have any doubts, you should ask your professor for guidance.

WHAT SORT OF HELP IS OK?

You may seek help with all stages of the writing process, but you must be the sole author of all work you submit in this course. Submitting material as your own work that has been generated on a website, in a publication, by an artificial intelligence algorithm, by another person, or by breaking the rules of an assignment constitutes academic dishonesty. It is a student code of conduct violation that can lead to a disciplinary procedure. It should go without saying that learning the course material depends on completing and submitting your own work.

Off-campus paper writing services, problem-checkers and services, websites, and AIs can produce incorrect or misleading results. Indeed, consulting outside sources is likely to derail your thought process, as is the use of AI tools such as ChatGPT.

Instead, I urge you to enlist your friends and family to help you proofread your papers—and to read your own prose out loud.

You may wish to reach out to our Honors librarian over at Zimmerman Library, Adrienne Warner by email at adrienne@unm.edu or by scheduling an appointment through her faculty page, <https://uull.unm.edu/people/directory/w/warner-adrienne.php>

Also, the Center for Academic Program Support (CAPS), located both on campus and at <http://caps.unm.edu>, offers resources to help you improve your writing, including one-on-one tutoring, walk-in writing labs, and on-line writing assistance. You are encouraged to visit CAPS for help with all stages of the writing process.

HOW WE WILL HANDLE PROVOCATIVE AND OFFENSIVE MATERIAL

This semester we will be examining cultural and historical legacies that span hundreds of years—some of them quite wonderful and others utterly horrifying—to better understand our own society and our place within it. The syllabus for this course is packed with works chosen for their literary, philosophical, political, historical, and aesthetic significance. No historical artifact or document can capture the entire essence of the lived experience of a particular time or place; we will read these works

for what they reveal about the broad expectations of their first audiences. For example, we will be encountering material that exposes the long shadow of racism, sexism, xenophobia, and other forms of coercion. But rather than judging the past by our standards, our time is best spent uncovering what old books suggest by thinking as historians, literary scholars, and anthropologists. For example, we will trace the roots of various kinds of bigotry—as well as pushback against injustice. I sincerely hope you use this information to build a more just world.

While I hope you find something of personal interest in our reading list, when you disagree with a perspective I encourage you to grapple with the seeming contradictions and internal inconsistencies within works and among various texts as a way to discover the forces that motivated people who held view different from your own. Indeed, we will be reading, discussing, and writing about ideas that will make you uncomfortable.

Considering concepts in their historical contexts should not be construed as endorsement of those memes. Our aim is not to litigate the truth or morality of the texts on our syllabus; our goal is to understand these works on their own terms for what they suggest about how other people lived and what they thought. To that end, as a general rule we will not be censoring our works. We acknowledge that when we analyze primary literary works within their historical contexts, the words and concepts belong to the author rather than to the scholar who is quoting part of a text that is germane to the topic at hand. In your papers, you should reproduce quotations precisely, though you may paraphrase words and passages in your subsequent discussion to avoid using epithets in your own prose. In our seminar sessions, at times your instructor may take the reins and read certain passages out loud so that no student is forced to read them in class, though, again, we recognize that the words and ideas belong to the author and not to the person reciting them.

Per Section 2220 of UNM's Student Handbook, [The Pathfinder](#),

As an institution that exists for the express purposes of education, research, and public service, the University is dependent upon the unfettered flow of ideas, not only in the classroom and the laboratory, but also in all University activities. As such, protecting freedom of expression is of central importance to the University. The exchange of diverse viewpoints may expose people to ideas some find offensive, even abhorrent. The way that ideas are expressed may cause discomfort to those who disagree with them. The appropriate response to such speech is speech expressing opposing ideas and continued dialogue, not curtailment of speech.

The University also recognizes that the exercise of free expression must be balanced with the rights of others to learn, work, and conduct business. Speech activity that unduly interferes with the rights of others or the ability of the University to carry out its mission is not protected by the First Amendment and violates this policy.

While I would never pressure any student to say something simply because it's what you think I would want to hear, I encourage you to speak up when you have something relevant to say. Respectful debate and free inquiry are cornerstones of Honors seminars, so long as our discourse is germane to the seminar and the topic at hand. You do not have the right to derail class discussion.

Finally, at times this semester we may be discussing passages that could be disturbing, even traumatizing, to some students. If you ever feel the need to step out during one of these discussions, either for a short time or for the rest of the class session, you may always do so without penalty. You will, however, be responsible for any material you miss and should make arrangements to review notes with one or your classmates or to see me during office hours.

