**2017 Spring CP American Government[[1]](#footnote-1)**

Unit 1 - Legislation, Textbooks & Media Bias

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| --- | --- | --- | --- |
| Jan. | 31 T | Introduction: [**Rules**](http://www.bornemania.com/gov/rules/htmlclassrules.html) and Forced-Choice Exercise: [**Proposed Rules**](http://www.bornemania.com/gov/projects/rulesproject.shtml) | Class Rules Agreement and Proposed Rules Handouts |
| Feb. | 1 W | Forced-Choice Concluded The Legislative Process: **Form Constituent Groups & Legislative Groups**; each LGSelects 2 Legislative Leaders | Proposed Rules Handout  |
|   | 2 Th | Legislative Groups: Discuss and Refine Your Rules (*Leaders take them home to type/copy*) | - |
|   | 3 F | Q: OUHSD Policies: Homework and Grades *(Leaders give me a typed copy of the proposed Rules)* | Homework (BP 6154 – 2 pp.) and Student Achievement (BP 5121 – 8 pp.) <http://www.ouhsd.k12.ca.us/school-board/board-policies/>NOTE: The link will NOT take you directly to the Document, further search is required |
|  | 6 M | Constituent Group Discussion of [**Proposed Legislation**](http://www.bornemania.com/gov/projects/rulesproject.shtml) Intro. to Parliamentary Procedure  | *Leaders distribute class set of Proposed Rules Draft* |
|  | 7 T*Late* | Vote on [Final Proposals](http://www.bornemania.com/gov/projects/rulesproject.shtml)Count and Re-Count Votes | *Leaders Bring Finalized Rules (full class set) with vote preference marks* |
|  | 8 W | \*Q: Texas, Textbooks, State Standards, No Child Left Behind, and YOU! (*Both articles,* *See Study Questions*)Thinking-out the Sources**BRING Magruder’s!!!** | \*2010 New York Times (James McKinley): “Texas Conservatives Win Curriculum Change”:<http://www.nytimes.com/2010/03/13/education/13texas.html?_r=0>\*2015 NPR Audio (11 minutes) on Texas S.S. Curriculum: <http://hereandnow.wbur.org/2015/06/25/controversial-textbooks-texas> |
|  | 9 Th | Political & Corporate Influences on Textbooks & Education**Film (excerpt): The Revisionaries****BRING Magruder’s !!!** | ∞‡2011 Californiawatch (Susanne Rust): “Plastics Industry Edited Environmental Textbooks”<http://californiawatch.org/environment/plastics-industry-edited-environmental-textbook-12123> |
|  | 10 F | ∞2015 Q: Corporations & Textbooks (*Both articles,* *See Study Questions*)**BRING Magruder’s !!!** | ∞2015 The Guardian: California Public School Textbooks Mislead Students <http://www.theguardian.com/us-news/2015/nov/23/california-public-school-textbooks-mislead-students-climate-study-says> |
|  | 13 M | **\*\* Lincoln’s B-Day NO SCHOOL \*\*** | - |
|  | 14 T | Capitalism, Socialism & Communism**BRING Magruder’s !!!** | **Class Contracts Due Today** |
|  | 15 W | Q: Media Bias(Know the Main Points)Media Analysis Practice: **Hijacking Catastrophe** **(Opening Sequence)** | FAIR.org: “How to Detect Bias in News Media”: <http://fair.org/take-action-now/media-activism-kit/how-to-detect-bias-in-news-media/> |
|  | 16 Th | Media Bias at a National Level**Film: Hijacking Catastrophe****(30 minute version)** | Reference Only: “Hijacking Catastrophe” for those who miss it<https://www.youtube.com/watch?v=1-lwfeOr2pA> |
|  | 17 F | Definitions: Topical Focus, Point of View, Bias, & Propaganda; News vs. Opinion; Conflating the Two •Q: Media Sources and the Effects of Media on Knowledge | •2011 Forbes (Rapoza): “Fox & MSNBC: Uninformed Viewers”<http://www.forbes.com/sites/kenrapoza/2011/11/21/fox-news-viewers-uninformed-npr-listeners-not-poll-suggests/>•2012 Business Insider (Kelley): “Watching Fox News”<http://www.businessinsider.com/study-watching-fox-news-makes-you-less-informed-than-watching-no-news-at-all-2012-5?utm_source=slate&utm_medium=referral&utm_term=partner> |
|  | 20 M | **\*\* Presidents’ Day NO SCHOOL \*\*** | - |
|  | 21 T | **Film: Outfoxed (excerpts)**Manipulation Techniques in T.V.:Memos, Silencing Dissent, “Some People Say”, Chirons, Moving Graphics, Patriotic Images, News Alerts, Unequally Matched Guests, Bullying and Distortion.Case Study: Glick vs. O’Reilley | *Reference Only: Outfoxed: “Rupert Murdoch’s War on Journalism” – Minutes 8:30 to 21:16 and 34:35 – 41:57*<https://www.youtube.com/watch?v=P74oHhU5MDk> |

