**2018 Fall CP American Government**

Unit I: Legislation, Textbooks & Media Bias

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

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| Aug. | 29 W | Introduction: [**Rules**](http://www.bornemania.com/gov/rules/htmlclassrules.html) and Forced-Choice Exercise: [**Proposed Rules**](http://www.bornemania.com/gov/projects/rulesproject.shtml) | As Class Begins: Class Contract and  Proposed Rules (*Handouts*) |
|  | 30 Th | Forced-Choice Concluded  The Legislative Process  **Form Constituent Groups & Legislative Groups**  Each Legislative Group selects a minimum of *2 Legislative Leaders* | Proposed Rules Handout |
|  | 31 F | Legislative Groups: Discuss and Draft Your Rules  Tonight: *Legislative Leaders Type Up a Draft of Proposed Rules & e-mail it to the teacher before midnight Saturday. The teacher will provide feedback, leaders need to revise and bring revised copies to class on Tuesday for a brief after-school meeting.* | **-** |
| Sept. | 3 M | Labor Day – NO SCHOOL |  |
|  | 4 T | Q: OUHSD Policies: Homework and Grades  *(Leaders meet after school at 3:10 with a typed copy of their revised proposed Rules and* ***Get Approval or Revision Demands****)* | Homework (BP 6154 – 2 pp.) and Student Achievement (BP 5121 – first 4 pp. only)  <http://www.oxnardunion.org/board-of-trustees/board-policies/>  NOTE: This link will NOT take you directly to the Document; further search is required.  *Legislative Leaders Bring a Draft of Proposed Rules for Critique in a Meeting After School today at 3:10 pm* |
|  | 5 W | **Practice: How to Annotate Audio-Visual Materials for this Class**  • 1st Hearing Note: What, Who, Where, and When. Listen for and write down Sections in the Piece  • 2nd Hearing (on your own): Re-Listen for Content (How & Why)  \*Practice Q: Textbooks - Prices  Time Permitting? Brief meeting with Constituent and Legislative Groups to get final input. | *Reference Only – you do not need to listen to this in advance, since we will listen to it in class*: \*2014/2016 NPR’s Planet Money, Episode 573 “Why Textbook Prices Keep Climbing” (15 min.) <https://www.npr.org/sections/money/2016/09/16/494266135/episode-573-why-textbook-prices-keep-climbing> |
|  | 6 Th | Use Parliamentary Procedure to Vote on [Final Proposals](http://www.bornemania.com/gov/projects/rulesproject.shtml)  **Class Votes**  *Legislative Leaders Count and Re-Count Votes (at lunch or after school, need be)* | *Legislative Leaders Bring a* ***Class Set*** *of Typed Final Copies of Proposed Rules in Ballot Form (Yes/No)*  **Class Contracts Due Today** |
|  | 7 F  *Rally* | §Q: Textbooks - Texas  (*Focus on the Texas Board majority’s actions on the issues of Science, Sociology, Religion, Race, Economics, and History – and try to understand* ***WHY*** *they take such actions*)  **BRING Magruder’s !!!** | §2015 NPR Audio (11 minutes) on Texas S.S. Curriculum: <http://hereandnow.wbur.org/2015/06/25/controversial-textbooks-texas>  §2010 New York Times (James McKinley): “Texas Conservatives Win Curriculum Change”: <http://www.nytimes.com/2010/03/13/education/13texas.html?_r=0> |
|  | 10 M | **Film (excerpt): The Revisionaries**  **Practice: How to Annotate Written Materials for this Class: Skim, Vocabulary, Annotate, Review**  *Who made our book? Who wrote it? What are the potential biases we should watch out for and why would it be those biases?*  **BRING Magruder’s !!!** | ∞ Center for Public Integrity and State Impact Oklahoma (Jie Jenny Zou): “Oil’s Pipeline to America’s Schools”: (2017) <https://stateimpact.npr.org/oklahoma/2017/06/15/oils-pipeline-to-americas-schools/> |
|  | 11 T  *Late* | ∞Q: Textbooks –Fossil Fuel Corporations  (*All three articles,* *See Study Questions*)  **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>  ∞ 2015 The Guardian (Oliver Milman): California Public School Textbooks Mislead Students <http://www.theguardian.com/us-news/2015/nov/23/california-public-school-textbooks-mislead-students-climate-study-says> |
|  | 12 W | Guns, Gays, & Global Climate Destabilization: *Messing with the Constitution*  **BRING Magruder’s !!!** | - |
