**2018 Spring 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.

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| Jan. | T 30 | 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*) |
|  | W 31 | Forced-Choice Concluded  The Legislative Process  **Form Constituent Groups & Legislative Groups**  Each Legislative Group selects a minimum of *2 Legislative Leaders* | Proposed Rules Handout |
| Feb. | Th 1 | Legislative Groups: Discuss and Draft Your Rules  Tonight: *Legislative Leaders Type Up a Draft of Proposed Rules, e-mail it to the Teacher by 9 pm,* ***and get Teacher Approval the Next Day*** | **-** |
|  | F 2 | Q: OUHSD Policies: Homework and Grades  *(Leaders give Teacher a typed copy of the 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 Prepare a Draft of Proposed Rules for Teacher for Critique* |
|  | M 5 | 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)* |
|  | T 6  *Late* | \*Q: Texas Textbooks 1  **Post-Facto How to Annotate Audio Materials for this Class: Listen for Basics and Structure**  1st Hearing Note: What, Who, Where, and When. Listen for Sections in the Piece  Re-Listen for Content (How & Why)  Skim-Listen for Review  **BRING Magruder’s!!!** | \*2015 NPR Audio (11 minutes) on Texas S.S. Curriculum: <http://hereandnow.wbur.org/2015/06/25/controversial-textbooks-texas> |
|  | W 7 | §Q: Texas Textbooks 2  (*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 !!!** | §2010 New York Times (James McKinley): “Texas Conservatives Win Curriculum Change”: <http://www.nytimes.com/2010/03/13/education/13texas.html?_r=0> |
|  | Th 8 | **Film (excerpt): The Revisionaries**  *Who made this book? Texas? California? Government? Corporations?*  **BRING Magruder’s !!!** | P•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> |
|  | F 9 | P•Q: Corporations & Textbooks  (*All three articles,* *See Study Questions*)  **Lecture: How to Annotate Written Materials for this Class: Skim, Vocabulary, Annotate, Review**  **BRING Magruder’s !!!** | P1•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>  P2•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> |
|  | M 12 | **Lincoln’s Day – No School** | **-** |
|  | T 13 | Guns, Gays, & Global Climate Destabilization: *Messing with the Constitution*  **BRING Magruder’s !!!** | **Class Contracts Due Today** |
|  | W 14 | Capitalism, Socialism & Communism  **BRING Magruder’s !!!** | **-** |
|  | Th 15 | Q: Media Bias – NOTES ONLY!  (Know the Main Points)  Definitions: Topical Focus, Point of View, Bias, & Propaganda  Media Analysis Practice:  **Hijacking Catastrophe**  **(Opening Sequence)**  **How to Annotate Visual Materials for this Class: Visual, Audio, and Textual Analysis** | 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/>  *Reference Only*: “Hijacking Catastrophe” for those who miss it <https://www.youtube.com/watch?v=8zDA-Xtwr5g> |
|  | F 16 | P∞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.  P∞2017 The Hill (Chuck 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>  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> |
|  | M 19 | **Presidents’ Day – No School** | ‡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/> |
|  | T 20 | **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” (Brutally edited version, end at 27:17)* <https://www.youtube.com/watch?v=9lMg7YnZyg8> |
|  | W 21 | Media Manipulation Techniques:  Converting Opinion into “Fact”  ‡Q: Plastic Bag Bans (*all 5 articles: Rust Nash, Ponnuru, Malor,* and *Plumer*) **NOT a Partner Quiz!!!** | ‡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/> |
|  | Th 22 | P\*\*Q: How (and Why) Corporate Media Ignores Climate Change (*all 5 articles*)  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=NId2BHU6_b0>  “Animals are Innocent” - (3 minutes)  <https://www.youtube.com/watch?v=qACxfKB3iP4>  “Man” - (4 minutes)  <https://www.youtube.com/watch?v=WfGMYdalClU>  **Unit 1 Review** | P\*\*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>  P\*\*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>  P\*\*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>  P\*\*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>  P\*\*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>  **Good Night and Good Luck!** (2005) or **Nightcrawler** (2014) Extra Credit Media Analysis Due |
|  | F 23 | **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> |

**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

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| Feb. | M 26 | Origins, Systems (Anarchy vs. Totalitarianism, Autocracies, Aristocracies, & Democracies), and  Levels of Government  Q: Overview of the Constitution  **Film: The Preamble**  **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/> |
|  | T 27  *Late* | Q: House and Senate –  Gerrymandering, Race & the Census + Income Tax & Voting for Senators | Article I: sec. 1 – 4 +  Amendments 16 and 17 |
|  | W 28 | 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> |
| Mar. | Th 1 | 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 – 9  **Open House** |
|  | F 2  ***Min.*** | Q: State Law vs. Federal Law  Supremacy Clause, Pre-emption, and States’ Rights, & Religious Tests  States’ Rights: Legalized Marijuana | Article I: sec. 10 + Articles IV & VI  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> |
|  | M 5 | Q: The Presidency, Electoral College, Limits, Removal, & Succession | Article II + Amendments 12, 20, 22, and 25 |
|  | T 6 | Article III + Amendment 11  Amendment 1 & 7: The Complaint, Fact-Finding and Discovery  **Film: A Civil Action - 1** | Article III + Amendment 11 |
|  | W 7 | Amendment 1 & 7: Court Motions  **Film: A Civil Action – 2** | Amendment 1 (Petition) &  Amendment 7 (Civil Suits) |
|  | Th 8 | Amendment 1 & 7: Trial & Settlement  **Film: A Civil Action – 3** | # “Tricks of the Trade: How Insurance Companies Deny, Delay, Confuse and Refuse” in American Association for Justice: (2008)  <http://insurancebadbehavior.org/articles/InsuranceTactics.pdf> |
|  | F 9  *Rally* | Amendment 1 & 7: Assembly/Petition –Tort Reform and Media Manipulation  **Film: Hot Coffee** | **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> |
|  | M 12 | #Q: Amending the Constitution | #Articles V & VII +  #Amendments 18, 21 & 27 +  #You Tube: **The Simpsons: “I’m an Amendment to Be”**  <https://www.youtube.com/watch?v=pSANTRnEBgg> |
|  | T 13  *Late* | 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 + Freedom of Speech, Press, and Assembly | