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

Unit 1 - Legislation, Textbooks & Media Bias

“Who controls the past controls the future: who controls the present controls the past.” – B.B.

|  |  |  |  |
| --- | --- | --- | --- |
| Aug | 29 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 |
|  | 30 W | Forced-Choice Concluded  The Legislative Process:  **Form Constituent Groups & Legislative Groups**; each LG  Select 2 Legislative Leaders | Proposed Rules Handout |
|  | 31 Th | Legislative Groups: Discuss and Refine Your Rules (*Leaders take them home to type/copy*) | - |
| Sep. | 1 F  *Rally* | 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 |
|  | 4 M | \*\*\*Labor Day (Thank a Union)  NO SCHOOL\*\*\* | - |
|  | 5 T *Late* | 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* |
|  | 6 W | Use Parliamentary Procedure to Vote on [Final Proposals](http://www.bornemania.com/gov/projects/rulesproject.shtml)  **Vote, Count and Re-Count Votes** | *Leaders Bring Finalized Rules (full class set) with vote preference marks* |
|  | 7 Th | \*Q: Texas, Textbooks, State Standards, NCLB, 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> |
|  | 8 F | Guns, Gays, & Global Climate Destabilization  **Film (excerpt): The Revisionaries**  **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> |
|  | 11 M | **BRING Magruder’s !!!** | •2017 The Guardian (Jie Jenny Zou): “Pipeline to the Classroom”: <https://www.theguardian.com/us-news/2017/jun/15/big-oil-classrooms-pipeline-oklahoma-education> |
|  | 12 T | •Q: Corporations & Textbooks  (*All three articles,* *See Study Questions*)  Capitalism, Socialism & Communism  **BRING Magruder’s !!!** | •2016 Los Angeles Times (Resmovits): “Portland Schools Tried to Change How They Teach Climate Change…” <http://www.latimes.com/local/education/la-na-portland-schools-climate-change-20160524-snap-story.html>  **Class Contracts Due Today** |
|  | 13 W | Q: Media Bias – NOTES ONLY!  (Know the Main Points)  Definitions: Topical Focus, Point of View, Bias, & Propaganda | FAIR.org: “How to Detect Bias in News Media”: (*Ignore the Examples*)  <http://fair.org/take-action-now/media-activism-kit/how-to-detect-bias-in-news-media/> |
|  | 14 Th | Media Bias at a National Level  Media Analysis Practice:  **Hijacking Catastrophe**  **(Opening Sequence)** | ∞*Required:* Chuck Conconi, “Trump has helped make money for the ‘fake news media’ he so abhors” in The Hill (2017) <http://thehill.com/blogs/pundits-blog/media/348107-trump-has-helped-make-money-for-the-fake-news-media-he-so-abhors> *Reference Only*: “Hijacking Catastrophe” for those who miss it <https://www.youtube.com/watch?v=1-lwfeOr2pA> |
|  | 15 F | Uninformed Viewers; News vs. Opinion; Conflating the Two  **Film: Hijacking Catastrophe**  **(30 minute version)**  ∞Q: Media Sources and the  Effects of Media on Knowledge  (*All three articles will be on the quiz.* *Be sure to check out* ***article links***) | NOTE: Explore the following on-line articles, checking to see if they back-up their sources.  ∞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> |
|  | 18 M | **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> |
|  | 19 T  *Late* | Seven Propaganda Analyses:  “Symbol of Strength” (3 minutes)  <https://www.youtube.com/watch?v=i5ufp07bmuw>  “Grig’s Quest” (5 minutes)  <https://www.youtube.com/watch?v=mjSlKEdRO74>  “No Respite” (4 minutes) <http://heavy.com/news/2015/11/new-isis-islamic-state-news-pictures-videos-no-respite-english-language-propaganda-full-uncensored-youtube-daesh/>  (The video is linked at the top of the brief article by S. J. Prince)  “America” (1 minutes)  <https://www.youtube.com/watch?v=RiMMpFcy-HU>  “Noah’s Ark” (2 minutes)  <https://www.youtube.com/watch?v=NId2BHU6_b0>  “Animals are Innocent” - (3 minutes)  <https://www.youtube.com/watch?v=Y3pmMZDko60>  “Man” - (4 minutes)  <https://www.youtube.com/watch?v=WfGMYdalClU> | ‡2011 SFGate (Susanne Rust): “Plastic Bag Lobbying Group Influences Curriculum”  <http://www.sfgate.com/green/article/Plastic-bag-lobbying-group-influences-curriculum-2334747.php>    ‡2016 Mercury News (Jessica Calefati): California Bag Ban: Voters to weigh industry’s fate at the ballot box  <http://www.mercurynews.com/2016/09/16/california-bag-ban-voters-to-weigh-industrys-fate-at-the-ballot-box/>  (*These two articles are for tomorrows quiz in addition to the three other articles you need to read for tomorrow*. This video is a practice for today’s in-class exercise.)  *The following is* ***optional*** *reading for reference*: “Ballotpedia: Proposition 67” <https://ballotpedia.org/California_Proposition_67,_Plastic_Bag_Ban_Veto_Referendum_(2016>) |
|  | 20 W | Media Manipulation Techniques:  Converting Opinion into “Fact”  ‡Q: Plastic Bag Bans (*all 5 articles: Rust Nash, Ponnuru, Malor,* and *Plumer*) | ‡2013 Bloombergview (Ponnuru): “Disgusting Consequences”: <http://www.bloombergview.com/articles/2013-02-04/the-disgusting-consequences-of-liberal-plastic-bag-bans>  ‡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/> |
|  | 21 Th | Corporate Influence on Politics and Mass Media Coverage of  Global Climate Destabilization  **In-Class Viewing – Film (2016): The Doubt Machine: Koch Brothers’ War on Climate (30 min.)**  <http://therealnews.com/t2/index.php?option=com_content&task=view&id=2930> | \*\*2015 CNN (Fantz): “What is Global Warming?” <http://www.cnn.com/2015/08/03/us/obama-greenhouse-gas-climate-plan/>  ***Optional Reference*** *for Climate Science Questions :* [*http://www.skepticalscience.com*](http://www.skepticalscience.com) |
|  | 22 F | *Film Analysis*: **The Doubt Machine: Koch Brothers’ War on Climate (30 min.) – second viewing & discussion**  <http://therealnews.com/t2/index.php?option=com_content&task=view&id=2930> | \*\*2015 Physics.org: “Iconic Graph at Center of Climate Debate”  <http://phys.org/news/2015-02-iconic-graph-center-climate-debate.html> |
|  | 25 M | A History of the Politics of Global Climate Destabilization | \*\*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 (Singer): “Climate Change Never Came Up”  <https://mic.com/articles/157354/climate-change-never-came-up-during-the-2016-presidential-debates-why#.45X8R2H3M>  **Good Night and Good Luck!** (2005) or **Nightcrawler** (2014) Extra Credit Media Analysis Due |
|  | 26 T | \*\*Q: Climate Change in the Media *(all 7 articles: Fantz, Physics.org, Bekiempis, Mirkinson, Singer, Nuccitelli, & Williams)* | \*\*2017 Guardian (Nuccitelli) covering the Media Matters Study (Kalhoeffer): “How Broadcast Networks Covered Climate Change in 2016”  <https://www.theguardian.com/environment/climate-consensus-97-per-cent/2017/mar/27/pbs-is-the-only-network-reporting-on-climate-change-trump-wants-to-cut-it>  \*\*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> |
|  | 27 W | **Review for Unit 1 Test** | Three (*optional*) practice videos:  “How to Fold a Paper Hat Triangle” (2 minutes)  <https://www.youtube.com/watch?v=N6YvErublos>  “The 7 Deadly Plastics” - (4 minutes) <https://www.youtube.com/watch?v=IP-oC-0hOC0>  “John Coleman: Global Warming is a Hoax” (2 minutes) <https://www.youtube.com/watch?v=3kSSq8zYDjo> |
|  | 28 Th | **Unit 1 (Open Hand-Written Notes Only) Test:**  **1/5 - Vocabulary**  **1/5 - Textbooks & Texas**  **1/5 - Global Climate Destabilization**  **1/5 – Media Issues**  **1/5 - Media Analysis (Video)** | **Back to School Night!** |

Unit 1 Vocabulary:

|  |  |
| --- | --- |
| Civic  Affirmative Action  Punitive  Legislative Action  Executive Veto  Judicial Review  Override  Constituents/Representatives  **Parliamentary Procedure**  *General* Discussion  Motion  Seconding  Discussion of the Motion  Voice Vote  Hand Vote  Topical 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 target  Corporate vs. Non-Corporate Media  Reportage vs. Opinion  **Economic Systems:**  Laissez-Faire Capitalism  Democratic Socialism  Communism (Command Economy) | **From “The Revisionaries”**  American Exceptionalism  Texas School Board  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 Qaeda  Propaganda Techniques **(“Outfoxed”):**  Guiding Memos  Silencing Dissent  Chirons  Moving Graphics  Patriotic Images  News Alerts  Patriotic Graphics  Unequally Matched Guests  Bullying  Distortion  **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 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:**

Which media have the most informed viewers? Which has the most poorly informed viewers *Why*?

Are the sources for these claims legitimate?

**Study Questions for Conconi’s article on ‘fake news’:**

What are the different criticisms that can be made against the mainstream corporate media?

How does the mainstream corporate media make decisions about which stories to cover and how to present them?

**Study Questions for the 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?

What is the main point of each article? What to the graphs indicate?

**Study Questions for the Various Films:**

Know the vocabulary listed for each film.

What is the basic thesis/point of each film?

What are the potential biases of each film?

**CP Fall 2017 Unit 2 – The Constitution**

“It’s not a living document. It’s dead, dead, dead,” – Supreme Court Justice, Antonin Scalia at SMU, 2013