**Revised Syllabus: Spring 2017, CP American Government**

**Units 1 and 2**

|  |  |  |  |
| --- | --- | --- | --- |
|  | 22 W | Lecture: Systems of Government:Anarchy vs. Totalitarianism | ‡2014 Bloomberg (James Nash): “California’s Plastic Bag Ban”: <http://www.bloomberg.com/news/articles/2014-06-30/california-grocers-lobby-for-first-state-plastic-bag-ban>‡2013 Bloombergview (Ponnuru): “Disgusting Consequences”: <http://www.bloombergview.com/articles/2013-02-04/the-disgusting-consequences-of-liberal-plastic-bag-bans>  |
|  | 23 Th | Lecture: Systems of Government - Autocracies and Aristocracies | ‡2013 Fox News (Malor): “Bag Ban Kills About 5 People a Year”<http://nation.foxnews.com/plastic-bags-ban/2013/02/06/san-franciscos-plastic-bag-ban-kills-about-5-people-year> ‡2013 Washington Post (Plumer): “Plastic Bags Making People Sick? Perhaps Not.” <http://www.washingtonpost.com/blogs/wonkblog/wp/2013/02/16/is-san-franciscos-ban-on-plastic-bags-making-people-sick-perhaps-not/>**Open House Night** |
|  | 24 F*Min.* | Lecture: Systems of Government:Democracies | \*\*2015 CNN (Fantz): “What is Global Warming?” <http://www.cnn.com/2015/08/03/us/obama-greenhouse-gas-climate-plan/> |
|  | 27M | Different Kinds of Media, Different Interests in an Issue‡Q: Plastic Bag Bans (*all 5 articles: Rust Nash, Ponnuru, Malor,* and *Plumer* ) | \*\*2015 Physics.org: “Iconic Graph at Center of Climate Debate” <http://phys.org/news/2015-02-iconic-graph-center-climate-debate.html> |
|  | 28 T*Late* | Corporate Influence on Politics and Mass Media Coverage of Global Climate Destabilization **In-Class Viewing - Film: The Doubt Machine: Koch Brothers’ War on Climate (30 min.)**<http://therealnews.com/t2/index.php?option=com_content&task=view&id=2930> | \*\*2014 Newsweek (Bekiempis): “How the Media Fails to Cover Climate Science”<http://www.newsweek.com/2014/07/04/how-media-fails-cover-climate-science-256311.html>\*\*2014 Huffington Post (Mirkinson): “TV News Misses Yet Another Opportunity to Cover Climate Change”<http://www.huffingtonpost.com/2014/09/22/peoples-climate-march-media-coverage_n_5860502.html>\*\*2016 Policy Mic (Cahn): “Climate Change Never Came Up” <https://mic.com/articles/157354/climate-change-never-came-up-during-the-2016-presidential-debates-why#.45X8R2H3M> |
| Mar. | 1 W | \*\*Q: Climate Change in the Media *(all 7 articles: Fantz, Physics.org, Bekiempis, Mirkinson, Cahn, Seifter et al., Williams)* | \*\*2016 Media Matters Study (Seifter, Robbins, & Kalhoeffer): “How Broadcast Networks Covered Climate Change in 2015” (look at graphs)<http://mediamatters.org/research/2016/03/07/study-how-broadcast-networks-covered-climate-ch/208881>\*\*2016 Huffington Post (Williams): “Big Oil Ads Beat Out Climate News on CNN”<http://www.huffingtonpost.com/entry/cnn-climate-change-big-oil_us_571fa61ce4b0f309baeeca99> |
|  | 2 Th | **What Kind of Government IS it?**Global Inter-Connection**YoLD: Episode 2:** (in class) | Home Viewing: **Years of Living Dangerously, Episode 1**[**https://www.youtube.com/watch?v=brvhCnYvxQQ**](https://www.youtube.com/watch?v=brvhCnYvxQQ) |
|  | 3 F | Q: Syria & Climate Destabilization**Film: YoLD 2 (concluded)**Discussion: What kind of Government is there in the US, Syria, and Indonesia? | The Nation: “Syria May Be the First Climate-Change Conflict” <http://www.thenation.com/article/syria-may-be-the-first-climate-change-conflict-but-it-wont-be-the-last/> |
|  | 6 M | **Unit 1 Test Review****Open for Questions** | - |
|  | 7 T*Late* | **Unit 1 (Open Note) Test on Media and Systems of Government** | - |