|  | 13 Th | Capitalism, Socialism & Communism  **BRING Magruder’s !!!** | -  MOVIE THURSDAY! 3:30 – 6:00  “Good Night and Good Luck” (PG, 2005) |
|  | 14 F | **Practice: How to Analyze Written Materials for this Class: Language & Logic, Rhetoric & Reference**  Definitions: Diversity, Topical Focus, Point of View, Bias, & Propaganda  Q: Media Bias – NOTES ONLY!  (Know the Main Points) | 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/> |
|  | 17 M | P∞Q (Partner Quiz): Media Sources and the Effects of Media on Knowledge  (*All seven articles will be on the quiz.* *Be sure to check out* ***article links*** within each article to other sources.)  **Film: Outfoxed (excerpts - 1):**  Media Bias Techniques  Extra Credit Lunchtime No-Notes Climate Quiz (see the 7 articles at the end of this Unit Syllabus; x <50% results in a score of 0) | NOTE: Explore the following on-line articles, *checking to see if they back-up their sources*.  P1∞ Pew Research Center (Mitchell et al.) “The Modern News Consumer: 1. Pathways to News” (2016)  <http://www.journalism.org/2016/07/07/pathways-to-news/>  P2∞ Pew Research Center (Mitchell et al.) “The Modern News Consumer: 6. Young Adults” (2016)  <http://www.journalism.org/2016/07/07/young-adults/>  P1∞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/>  P2∞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>  PP∞2016 Forbes (Quora/Poundstone) “A Rigorous Look” [https://www.forbes.com/sites/quora/2016/07/21/a-rigorous-scientific-look-into-the-fox-news-effect/#5b15867a6323](https://www.forbes.com/sites/quora/2016/07/21/a-rigorous-scientific-look-into-the-fox-news-effect/)  P1∞2017 The Hill (Conconi), “Trump has helped make money for the ‘fake news media’ he so abhors” <http://thehill.com/blogs/pundits-blog/media/348107-trump-has-helped-make-money-for-the-fake-news-media-he-so-abhors>  P2∞2018 Washington Post (Drezner) “The Fox News Effect” <https://www.washingtonpost.com/news/posteverything/wp/2018/01/17/the-fox-news-effect/?utm_term=.5a28f0501fbf> |
|  | 18 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  *(Brutally edited version, end at 27:17)*[**https://www.youtube.com/watch?v=9lMg7YnZyg8**](https://www.youtube.com/watch?v=9lMg7YnZyg8) | ‡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/>  *Reference Only: Outfoxed: “Rupert Murdoch’s War on Journalism” (Brutally edited version, end at 27:17)* <https://www.youtube.com/watch?v=9lMg7YnZyg8> |
|  | 19 W | Media Manipulation Techniques:  Converting Opinion into “Fact”  ‡Q: Plastic Bag Bans (*all 5 articles: Rust, Calefati, Ponnuru, Malor,* and *Plumer*) **NOT a Partner Quiz!!!** | ‡2013 Bloombergview (Ponnuru): “Disgusting Consequences” (*handout*): <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” (*handout*): <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/> |
|  | 20 Th | •Q: Corporate Media Fail  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>  “A Canadian’s Pitch for ISIS” (3 minutes) <https://www.nytimes.com/video/world/middleeast/100000003001205/a-canadians-pitch-for-isis.html>  “America” (1 minutes)  <https://www.youtube.com/watch?v=RiMMpFcy-HU>  “Noah’s Ark” (2 minutes)  <https://www.youtube.com/watch?v=P0zcPsPrBMs>    “Animals are Innocent” - (3 minutes)  <https://www.youtube.com/watch?v=qACxfKB3iP4>  “Man” - (4 minutes)  <https://www.youtube.com/watch?v=WfGMYdalClU> | •Bernie Sanders, “How Corporate Media Threatens Our Democracy” in In These Times (2015/2017)  <http://inthesetimes.com/features/bernie-sanders-corporate-media-threatens-our-democracy.html>  •2018 The New Republic (Atkin) “The Media’s Failure to Connect the Dots on Climate Change”  <https://newrepublic.com/article/150124/medias-failure-connect-dots-climate-change>  Extra Credit Media Analysis Due  **Hijacking Catastrophe** (2003 doc.) or  **Good Night and Good Luck!** (2005) or **Nightcrawler** (2014)  **Back to School Night** |
|  | 21 F  *Min.* | **Unit 1 Review** | - |
|  | 24 M | **Unit 1 Test – NOT Partner**  (Open Document)  Includes: Vocabulary, Video Analysis, and Propaganda Analysis of a Written Text | 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> |