|  |  |  |  |
| --- | --- | --- | --- |
| Sep. | 29 F  *Min.* | Theories of Origins of Government,  Systems of Government:  (Anarchy vs. Totalitarianism, Autocracies, Aristocracies, & Democracies), and  Levels of Government | MAG pp. 4 – 8 (textbook)  **“Who Governs You?” Assigned** |
| Oct. | 2 M | Q: Origins, Systems, and Levels of Government | Jean-Jacques Rousseau’s The Social Contract: Bk. III, Ch. 3 (handout) |
|  | 3 T  *Late* | Identifying Kinds of Government & Looking for Global Inter-Connections  **YoLD: Episode 2:** (in class) | Home Viewing: **Years of Living Dangerously, Episode 1**  <https://www.youtube.com/watch?v=brvhCnYvxQQ> |
|  | 4 W | **Film: YoLD 2 (concluded)**  Q: YolD Season 1, Episodes 1 & 2: Syria & Climate Destabilization | Joshua Holland, “Syria May Be the First Climate-Change Conflict” in The Nation (2015) <http://www.thenation.com/article/syria-may-be-the-first-climate-change-conflict-but-it-wont-be-the-last/> |
|  | 5 Th | Q: Preamble and Overview of the Constitution  **Film: The Preamble** | MAG: (in this order) pp. 44 – 58, 8 – 10 + 64 - 70 |
|  | 6 F  *Rally* | Q: House and Senate –  Race & the Census | Article I: sec. 1 – 4 +  Amendments 16 and 17 |
|  | 9 M | Q: Legislative 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> |
|  | 10 T | Q: Citizens’ United  Not All Corporate Media is Evil:  **Film: YoLD Season 1, Ep. 3 – Part 1** | Gabrielle Levy, “How Citizens United Has Changed Politics in 5 Years” in US News & World Report (2015) <https://www.usnews.com/news/articles/2015/01/21/5-years-later-citizens-united-has-remade-us-politics> |
|  | 11 W  *Min.* | Q: Powers of Congress: AUMF, DACA, FEMA & FERC – Dealing with Disasters  **Film: YoLD Season 1, Ep. 3 – Part 2** | Article I: sec. 8 |
|  | 12 Th | Q: Ex-Post-Facto Law, Bills of Attainder, Habeas Corpus, Direct Taxes, and States’ Rights  4-20 States’ Rights and the People’s Rights: Marijuana Legalization | Article I: sec. 9 – 10  Article IV  Amendments 9 – 10  Becky Streipe, “What Happens When a State Law Contradicts a Federal Law?” in How Stuff Works (2012) <http://people.howstuffworks.com/state-law-contradicts-federal-law.htm/printable> |
|  | 13 F | Q: The Presidency, Electoral College, Limits & Succession | Article II + Amendments 12, 20, 22, and 25 |
|  | 16 M | Article III + Amendment 11  Amendment 1 & 7: The Complaint, Fact-Finding and Discovery  **Film: A Civil Action - 1** | Article III + Amendment 11 |
|  | 17 T  *Late* | Amendment 1 & 7: Court Motions  **Film: A Civil Action – 2** | Amendment 1 (Petition) &  Amendment 7 (Civil Suits) |
|  | 18 W | Amendment 1 & 7: Trial & Settlement  **Film: A Civil Action – 3** | - |
|  | 19 Th | Q: Tricks of the Trade | American Association for Justice: “Tricks of the Trade: How Insurance Companies Deny, Delay, Confuse and Refuse” (2008)  <http://insurancebadbehavior.org/articles/InsuranceTactics.pdf> |
|  | 20 F  *Rally* | Amendment 1 & 7: Assembly/Petition –Tort Reform and Media Manipulation  **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: Bonnie Bertram, “Storm Still Brews Over Scalding Coffee” in the New York Times (2013) <http://www.nytimes.com/2013/10/28/booming/storm-still-brews-over-scalding-coffee.html?_r=0> |
|  | 23 M | Q: Amending the Constitution; Supremacy Clause & Religious Tests | Articles V – VII +  Amendments 18, 21 & 27 +  You Tube: The Simpsons “I’m an Amendment to Be”  <https://www.youtube.com/watch?v=pSANTRnEBgg> |
|  | 24 T  *Late* | Q: Pledge of Allegiance  Amendment 1 - Religion: Establishment vs. Free Exercise; Public Schools, God, and the Pledge of Allegiance (Newdow) | Amendment 1  The Pledge: <http://www.ushistory.org/documents/pledge.htm> |
|  | 25 W | Killing the Constitution | \*Amendments 4 – 8  \*Jacob Hornberger, “Guantanamo and the Bill of Rights” in the Future of Freedom Foundation (2013)  <https://www.fff.org/2013/05/09/guantanamo-and-the-bill-of-rights/> |
|  | 26 Th | \*Q: Citizenship, the Nationalization of the Bill of Rights, Due Process, Equal Protection and LGBTQQIAPD2+ Rights | \*Amendment 14 +  \*ACLU: “Limon vs. Kansas – Case Summary” (2005)  <http://www.aclu.org/lgbt-rights_hiv-aids/limon-v-kansas-case-background&>  Claire Zillman,“Gay Americans can Marry But Lack the Nationwide Right to Work” in Forbes (2015) <http://fortune.com/2015/06/26/gay-americans-can-marry-but-lack-workplace-protections/> |
|  | 27 F | Suffrage Amendments  **Unit 2 Review** | Amendments 13, 15, 19, 23, 24, & 26 |
|  | 30 M | **Film: Gasland II - 1**  Drilling vs. Fracking  Water 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/> |
|  | 31 T | **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> |
| Nov. | 1 W | The Empire Strikes Back  **Film: Gasland II – 3**  \*Q: Frack This! (*Triple Quiz*)  Regulatory Capture Perfected | \*2010 Vanity Fair: “A Colossal Fracking Mess” by Christopher Bateman – (read 2nd half)  <http://www.vanityfair.com/news/2010/06/fracking-in-pennsylvania-201006> |
|  | 2 Th | **Unit 2 Test (Open Document)**  **- 1/4 Who Governs You?**  **- 1/4 Art. & ¶ in the Constitution**  **- 1/4 You Be Da Judge**  **- 1/4 Fracking** | - |

Unit 2 Vocabulary:

|  |  |
| --- | --- |
| I.1 legislative  I.2.3 Enumeration(census)  I.2.4 writs of election  I.2.5 impeachment  I.3.6 concurrence  I.4.1 prescribed  I.5.1 quorum  I.8.1 uniform  I.8.4 naturalization  I.8.9 inferior  I.8.12 appropriation  I.8.15 insurrections  I.8.17 cession  I.8.18 execution  I.9.2 writ of *habeas corpus*  I.9.3 *ex post facto* law  I.10.1 bill of attainder  I.10.2 be subject to | **First Amendment - Religion**  Establishment Clause  Free-Exercise Clause  *Gobitis* (1940)  *Barnette* (1943)  *Schempp* (1963)  *Newdow* (2004 and 2010)  Lemon Test – “excessive entanglement”  **First Amendment – Speech, Assembly, and Right to Petition for Redress**  Freedom of Speech and Press  Symbolic Speech  Slander vs. Libel  Hate Speech  Fighting Words  *Citizen’s United* (2010)  Money as Speech  Corporate Personhood  Freedom of Peaceable Assembly  Right to Petition the Government for Redress of Grievances |
| II.1.1 – vested  II.1.7 – compensation  II.2.2 – concur  II.2.3 – vacancies  III.2.1. – maritime  III.2.2 – jurisdiction  III.3.2 – Corruption of Blood  IV.3.2 – construed  IV.4 – Republican form of Government  V – ratified  VI.3 – affirmation  VII.2 – Year of our Lord  **11th Amendment**  Electoral College  **14th Amendment**  *Jus soli*  Due Process  Equal Protection  **Other Amendments**  Suffrage  Income Tax  Prohibition | **Second and Third Amendments**  Militia & Quartering  **Fourth Amendment**  persons, houses, papers, and effects  unreasonable searches and seizures  probable cause  Oath or affirmation  Warrants  **Fifth Amendment**  Grand Jury (and exceptions)  Double Jeopardy  Self-Incrimination  Due Process  Eminent Domain  **Sixth Amendment**  speedy and public trial  impartial jury  previously ascertained (district)  subpoena  Assistance of Counsel  **Seventh and Eighth Amendments**  civil vs. criminal cases  prosecution vs. defendant  plaintiff vs. defendant  sentences, liability, damages  bail, cruel & unusual Punishment |

CP Fall 2017 Unit 3 – Changing Governments: 3 Different Approaches - Socio-Economic Destruction (from Shaming to Sabotage), Physical Violence (Warfare and Terrorism), and Pacifism (Non-Violent Resistance)

|  |  |  |  |
| --- | --- | --- | --- |
| Nov | 3 F  *Rally* | Property Destruction: PETA & ELF  **(In-Class Reading + Study Guide)** | Potter: Green is the New Red: Ch.3 “The Green Menace” pp. 35 - 42 |
|  | 6 M | Q: Cream-Pie Terrorism | Potter: Green is the New Red: Ch.3 “The Green Menace” pp. 43 - 61 |
|  | 7 T  *Late* | Q: Act-Up/Queer Nation: Cough-Ins, Media Disruption, House Condoms, and Outing | Eric Westervelt, “Act Up at 30: Reinvigorated for Trump Fight” on NPR (2017)  <http://www.npr.org/2017/04/17/522726303/act-up-at-30-reinvigorated-for-trump-fight>  Alex Williams, “How Outing Lost Its Power to Shock” in The New York Times (2013) <http://www.nytimes.com/2013/10/31/fashion/how-being-outed-as-gay-lost-its-power-to-shock.html> |
|  | 8 W | Q: Anonymous Doxxing and On-Line Mob “Justice” | Rob Price, “A Brief History of Anonymous Doxing the Wrong Person” in The Daily Dot (2014/2015)  <https://www.dailydot.com/layer8/anonymous-dox-wrong-history/>  Laura Sydell, “Kyle Quinn Hid at a Friend’s House…” on NPR (2017)  <http://www.npr.org/sections/alltechconsidered/2017/08/17/543980653/kyle-quinn-hid-at-a-friend-s-house-after-being-misidentified-on-twitter-as-a-rac> |
|  | 9 Th | What is Justice?  (An Ambiguous Place Between Shaming and Violence)  **Film: White Bear (42 min.)** | Al Letson on Reveal, “Street Fight: A new wave of political violence” (2017 – audio with transcript, 53 min.) <https://www.revealnews.org/episodes/street-fight-a-new-wave-of-political-violence/> |
|  | 10 F | Veterans’ Day – NO SCHOOL | - |
|  | 13 M | Q: Background to the Declaration  Declaration of Independence:  The [First Sentence](http://www.bornemania.com/gov/declaration/opening.shtml) | MAG: pp. 28 – 39  **Bring** [**Declaration**](http://www.bornemania.com/gov/declaration/index.shtml) |
|  | 14 T  *Late* | 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!!! |
|  | 15 W | 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> |
|  | 16 Th | 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)** |
|  | 17 F | Declaration of Independence: [Complaint](http://www.bornemania.com/gov/declaration/complaint.shtml) Against Parliament | **Gripes** [**Rephrase**](http://www.bornemania.com/gov/declaration/gripes.shtml) **Due** |
|  | 20 – 24  M - F | THANKSGIVING BREAK | Read the Following Articles over Thanksgiving:  Wes Enzinna, “This is a War and We Intend to Win” in Mother Jones (2017) <http://www.motherjones.com/politics/2017/04/anti-racist-antifa-tinley-park-five/>  MLKJr. Quotes (handout)  2012 Occupy Wall Street Declaration:  <http://www.nycga.net/resources/documents/declaration/> |