Unit 1 Vocabulary:

|  |  |
| --- | --- |
| CivicAffirmative ActionPunitiveLegislative ActionExecutive VetoJudicial ReviewOverrideConstituents**Parliamentary Procedure** *General* Discussion Motion Seconding Discussion of the Motion Voice Vote Hand VoteTopical Focus vs. Point of View**Signs of Bias** (from FAIR.org) Unreliable or Biased Sources Skewed Points of View Double Standards Lack of Diversity\* Unchallenged Assumptions Use of Stereotypes Loaded Language Lack of Context Headlines vs. Stories Placement of Issues**Propaganda** (1) intended to alter views or actions of the target audience (2) can be identified with a particular ideology, product, or organization (3) relies *primarily* on psychological or emotional manipulation of the targetCorporate vs. Non-Corporate MediaReportage vs. OpinionCynicism and Fatalism**Economic Systems:** Laissez-Faire Capitalism Democratic Socialism Communism (Command Economy) | **From “The Revisionaries”** American Exceptionalism Texas schoolboard separation of church and state**From “Hijacking Catastrophe”** neo-conservatives unilateralism pre-emptive war Office of Special Plans Dick Cheney Donald Rumsfeld Paul Wolfowitz Saddam Hussein (Iraq) Osama bin Laden & Al QaedaPropaganda Techniques **(“Outfoxed”):** Guiding MemosSilencing DissentChironsMoving Graphics Patriotic ImagesNews AlertsMoving/Patriotic GraphicsUnequally Matched GuestsBullyingDistortion**From “The Doubt Machine”** Michael Mann Hockey Stick Graph “shoot the messenger” Koch Brothers Alberta Tar Sands CO2 – 400 ppm James Hansen Naomi Oreskes Public Relations Firms API (American Petroleum Institute) Climate Change Denial Front Groups Jane Mayer Government Regulation Echo Chamber Americans For Prosperity Willie Wei Hock-Soon 3.6• Fahrenheit (2ª Centigrade) |

**Study Questions for School Board Policies:**

 Look for vocabulary you do not know.

Look for things that surprise you.

Know how the documents are organized.

**Study Questions for “Texas Conservatives Win Curriculum Change”:**

How does the board deal with \_\_\_\_\_\_\_\_\_\_\_ and why?

|  |  |  |
| --- | --- | --- |
| Science | Religion | Economics |
| Sociology | Race | History |

**Study Questions for NPR Audio on Texas Curriculum:**

 What are the viewpoints of each of the different people interviewed?

**Study Questions for both articles on California Textbook Influence:**

**Who** did **what** to the textbooks?

**Why** did they do it?

Who *opposed* it?

What was the end result?

**How to write-up Extra Credit Films (using the FAIR.org article):**

 Review the FAIR.org article before you see the film. It presents 10 markers (red flags) to look for in terms of bias. Keep these in mind as you watch the film. Watch the film and do a 3-part write up:

 1. Give me a summary of the characters and plot of the film

 2. Select 3 or 4 of the markers for bias in the FAIR.org article and provide specific examples (or anti-examples) of each one

 3. Evaluate whether or not you think the film would be appropriate for the class (give specific reasons) and explain whether or not you liked it personally.