STUDENT LEARNING OUTCOMES

This "Rhetoric and Discourse" course fulfills UNM Core Curriculum Area 1 (Writing and Speaking). Once students successfully complete "The Articulate Citizen," they will be able to:

1. Critically evaluate a variety of written and spoken messages drawn from American history as well as contemporary coverage of current events in order to make informed decisions, such as by analyzing shifting portrayals of historical events and by comparing the bias in different media portrayals of current events;
2. Organize their thinking to express their viewpoints clearly, concisely, and effectively, primarily through the five short exercises and four analytical papers, which I will respond to thoroughly and expect to see improvement with each subsequent essay;
3. Select and use the best means to deliver a particular message to a particular audience (rhetorical strategies include but are not limited to modes, genres, media and technology, and graphics), for example by deducing the intended audiences of historical texts such as the Declaration of Independence and Federalist No. 10 by analyzing their rhetorical strategies, and by crafting a variety of documents intended for different audiences (e.g., an email to four different audiences conveying the same information; a document formatted according to different style guides);
4. Gather legitimate information to support their ideas without plagiarizing, misinforming, or distorting, such as by analyzing the bias of various sources (both popular and scholarly), by learning practical research techniques during a week of instruction at Zimmerman Library, and by learning to identify and avoid common rhetorical fallacies; and

5. Engage in reasoned civic discourse to accomplish their goals and to function as responsible citizens, for example by writing a letter to the editor of a newspaper which ties the student's historical research to current events.

INSTITUTIONAL ASSESSMENT OF LEARNING OUTCOMES

The University and the Honors College assess student work in several ways to demonstrate that students are learning the things we say that you are learning. Independently of my grade and comments to you on the final project, I may rate a random sampling of essays according to standardized rubrics or submit anonymous, random, or aggregate data on your class's performance. I may ask you to provide an additional copy of your project which may be reviewed and/or archived anonymously. This assessment is not related to your grade except that I may penalize you for not submitting an electronic copy of your essay in a timely manner. Thank you for your cooperation.

ACADEMIC INTEGRITY

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. UNM reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet the standards. Per UNM policy, any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course. Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others, including the use of AI such as ChatGPT; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without UNM; and nondisclosure or misrepresentation in filling out applications or other records.

Plagiarism is a grave offense that will result in a grade of "F" for the assignment and that could lead to dismissal from the Honors College or expulsion from the university. Any student who submits a paper substantially written by someone else—including by ChatGPT or other generative AI models—will receive a grade of "Incomplete" which will convert to an "F" when the offender is unable to complete the requirements of the course. Unintentional plagiarism (forgetting to put exact language into quotation marks or forgetting to cite a source in a paper that is otherwise original, for example) will result in a grade no higher than a D for the paper. For additional information on plagiarism and other university policies, please consult UNM's Student Handbook, The Pathfinder, at <http://pathfinder.unm.edu/>.

ACCOMMODATIONS

UNM is committed to providing equitable access to learning opportunities for students with documented disabilities. As your instructor, it is my objective to facilitate an

inclusive classroom setting, in which students have full access and opportunity to participate. To engage in a confidential conversation about the process for requesting reasonable accommodations for this class and/or program, please contact Accessibility Resource Center at arcsrvs@unm.edu or by phone at 505-277-3506. It is imperative that you take the initiative to bring such needs to the instructor's attention, as I am not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow. If you are experiencing physical or academic barriers, or concerns related to mental health, physical health and/or COVID-19, please consult with me after class, via email/phone or during office hours.

CREDIT HOUR STATEMENT

This is a three credit-hour course. Class meets for two 75-minute sessions of direct instruction for fifteen weeks during the Spring 2024 semester. According to federal guidelines, students are expected to complete a minimum of six hours of out-of-class work (including homework, study, assignment completion, and class preparation) each week. Honors courses generally demand more than six hours per week outside of class. You should budget at least ten hours a week for your reading and writing in this course.

ELECTRONIC BACKUPS

You are required to keep electronic backups of all work you produce for this class that you can immediately provide upon my request. Additionally, I may retain scanned copies of the work you submit in this class to help me tailor my feedback to you and for other educational purposes.

LAND ACKNOWLEDGMENT

Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico Pueblo, Navajo, and Apache since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history.

CITIZENSHIP AND/OR IMMIGRATION STATUS

All students are welcome in this class regardless of citizenship, residency, or immigration status. I will respect your privacy if you choose to disclose your status. I support your right to an education free from fear of deportation. I pledge that I will not disclose the immigration status of any student who shares this information with me unless required by a judicial warrant, and I will work with students who require

immigration-related accommodations. As for all students in the class, family emergency-related absences are normally excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM as an institution has made a core commitment to the success of all our students, including members of our undocumented community. The Administration's welcome is found on the website: <http://undocumented.unm.edu/>.