|  |  |  |  |
| --- | --- | --- | --- |
| Nov | 27 M | **Team Competition: MLKJr., Occupy, and antifa** | (see above) |
|  | 28 T | Rev. Martin Luther King Jr.: Letter from a Birmingham Jail – Bring in Questions on the 1st Half + **Research Vocabulary & Quotes** | Rev. M. L. King Jr.: “Letter from a Birmingham Jail” (1963) <http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html>  + Vocabulary and Quotes Lists (*handout*) |
|  | 29W | Letter from a Birmingham Jail – Bring in Questions on the 2nd Half + Quiz on Quotes | (see above) |
|  | 30 Th | MLKJr. “Where do we go from here?” – Part 1 | Rev. M. L. King Jr.: “Where Do We Go From Here?” (1967)  <http://kingencyclopedia.stanford.edu/encyclopedia/documentsentry/where_do_we_go_from_here_delivered_at_the_11th_annual_sclc_convention/> |
| Dec. | 1 F | MLKJr. “Where do we go from here?” – Part 2 | (See above) |
|  | 4 M | **Film: How to Let Go of the World… Part 1** | - |
|  | 5 T  *Late* | **Film: How to Let Go of the World… Part 2** | - |
|  | 6 W | **Film: How to Let Go of the World… Part 3** | - |
|  | 7 Th | **Unit 3 Review** | - |
|  | 8 F | **Unit 3 Test –**  **1/3 Forms of Resistance**  **1/3 Declaration of Independence**  **1/3 Dr. Rev. MLK Jr.** | - |

2017 CP Spring Final Unit – 1984 (Expect a Quiz Daily)

|  |  |  |  |
| --- | --- | --- | --- |
| Dec. | 11 M | Introduction to 1984: How to Read & What to Study | - |
|  | 12 T  *Late* | Euphemism and Entertainment | One: I - II |
|  | 13 W | The Value of History | One: III - IV |
| - | 14 Th | Political Uses of Language | One: V + Appendix |
|  | 15 F  *Rally* | Privacy and Paranoia | One: VI – VIII |
|  | 18 M | Sex and Control | Two: I – IV |
|  | 19 T | Terrorism  **Film: If A Tree Falls – 1**  From Awareness to Radicalization | Two: V – VIII |
|  | 20 W | **Film: If A Tree Falls – 2**  Sabotage and Doublethink | *Skim*: Two: IX - Chapter 3: "War is Peace" |
|  | 21 Th | **Film: If A Tree Falls – 3**  Prosecution/Persecution  **In-Class Reading: “War is Peace”** | *Prep. Vocabulary*: Two: IX - Chapter 3: "War is Peace" |
|  |  | WINTER BREAK!!! | *-* |
| Jan. | 8 M | War is Peace – **Big Quiz** | *Read*: Two: IX - Chapter 3: "War is Peace" |
|  | 9 T *Late* | War Is Peace Today | - |
|  | 10 W | **Film: Why We Fight - 1** | Eisenhower’s 1961 Farewell Address  <https://www.ourdocuments.gov/doc.php?doc=90&page=transcript> |
|  | 11 Th | **Film: Why We Fight - 2** | Two: IX - Chapter 1: "Ignorance is Strength" |
|  | 12 F | **Film: Why We Fight - 3** | Two: X - Three: I |
| \*\*\* | 15 M | Rev. Dr. MLKJr. Day | - |
|  | 16 T  *Late* | Imprisonment without Rights | Three: II  (Track torture techniques) |
|  | 17 W | **Film: Ghosts of Abu Ghraib 1** | - |
|  | 18 Th | **Film: Ghosts of Abu Ghraib 2**  **Q: Abu Ghraib** | - |
|  | 19 F | The End | Three: III – VI |
|  | 5 M | **Debate: Absolutism vs. Relativism** | Ex. Cr. Film after school: **Brazil** |
|  | 22 M | The Children’s Story | **Evaluations Due** |
|  | T 23 | **Final Exam Review** | **-** |
|  | 24 - 26 W - F | **Final Exam – Multiple Choice)** | **-** |

1. Revised August 10, 2017 [↑](#footnote-ref-1)