**Study Questions for both articles on Fox News:**

 Who does well on knowledge Who does poorly? Why?

**Study Questions for the 5 Plastic Bag Articles:**

 Which articles are fair? Which articles are biased? How do you know they are biased? *Who are they biased for or against?*

 Where do each of these articles get their information?

**Study Questions for the 7 Global Climate Destabilization Articles:**

 Which articles are fair? Which articles are biased? How do you know they are biased? Who are they biased for or against?

 Where do each of these articles get their information?

**Study Questions for the Various Films:**

 Know the vocabulary listed for each film.

What is the basic thesis/point of each film?

CP Spring 2017 Unit 2 – Systems of Governments &

Declarations of Independence & Articles of the Constitution

|  |  |  |  |
| --- | --- | --- | --- |
|  | 8 W | Lecture: Background to the DeclarationQ: Prelude to a Revolution (Combined Reading – Open Note) | MAG: pp. 28 – 39 |
|  | 9 Th | Declaration of Independence: The [First Sentence](http://www.bornemania.com/gov/declaration/opening.shtml) | Bring [Declaration](http://www.bornemania.com/gov/declaration/index.shtml) |
|  | *10 F**Rally* | Declaration of Independence: Complete the 1st Sentence +Language of the [Justification](http://www.bornemania.com/gov/declaration/justification.shtml) | **Bring** [**Declaration**](http://www.bornemania.com/gov/declaration/index.shtml)Bring Dictionaries!!! |
|  | 13 M | Declaration of Independence: Meaning of the Justification | **Bring** [**Declaration**](http://www.bornemania.com/gov/declaration/index.shtml) **+****Bring Rough Draft** of the Declaration of Independence <http://www.loc.gov/exhibits/declara/ruffdrft.html> |
|  | 14 T*Late* | Declaration of Independence: [The Gripes](http://www.bornemania.com/gov/declaration/gripes.shtml) | **Study** [**Questions**](http://www.bornemania.com/gov/declaration/justification.shtml) **Due Mentally** **(Have them Thought Out)** |
|   | 15 W | Declaration of Independence: [Complaint](http://www.bornemania.com/gov/declaration/complaint.shtml) Against Parliament; Declaration of the Occupation of New York City  | **Gripes** [**Rephrase**](http://www.bornemania.com/gov/declaration/gripes.shtml) **Due**2012 Occupy Wall Street Declaration: <http://www.nycga.net/resources/documents/declaration/> |
|  | 16 Th | Rev. Martin Luther King Jr.: Letter from a Birmingham Jail – Bring in Questions on the 1st Half + **Research Vocabulary & Quotes** | 1963 Rev. M. L. King Jr.: Letter from a Birmingham Jail:<http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html> + Vocabulary and Quotes Lists (*handout*) |
|  | 17 F | Letter from a Birmingham Jail – Bring in Questions on the 2nd Half + Quiz on Quotes | (see above) |
|  | 20 M | Staff Development Day | - |
|  | 21 T | **Film: Fierce Green Fire - 1** | - |
|  | 22 W | **Film: Fierce Green Fire - 2** | - |
|  | 23 Th | **Film: Inequality for All - 1** |  |
|  | 24 F | **Film: Inequality for All - 2** | MAG: (in this order) pp. 44 – 58, 8 – 10 + 64 - 70 |
|  | 27 M | **Film: Years of Living Dangerously, Episode 3** | Article I: sec. 1 – 4 + Amendments 16 and 17 |
|  | 28 T | \*\*Q: Art. I, sec. 1 – 7Legislative Mechanics and Powers & Corporate Influence; The Tragic Tale of Tom Watson | Article I: sec. 5 – 7 +\*\*YouTube: Schoolhouse Rock: “I’m Just a Bill”: <https://www.youtube.com/watch?v=tyeJ55o3El0>\*\*You Tube: “ALEC Rock”: <https://www.youtube.com/watch?v=NXUPDAMc_6o> |
|  | 29 W | Q: Powers of Congress | Article I: sec. 8  |
|  | 30 Th | Outsider vs. Establishment**Film: A Perfect Candidate - 1** | Research the Iran-Contra Affair on your own |
|  | 31 F | The Race Card & Horse Trading**Film: A Perfect Candidate - 2** | - |
| Apr.  | 3 M | The Moral of the Story: Go Negative**Film: A Perfect Candidate - 3** | - |
|  | 4 T*Late* | Q: The Presidency, Electoral College, Limits & Succession | Article II + Amendments 12, 20, 22, and 25 |
|  | 5 W | Q: Florida 2000**Film: Unprecedented - 1** | (2000) “How Florida Democrats torpedoed Gore” (Hightower) in Salon.com: <http://www.salon.com/2000/11/28/hightower/>If you miss the in-class film:<http://watchdocumentary.org/watch/unprecedented-the-2000-presidential-election-video_0697dd63f.html> |
|  | 6 Th | **Film: Unprecedented - 2** | **-** |
|  | 7 F | **Unit 2 Test** | **-** |
|  | M 10 – F 14 | **Spring Break** |  |