**How to write-up Extra Credit Fiction/Narrative Films:**

Review the class definitions of “Topical Focus, Point of View, Bias, and Propaganda” before you see the film. Keep these things in mind as you view the film.

1. Present the setting (time and place). Give me a **summary** of the characters and main plot of the film (2 pts.)

2. Provide a bullet-point assessment of each of the 4 abovementioned terms: “Topical Focus, Point of View, Bias, and Propaganda”; address how these are appropriate to a discussion of the film itself *and* to the content presented in the film. (4 pts.)

3. Provide me with a discussion of how the film relates to two of the articles we have read this unit. Provide at least one quote from each article. (4 pts.)

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. (2 pts.)

4. Be sure to **include the theater ticket** if it is for a film shown outside of class.

**How to write-up Extra Credit Documentary 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 and do the 3-part write up:

1. Give me a **summary** of the characters and plot of the film, or, if it’s a documentary, the key parts and points being made

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.

4. Be sure to **include the theater ticket** if it is for a film shown outside of class.

**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?

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| 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 ALL articles on Textbook Influences:**

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

**Why** did they do it?

Who *opposed* it?

What was the end result?

**Articles on Texas, Curriculum, and Textbooks:**

What person or organization produced and published each of these articles?

Who, in each article, are the “main players” that are influencing education?

In what way (how, or with what powers and techniques) are the “main players” trying to influence education? *Why* are they doing this?

What is the viewpoint of the author of each article on these influences/influencers?

What is the purpose of each article? (How do you know this, or what indicates this?)

**Articles on Trump, Fox News & Uninformed Viewers** What person or organization produced and published each of these articles?

What is the purpose of each article? (How do you know this, or what indicates this?)

Who, in each article, is portrayed as in favor of or against Fox News?

What is the viewpoint of the author of each article on Fox News or other news outlets?

Which media have the most informed viewers?

Which has the most poorly informed viewers? *How* and *Why does this happen*?

Are the sources for these claims legitimate?

What are the different criticisms made against the mainstream corporate media?

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

**Articles on Plastic Bags:**

What person or organization produced and published each of these articles?

Who, in each article, is portrayed as in favor of or against the plastic bag bans?

What is the viewpoint of the author of each article on plastic bag bans?

What is the purpose of each article? (How do you know this, or what indicates this?)

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?

**7 Articles for Ex. Cr. Global Climate Destabilization Quiz**

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| \*\*2015 CNN (Fantz): “What is Global Warming?” <http://www.cnn.com/2015/08/03/us/obama-greenhouse-gas-climate-plan/> | \*\*2015 Physics.org: “Iconic Graph at Center of Climate Debate”  <http://phys.org/news/2015-02-iconic-graph-center-climate-debate.html> |
| \*\*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> | \*\*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>  ***Optional Reference*** *for Climate Science Questions :* [*http://www.skepticalscience.com*](http://www.skepticalscience.com) | **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? |

Unit 1 Vocabulary:

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| 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 a 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  News vs. Opinion  Investigative Journalism vs. Reporting | **Economic Systems:**  *Laissez-Faire* (“Free” Market) Capitalism  Democratic Socialism  Communism (Command Economy  From **“The Revisionaries”**  American Exceptionalism  Texas School Board  Darwinian Evolutionary Theory  separation of church and state  Propaganda Techniques **(“Outfoxed”):**  Guiding Memos  Silencing Dissent  Chirons  Moving Graphics  Patriotic Images  News Alerts  Patriotic Graphics  Unequally Matched Guests  Bullying  Distortion  **Global Climate Destabilization Terms**  Extreme Weather  Global Warming/Climate Change  Fossil Fuels  Fracking (Hydraulic Fracturing)  BP, Shell, Exxon  American Petroleum Institute (API)  Heartland Institute  skeptical language  denialism  causation (and correlation)  Greenhouse Gasses: CO2, methane, etc. |
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**CP Fall 2018 Unit 2 – The Constitution**