CONNECTING TO CAMPUS AND FINDING SUPPORT

Students who ask for help are successful students. UNM has many resources and centers to help you thrive, including [opportunities to get involved](#), [mental health resources](#), [academic support including tutoring](#), [resource centers](#) for people like you, free food at [Lobo Food Pantry](#), and [jobs on campus](#). Your advisor, staff at the [resource centers](#) and [Dean of Students](#), and I can help you find the right opportunities for you.

TITLE IX STATEMENT

Title IX prohibitions on sex discrimination include various forms of sexual misconduct, such as sexual assault, rape, sexual harassment, domestic and dating violence, and stalking. Current UNM policy designates instructors as required reporters, which means that if instructors are notified (outside of classroom activities) about any Title IX violations, they must report this information to the Title IX coordinator. However, the American Association of University Professors' (AAUP) "Statement on Professional Ethics" requires that Professors protect students' academic freedom and "respect[s] the confidential nature of the relationship between professor and student." Therefore, as a Professor I have pledged to honor student confidentiality and will strive to respect your wishes regarding reporting; I will only report with your consent. If you or someone you know has been harassed or assaulted and would like to receive support and academic advocacy, there are numerous confidential routes available to you. For example, you can contact the Women's Resource Center, the LGBTQ Resource Center, Student Health and Counseling (SHAC), or LoboRESPECT. LoboRESPECT can be contacted on their 24-hour crisis line, (505) 277-2911 and online at loborespect@unm.edu. You can receive non-confidential support and learn more about Title IX through the Title IX Coordinator at (505) 277-5251 and <http://oeo.unm.edu/title-ix/>. Reports to law enforcement can be made to UNM Police Department at (505) 277-2241.

UNM EMAIL CONFIDENTIALITY NOTICE

Students often use email to inquire about protected and sensitive matters, including grades and class progress, and faculty often use email to individually report such protected and sensitive matters. Unless students opt out, in writing, to the Honors College, the Honors College and Honors Faculty will assume that all email sent individually to students via their official UNM email addresses (generally their @unm.edu address) is private and confidential and that the student assumes all risk of

inappropriate interception of email transmissions. If students opt out of this policy, they are agreeing to receive such information only in person (and they may be required to show identification before information is shared with them) or through regular mail to the student's official address on file with UNM.

COVID-19 HEALTH AND AWARENESS

UNM is a mask friendly, but not a mask required, community. If you are experiencing COVID-19 symptoms, please do not come to class. If you do need to stay home, please communicate with me at obenauf@unm.edu; I can work with you to provide alternatives for course participation and completion. Let me, an advisor, or another UNM staff member know that you need support so that we can connect you to the right resources. Please be aware that UNM will publish information on websites and email about any changes to our public health status and community response. If you are having active respiratory symptoms (e.g., fever, cough, sore throat, etc.) AND need testing for COVID-19, OR if you recently tested positive and may need oral treatment, call [Student Health and Counseling](#) (SHAC) at (505) 277-3136.

READING LIST

Reading List: I have prepared a **coursepack** of readings, available for a nominal fee at the UNM Copy Center in Dane Smith Hall (projected to be \$17.00 for Spring 2024). You will also need to purchase the books **in the specific editions on file at the UNM Bookstore**:

- A Documentary History of the United States, edited by Richard D. Heffner and Alexander Heffner, 9th Edition (2013) OR 10th Edition (2018)
- The Elements of Style by William Strunk and E.B. White, 4th Edition (1999)
- The MLA Handbook, 9th Edition (2021)

Other course materials may be distributed throughout the semester, either in class or on the class website, <http://citizen.obenauf.net>. Students are responsible for obtaining these texts and bringing them to class: again, you should come to class prepared to discuss the readings **in their entirety** on the day they appear on the syllabus, even if we have fallen slightly behind schedule.

This ambitious syllabus will almost certainly change. I will announce changes in readings and due dates ahead of time, in class, by email, or on the course website, which will always have the most up-to-date timeline.