CP Spring 2017 Unit 3 – Amending The Constitution:

A Dead or a Living Document?

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| --- | --- | --- | --- |
| Apr.  | M 10 to F 14 | **Spring Break** | Read Amendments 4 - 8Prepare Media Analysis of XXXXX (Video TBD) on Privacy Issues |
|  | 17 M | Q: Amending the Constitution; Supremacy Clause & Religious Tests\*\* Ex. Cr. Q: On Videos | Articles V – VII +Amendments 18, 21 & 27 +\*\*MAG pp. 72 – 77 +Vimeo: “Amendment to Be”<https://vimeo.com/24701987> |
|  | 18 T*Late* | Amendment 1 - Religion: Establishment vs. Free Exercise; Public Schools, God, and the Pledge of Allegiance (Newdow) | Amendment 1The Pledge:<http://www.ushistory.org/documents/pledge.htm> |
|  | 19 W | Q: States’ Rights and the People’s Rights: Marijuana Legalization**Activity: Penguin Toss** | Article I: sec. 9 – 10 Article IVAmendments 9 – 10Article: TBD |
|  | 20 Th | Q: States’ Rights and the People’s Rights: Undocumented Immigrants**Activity: Penguin Toss** | Amendment 14Article: TBD |
|  | 21 F | Q: States’ Rights and the People’s Rights: Gay Marriage & Transgender Bathroons**Activity: Penguin Toss** | ACLU:“Limon vs. Kansas Summary”[http://www.aclu.org/lgbt-rights\_hiv-aids/limon-v-kansas-case-background&](http://www.aclu.org/lgbt-rights_hiv-aids/limon-v-kansas-case-background%26) 2015 Forbes: “Gay Americans can Marry But Lack the Nationwide Right to Work”<http://fortune.com/2015/06/26/gay-americans-can-marry-but-lack-workplace-protections/> |
|  | 24 M | Amendment 1 & 7: Assembly/Petition –Tort Reform **Film: Hot Coffee** | Amendment 7+**Ask your Parents:** *What do they know about the McDonald’s Hot Coffee Case?*THEN Read & watch the 12 minute video:<http://www.nytimes.com/2013/10/28/booming/storm-still-brews-over-scalding-coffee.html?_r=0> |
|  | 25 T | My StoryQ: Tricks of the Trade | “Tricks of the Trade: How Insurance Companies Deny, Delay, Confuse and Refuse”<http://insurancebadbehavior.org/articles/InsuranceTactics.pdf> |
|  | 26 W*Mtg*. | Amendment 1 & 7: The Complaint, Fact-Finding and Discovery**Film: A Civil Action - 1** | - |
|  | 27 Th | Amendment 1 & 7: Court Motions**Film: A Civil Action – 2** | - |
|  | 28 F | Amendment 1 & 7: Trial & Settlement**Film: A Civil Action – 3** | - |
| May | 1 M | **Film: Gasland II - 1**Drilling vs. FrackingWater Contamination | \*2014 Washington Post: “Methane in Drinking Water” (handout)<http://www.washingtonpost.com/blogs/wonkblog/wp/2014/09/15/study-bad-fracking-techniques-let-methane-flow-into-drinking-water/> |
|  | 2 T*Late* | **Film: Gasland II – 2**State vs. Federal Government Air Pollution | \*2010 Vanity Fair: “A Colossal Fracking Mess” by Christopher Bateman – (read 1st half)<http://www.vanityfair.com/news/2010/06/fracking-in-pennsylvania-201006> |
|  | 3 W | The Empire Strikes Back**Film: Gasland II – 3** | \*2010 Vanity Fair: “A Colossal Fracking Mess” by Christopher Bateman – (read 2nd half)<http://www.vanityfair.com/news/2010/06/fracking-in-pennsylvania-201006> |
|  | 4 Th | \*Q: Frack This! (*Triple Quiz*)Regulatory Capture Perfected**Film: Gasland II - 4** | \*2015 Newsweek: “To Quiet Calls for Fracking Curbs, Texas Bans Bans” by Leah McGrath Goodman<http://www.newsweek.com/2015/06/12/quiet-calls-fracking-curbs-texas-bans-bans-339164.html> |
|  | 5 F | The Rest of the Amendments & Review for Unit 3 Test | Amndts. 13, 15, 19, 23, 24, & 26 |
|  | 8 M | **Unit 3 Test**  | - |