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

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|  | 25 T  *Late* | Origins & Systems of Government and a History of the Constitution  Q: Overview of The Constitution  **Bring FULL Constitution! (From Here on Out!)** | MAG: (in this order) pp. 4 – 8, 44 – 58, 8 – 10 + 64 – 70  Recommended Versions of the Constitution AND the Amendments (you will need BOTH): <https://www.printableconstitution.com/> |
|  | 26 W | Q: House and Senate –  Gerrymandering, Race & the Census + Income Tax & Voting for Senators | Article I: sec. 1 – 4 +  Amendments 16 and 17 |
|  | 27 Th | 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> |
|  | 28 F | Q: Powers of Congress: AUMF, DACA, FEMA, FERC, Guantanamo, and Drones; Ex-Post-Facto Law, Bills of Attainder, and Habeas Corpus;  The Artificial Energy Crisis of 1999 | Article I: sec. 8 |
| Oct. | 1 M | Q: State Law vs. Federal Law and States’ Rights  States’ Rights: Legalized Marijuana Marijuana & Assisted Autoeuthanasia | Article I: sec. 9 - 10 + Article IV +  Amendments 9 – 10  *Look Up the Vocabulary!*  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> |
|  | 2 T | Q: The Presidency, Electoral College, Limits, Removal, & Succession | Article II + Amendments 12, 20, 22, and 25 |
|  | 3 W | The Judicial Branch | Article III + Amendment 11 |
|  | 4 Th | Q: Amending the Constitution, The Supremacy Clause, Pre-emption, & Religious Tests | Articles V, VI & VII +  Amendments 18, 21 & 27 +  You Tube: **The Simpsons: “I’m an Amendment to Be”**  <https://www.youtube.com/watch?v=pSANTRnEBgg> |
|  | 5 F | Q: Pledge of Allegiance  Amendment 1 - Religion: Establishment vs. Free Exercise; (*Gobitis & Barnette*), Public Schools (*Schempp*), God, and the Pledge of Allegiance (*Newdow*); What the Law Says vs. What People Do | Amendment 1 (Establishment & Free Exercise Clauses)  +  The Pledge: <http://www.ushistory.org/documents/pledge.htm> |
|  | 8 M | Amendment 1 & 7: Assembly/Petition –Tort Reform and Media Manipulation  **Film: Hot Coffee**  **For those who miss the film in class:**  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> | **Ask your Parents:** *What do they know about the McDonald’s Hot Coffee Case?*  “Tricks of the Trade: How Insurance Companies Deny, Delay, Confuse and Refuse” in American Association for Justice: (2008)  <http://insurancebadbehavior.org/articles/InsuranceTactics.pdf> |
|  | 9 T  *Late* | The Constitution is Dead, Dead, Dead. | \*Amendments 3 – 8 +  P1\*Andrew Cohen, “Some Constitutional Amendments are More Equal Than Others” in The Atlantic (2012)  <https://www.theatlantic.com/national/archive/2012/07/some-constitutional-amendments-are-more-equal-than-others/260322/> +  P2\*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/> |
|  | 10 W  *Min.* | SAT Testing | - |
|  | 11 Th | P\*Q: Nationalization & Destruction of the Bill of Rights  Guantanamo, 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&>  \*“Gay Rights in the US, State by State” in The Guardian (2015)  <https://www.theguardian.com/world/interactive/2012/may/08/gay-rights-united-states>  Focus on the following seven states and three regions: CA, TX, MI, MN, NY, UT, and MS; the Southwest, the Northeast, and the Southeast.  MOVIE THURSDAY! 3:30 – 6:00  “Dr. Strangelove” (PG, 1964) |
|  | 12 F  *Rally* | \*\*Q: Suffrage Amendments and Citizen’s United | \*\*Amendments 13, 15, 19, 23, 24, & 26  \*\*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> |
|  | 15 M | Freedom of Speech, Press, & Assembly;  Safe Spaces & Trigger Warnings;  Public Monuments & Flags | (*read then watch*) BBC News: Jenny Horne: Republican who Helped Banish Confederate Flag (2015):  <https://www.bbc.com/news/world-us-canada-33467476>  On The Media: Defending the Indefensible (start at 2:44) an Interview with Mark Randazza: <https://www.wnycstudios.org/story/defending-indefensible>  Van Jones at the University of Chicago (2017): *5 minutes*  <http://politics.uchicago.edu/news/entry/clip-van-jones-on-safe-spaces-on-college-campuses> |
|  | 16 T | **Film: Gasland II - 1**  Drilling vs. Fracking  Water Contamination | $2010 Vanity Fair: “A Colossal Fracking Mess” by Christopher Bateman – (read 1st half)  <http://www.vanityfair.com/news/2010/06/fracking-in-pennsylvania-201006> |
|  | 17 W | **Film: Gasland II – 2**  State vs. Federal Gov. + Air Pollution | - |
|  | 18 Th | The Empire Strikes Back  **Film: Gasland II – 3**  $Q: Frack This!  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> |
|  | 19 F | **Unit 2 Test (Open Document)** | - |