PROPOSED TIMELINE

Monday, January 15	NO CLASS (Martin Luther King Day)
Wednesday, January 17	Introduction
Monday, January 22	Strunk and White's <u>The Elements of Style</u> and <u>Dr. Obenauf's Guide to Writing and Reasoning Like a Scholar</u> (in your coursepack)
Wednesday, January 24	Continued discussion of <u>The Elements of Style</u> and <u>Dr. Obenauf's Guide to Writing</u> ; short exercise #1 is due today
Monday, January 29	Selections from Aristotle's <u>On Rhetoric</u> (in coursepack)
Wednesday, January 31	Thomas Paine's "Common Sense" (selection in Heffner); Thomas Jefferson's "The Declaration of Independence" (in coursepack)
Monday, February 5	George Washington's "Farewell Address"; other course materials to be distributed in class; short exercise #2 is due today
Wednesday, February 7	Seneca Falls "Declarations of Sentiments" and "Resolutions" (in Heffner); H.L. Mencken's "The Declaration of Independence in American" (in coursepack)
Monday, February 12	Abraham Lincoln's "First Inaugural Address," "The Emancipation Proclamation," "The Gettysburg Address," and "Second Inaugural Address" (all in Heffner); FIRST ANALYTICAL PAPER IS DUE TODAY
Wednesday, February 14	E.B. White's "Bedfellows" (in coursepack)
Monday, February 19	Robert Leonard, "Why Rural America Voted for Trump"; George Lakoff, "Metaphor, Morality, and Politics" (both in coursepack)
Wednesday, February 21	Andrew Carnegie's "On Wealth"; Teddy Roosevelt's "The New Nationalism"; Woodrow Wilson's "The Old Order Changeth"; and Herbert Hoover's "Rugged Individualism" (all in Heffner); short exercise #3 is due today
Monday, February 26	Continued discussion of bias in Carnegie, Roosevelt, Wilson, and Hoover and any questions you have about your second paper
Wednesday, February 28	FDR's "First Inaugural Address," "A Rendezvous with Destiny," "Quarantine," and "Four Freedoms" speeches (all in Heffner); SECOND ANALYTICAL PAPER IS DUE TODAY

Monday, March 4	Continued discussion of FDR
Wednesday, March 6	Eisenhower's "Farewell" address (in Heffner) and Oliver Jensen's parody of "The Gettysburg Address in Eisenhowese" (in coursepack); AT LEAST THREE SHORT REACTION PAPERS ARE DUE SOMETIME BEFORE SPRING BREAK (i.e., TODAY)
Monday, March 11	NO CLASS (Spring Break)
Wednesday, March 13	NO CLASS (Spring Break)
Monday, March 18	JFK's "Inaugural Address," "Strategy of Peace," and "Civil Rights" speeches; LBJ's "Great Society" speech (all in Heffner)
Wednesday, March 20	MLK's "Unwise and Untimely" letter (from the Birmingham Jail) and "I Have a Dream" speech (both in Heffner); self-guided library tour
Monday, March 25	Class in Zimmerman Library, Room 254 (second floor) for library instruction with Adrienne Warner to help you prepare for your Third Analytical Paper.
Wednesday, March 27	Class in Zimmerman Library, Room 254 (second floor) for library instruction with Adrienne Warner to help you prepare for your Third Analytical Paper.
Monday, April 1	No new reading: discussion of research strategies, respect for the reader, and continued discussion of JFK, LBJ, and MLK speeches.
Wednesday, April 3	Continued discussion of JFK, LBJ, and MLK speeches; ANNOTATED BIBLIOGRAPHY FOR THIRD ANALYTICAL PAPER IS DUE TODAY
Monday, April 8	Teddy Roosevelt's essay "Lincoln and Free Speech" (in coursepack); LBJ's "Power of the Media" speech; Walter Lippmann's "Public Opinion"; Edward R. Murrow's "Chicago Speech to Radio and Television News Directors Association" and "Guildhall Speech on Television and Politics"; Spiro Agnew's "The Importance of Television News" speech; and Potter Stewart's speech on "Freedom of the Press, Yale Law School, 1974" (all in Heffner)
Wednesday, April 10	Continued discussion of the media readings by TR, LBJ, Lippmann, Murrow, Agnew, and Stewart; THIRD ANALYTICAL PAPER IS DUE TODAY
Monday, April 15	Continued discussion of the media readings by TR, LBJ, Lippmann, Murrow, Agnew, and Stewart

Wednesday, April 17	Discussion of different style manuals and conventions, materials to be distributed in class or available online
Monday, April 22	Carl Sagan, "The Fine Art of Baloney Detection" (in coursepack); short exercise #4 is due today
Wednesday, April 24	Discussion of spin vs. bias. vs. propaganda vs. disinformation vs. misinformation vs. fake news vs. bothsidesism vs. lies. vs. rhetorical fallacies, readings TBA and likely distributed electronically
Monday, April 29	"Tatler" No. 230 (28 Sept. 1710) by Jonathan Swift on "False Refinements in Style"; George Orwell's "Politics and the English Language" (both in coursepack)
Wednesday, May 1	Final remarks; FINAL SHORT EXERCISE (#5), THE REST OF YOUR SIX SHORT REACTION PAPERS, AND YOUR TERM PAPER ARE DUE TODAY