2017 CP Spring Final Unit – 1984

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| --- | --- | --- | --- |
| May | 9 T | Introduction to 1984:How to Read & What to Study | - |
|  | 10 W | Euphemism and Entertainment | One: I - II |
|  | 11 Th | The Value of History | One: III - IV |
| - | 12 F | Political Uses of Language | One: V + Appendix |
|  | 15 M | Privacy and Paranoia   | One: VI – VIII |
|  | 16 T *Late* | Sex and Control | Two: I – IV |
|  | 17 W | Terrorism**Film: If A Tree Falls – 1**From Environmental Awareness to Radicalization | Two: V – VIII |
|  | 18 Th | **Film: If A Tree Falls – 2**Sabotage and Doublethink | *Skim*: Two: IX - Chapter 3: "War is Peace" |
|  | 19 F | **Film: If A Tree Falls – 3**Prosecution/Persecution**In-Class Reading: “War is Peace”** | *Prep. Vocabulary*: Two: IX - Chapter 3: "War is Peace" |
|  | 22 M | War is Peace – **Big Quiz** | *Read*: Two: IX - Chapter 3: "War is Peace" |
|  | 23 T*Late* | War Is Peace Today | - |
|  | 24 W | **Film: Why We Fight - 1** | Eisenhower’s 1961 Farewell Address<https://www.ourdocuments.gov/doc.php?doc=90&page=transcript> |
|  | 25 Th | **Film: Why We Fight - 2** | Two: IX - Chapter 1: "Ignorance is Strength" |
|  | 26 F*Rally* | **Film: Why We Fight - 3** | Two: X - Three: I**Tonight: Senior Night!** |
| \*\*\* | 29 M | Memorial Day – NO SCHOOL | - |
|  | 30 T | Imprisonment without Rights | Three: II (Track torture techniques) |
|  | 31 W | **Film: Ghosts of Abu Ghraib 1** | - |
| June | 1 Th | **Film: Ghosts of Abu Ghraib 2****Q Abu Ghraib** | - |
|  | 2 F | **The End** | Three: III – VI |
|  | 5 M | **Absolutism vs. Relativism** | Ex. Cr. Film after school: **Brazil** |
|  | 6 T*Late* | Units 1 & 2 Q & A Review | - |
|  | 7 W | Units 3 & 4 Q & A Review | - |
|  | 8 Th | The Children’s StoryPhilosopher Ranking | **Evaluations Due** |
|  | 9 F | **Final Exam – Part I (#1 – 50 Multiple Choice)** | **-** |
|  | 12 M | **Final Exam – Part II (#51 – 100 Multiple Choice)** | **-** |
|  | 16 F | **Graduation: Friday the 16th!** | - |
|  |  | **SUMMER!!!** |  |

1. Revised January 28, 2017 [↑](#footnote-ref-1)