Unit 2 Vocabulary (The Constitution):

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| **Constitutional Convention**  Virginia Plan  New Jersey Plan  Connecticut Compromise  3/5 Compromise  Federalist  Anti-Federalist | **Recent Events:**  9/11  Anthrax attacks  USA PATRIOT Act  Invasion of Afghanistan  Guantanamo  Invasion of Iraq (AUMF) |
| **Preamble**  **Article I:**  House of Representatives  Senate  term of office  qualifications  census (“enumeration”)  gerrymander  vacancies  impeachment  concurrence  indictment  quorum  filibuster  How a Bill Becomes a Law  ALEC  veto & pocket veto  veto override  naturalization  ENRON  copyright  appropriations  Writ of Habeas Corpus  Bill of Attainder  drone strikes  ex post facto law  direct tax  indirect tax  political will  **Article II:** electoral college  Florida 2000  Democratic Primaries 2016  compensation  Senate confirmation  State of the Union Address  **Article III:**  Supreme Court (SCotUS)  original jurisdiction  appellate jurisdiction  trial by jury  corruption of blood  **Articles IV – VIII:**  extradition  republican government  ERA (Equal Rights Amendment)  constitutional amendments  proposing amendments  ratifying amendments  supremacy clause  “no religious test”  “oath or affirmation” | **The Amendments:**  **First Amendment:** Establishment clause  Free Exercise clause  Protected Speech  Symbolic Speech  flag & bra burning  “bad” words & pornography  campaign contributions  Not-Protected Speech:  slander & libel  hate speech & fighting words child pornography incitement to violence “clear and Present danger”  “right to petition government”  **Amendment 2:** militias vs. bearing arms  regulation vs. bans  NRA  **Amendment 3:** Quartering  **Amendment 4:**  search and seizure  warrants  probable cause  exclusionary rule  privacy  Wikileaks  Edward Snowden  **Amendment 5:**  Grand Jury  Double Jeopardy  self-incrimination (“plead the 5th”)  Due Process  Eminent Domain  **Amendments 6 – 8:**  subpoena  contempt of court  civil vs. criminal trials  bail  “cruel & unusual punishment”  **14th Amendment:** *jus solis*  nationalization of the Bill of Rights  Equal Protection Clause  **Other Amendments:**  Prohibition  suffrage  income tax |
| **Important Court Cases**  *Gobitis* & *Barnette* (Salute cases)  *Newdow* (Pledge cases)  *Limon vs. Kansas*  *Liebeck vs. McDonald’s*  *Dred Scott*  *Plessey vs. Ferguson*  *Brown vs. Board of Education*  *Citizens United*  **Historical Figures:**  Jim Jeffords  Tom Watson  Charles Sumner (MA) & Preston Brooks (SC)  Matthew Limon  **Hot Coffee**  tort (deform)  frivolous lawsuits  confidentiality agreement  plaintiff  settlement  [punitive] damages  caps on damages  **Years of Living Dangerously 6:** renewable energy  ALEC  Heartland Institute  methane  Koch brothers  lobbyists | **Gasland II Key People, Places, Terms:**  Josh Fox  Victoria Switzer  Gov. Ed Rendell (D)  Lisa Jackson  Tom Ridge (R)  The Gulf of Mexico  Dimock, PA  Pavillion, WY  Dish, TX  Delaware Watershed  Marcellus Shale  Barnett Shale  FAA  hydraulic fracturing = fracking  fracking fluid  wastewater  BP (Deepwater Horizon)  Safe Drinking Water Act exemption  Halliburton Loophole  EPA  moratorium  aquifer  PSYOPS  Counterinsurgency  horizontal drilling  Regulatory Capture  Revolving Door  cement casings (fail)  state vs. federal regulation  fracking bans |

**CP Fall 2018 Unit 3 –**

**Attempting Political Changes: Four Approaches**

1. Legal, Constitutional Compliance within the System

2. Socio-Economic Destruction (from Shaming to Sabotage)

3. Physical Violence (from Terrorism to Warfare)

4. Active Non-Violent Resistance

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|  | 22 M | Q: Four Stages in the Revolution:  1. Compliance & Petition  2. Socio-Economic Pressure (Boycotts and Tarring & Feathering)  3. Sabotage (Boston Tea Party)  4. Violence, Murder, & War | MAG: pp. 28 – 39 |
|  | 23 T  *Late* | Socio-*Economic* Pressure - 1  Boycotts & Strikes  In-Class Reading | P2\*“Boycotts in History” PBS (2005) <http://www.pbs.org/now/society/boycott.html>  P1\*Inga Kim for the UFW: “The Delano Grape Boycott” (2017) <http://ufw.org/1965-1970-delano-grape-strike-boycott/>  P\*Alia Wong, “The Larger Concerns Behind the Teachers’ Strikes” in The Atlantic (2018)  <https://www.theatlantic.com/education/archive/2018/04/the-larger-concerns-behind-the-teachers-strikes/557171/> |
|  | 24 W | *Socio-Economic* Pressure - 2  Shaming and Disruption at Dinners, Sports Games, and Classrooms  In-class watch the “Cough-In Video” as posted on Fox News (2 min.)  <http://www.foxnews.com/food-drink/2017/01/18/protesters-stage-cough-in-at-trump-hotel-restaurant.html> | P\*Chris Bodenner, “The Surprising Revolt at the Most Liberal College in the Country” in The Atlantic (2017)  <https://www.theatlantic.com/education/archive/2017/11/the-surprising-revolt-at-reed/544682/>  P2\*Helen Rosner, “The Absurdity of Trump Officials…” The New Yorker (2018) <https://www.newyorker.com/culture/annals-of-gastronomy/the-unsurprising-absurdity-of-kirstjen-nielsen-and-stephen-miller-eating-mexican-food-during-a-border-crisis>  P1\*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>  P2\*Masha Gessen, “World Cup 2018: The Moral Clarity of Pussy Riot’s Protest” in The New Yorker (2018)  <https://www.newyorker.com/sporting-scene/replay/world-cup-2018-the-moral-clarity-of-pussy-riots-protest> |
|  | 25 Th | P\*Q: *Socio*-Economic Pressure - 3  Doxxing and Leaking  (all 9 articles covered) | P2\*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/>P1\*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>  P\*Trevor Timm “Snowden’s leaks forced NSA reform on Congress” in The Guardian (2015) <https://www.theguardian.com/commentisfree/2015/jun/03/snowden-leaks-nsa-reform-congress-still-facing-jail> |
|  | 26 F | §Q: The Politics of Rage | §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/> |
|  | 29 M | Dangers of the Politics of Rage  In-Class Listening | (For those who miss it in class:)  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/> |
|  | 30 T  *Sub.* | **\*\*Years of Living Dangerously, Season 1, Episode 2: End of the Woods** <https://www.youtube.com/watch?v=AAJWxD1IhHA> | **Watch on your Own \*\*Years of Living Dangerously, Episode 1: Dry Season**  (Home Viewing in Preparation)  <https://www.youtube.com/watch?v=brvhCnYvxQQ> |
|  | 31 W  *Sub.* | **\*\*Years of Living Dangerously, Season 1, Episode 3: The Surge**  <https://www.youtube.com/watch?v=0drLHXfFDtw> |  |
| Nov. | 1 Th  *Sub.* | **\*\*Years of Living Dangerously, Season 1, Episode 6: Winds of Change**  <https://www.youtube.com/watch?v=GFbXw2CBunk> | - |
|  | 2 F | **\*\*Years of Living Dangerously, Season 2, Episode 2: Gathering Storm** | Mann and Wainwright, Climate Leviathan (2018) “After Paris”, pp. 157 – 165 (*handout*) |
|  | 5 M | \*\*Q: Big Quiz on YoLD + “After Paris”  1 8 ½” x 11” single sheet of notes allowed | (review films) |
|  | 6 T  *Late* | Declaration of Independence:  The [First Sentence](http://www.bornemania.com/gov/declaration/opening.shtml) | **Bring Printed Copy of the Declaration** (Final Version)  <http://www.let.rug.nl/usa/documents/1776-1785/the-final-text-of-the-declaration-of-independence-july-4-1776.php> |
|  | 7 W | Declaration of Independence: Complete the 1st Sentence + | **Bring Printed Declaration**  Bring Dictionaries (on line ok)!!! |
|  | 8 Th | Language of the [Justification](http://www.bornemania.com/gov/declaration/justification.shtml) | **Bring Printed Declaration**  Bring Dictionaries (on line ok)!!!  MOVIE THURSDAY! 3:30 – 6:30  “Year of Living Dangerously” (PG, 1983) |
|  | 9 F | Declaration of Independence: Meaning of the Justification, Part I: Equality, Gender, & Race | **Bring Printed Declaration +**  **Bring Rough Draft** of the Declaration of Independence <http://www.loc.gov/exhibits/declara/ruffdrft.html> |
|  | 12 M | Veterans’ Day – NO SCHOOL |  |
|  | 13 T | Declaration of Independence – The Justification, Part II: Religion and Revolution | **Bring Printed Declaration** |
|  | 14 W | Declaration of Independence: [The Gripes](http://www.bornemania.com/gov/declaration/gripes.shtml) **and** [Complaint](http://www.bornemania.com/gov/declaration/complaint.shtml) Against Parliament | **Bring Printed Declaration**  **H: Turn in Selected Gripes**  Study [Questions](http://www.bornemania.com/gov/declaration/justification.shtml) Due Mentally  (Have them Thought Out) |
|  | 15 Th | Q: MLKJr. – Non-violence and Nuclear War | Read: MLKJr. Handout (1 & 2: On Non-Violence) |
|  | 16 F | Q: MLKJr.’s Grand Vision | Read: MLKJr. Handout (3 & 4: Nobel Prize and SCLC Address) |
|  | 19-23 | Thanksgiving Holiday – NO SCHOOL |  |
|  | 26 M | Q: Quotes and References  Rev. Martin Luther King Jr.: “Letter from a Birmingham Jail" | Rev. M. L. King Jr.: “Letter from a Birmingham Jail” (1963) <http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html>  + Vocabulary & Quotes Lists (*handout*) |
|  | 27 T  *Late* | Q: Letter from a Birmingham Jail – Bring in Questions on the 1st Half + Quiz on Quotes in the first half | (see above) |
|  | 28 W | Q: Letter from a Birmingham Jail – Bring in Questions on the 2nd Half + Quiz on Quotes in the second half | (see above) |
|  | 29 Th | What is Justice? Can Violence Create Justice? *Is* this Justice?  **Film: White Bear (42 min.)** | - |
|  | 30 F | §Q: David Buckel’s Sacrifice  **Film: How to Let Go of the World…** Part 1 – The Problem | §Edward Helmore “David Buckel: friends mourn LGBT lawyer who self-immolated” on The Guardian (2018):  <https://www.theguardian.com/us-news/2018/apr/20/david-buckel-lgbt-lawyer-self-immolation-new-york> |
| Dec. | 3 M | **Film: How to Let Go of the World…** Part 2 – Lessons from The Forest | ^The Goldman Prize Winners for 2018:  <https://www.goldmanprize.org/blog/2018-goldman-prize-winners/>  (Know all 6 winners & what they did) |
|  | 4 T | ^Q: Goldman Winners and Klein’s Revolt  **Film: How to Let Go of the World…** Part 3 – Seas and Cities | ^Naomi Klein, “How Science is Telling Us All to Revolt” in the New Statesman (2013)  <https://www.newstatesman.com/2013/10/science-says-revolt> |
|  | 5 W | **Film: How to Let Go of the World…** Part 4 –Technology and Alternatives  •Q: Hedges’ Danger  Unit 3 Review: The 4 Approaches:  **Traditional-Constitutional**  **Socio-Economic Destruction**  **Violence (War or Terrorism)**  **Active Non-Violence** | Chris Hedges, “The Danger of Leadership Cults” in Truthdig (2018)  <https://www.truthdig.com/articles/the-danger-of-leadership-cults/> |
|  | 6 Th | **Unit 3 Test – How Do You Make Change?** | - |

**2018 CP Fall Final Unit – 1984**

“War is Peace” – Big Brother; “Freedom Isn’t Free” – US Military Slogan

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|  | 7 F | Introduction to 1984: How to Read & What to Study  **Bring your copies of 1984!** | - |
|  | 10 M | Q: Euphemism and Entertainment | One: I - II |
|  | 11 T  *Late* | Q: The Value of History | One: III - IV |
|  | 12 W | Q: Political Uses of Language | One: V + Appendix |
|  | 13 Th | Q: Privacy and Paranoia | One: VI – VIII  MOVIE THURSDAY! 3:30 – 6:00  “The Graduate” (PG, 1967) |
|  | 14 F  *Rally* | Q: Sex and Control | Two: I – IV |
|  | 17 M | Q: Terrorism | Two: V – VIII |
|  | 18 T  *Late* | **Film: If A Tree Falls – 1**  From Awareness to Radicalization | **-** |
|  | 19 W | **Film: If A Tree Falls – 2**  Sabotage and Doublethink | *Skim*: Two: IX - Chapter 3: "War is Peace" |
|  | 20 Th | **Film: If A Tree Falls – 3**  Persecution/Prosecution | *Prep. Vocabulary*: Two: IX - Chapter 3: "War is Peace" |
|  | 21 F | Q: War is Peace – **Big Quiz** | *Read*: Two: IX - Chapter 3: "War is Peace" |
|  | 12/24 – 1/4 | “Winter” Break – NO SCHOOL |  |
| Jan. | 7 M | War Is Peace Today (Discuss) | - |
|  | 8 T  *Late* | **Film: Why We Fight – 1**  American History | - |
|  | 9 W | **Film: Why We Fight – 2**  Military Contractors | *Skim*: Two: IX - Chapter 1: "Ignorance is Strength" |
|  | 10 Th | **Film: Why We Fight – 3**  One Price of War | *Prep. Vocabulary*: Two: IX - Chapter 1: "Ignorance is Strength" |
|  | 11 F | How Powers Fall (Hope in 1984) | Two: IX - Chapter 1: "Ignorance is Strength" |
|  | 14 M | Q: Ignorance is Strength & Surveillance | Two: X - Three: I |
|  | 15 T  *Late* | Q: Imprisonment without Rights | Three: II  (Track torture techniques) |
|  | 16 W | Q: The End  2 + 2 = ? | Three: III – VI |
|  | 17 Th | **Debate: Absolutism vs. Relativism** | MOVIE THURSDAY! 3:30 – 7:00  “Brazil” (R, 1985) |
|  | 18 F | The Children’s Story | **Evaluations Due** |
|  | 21 M | MLKJr. Day – NO SCHOOL |  |
|  | 22 T | **Final Exam Review** |  |
|  | 23 W  *Min.* | Final Exams Per. 1 & 2 |  |
|  | 24 Th  *Min.* | Final Exams Per. 3 & 4 |  |
|  | 25 F  *Min.* | Final Exams Per. 5 & 6 |  |
|  | 28 M | Teacher Prep. Day – NO SCHOOL |  |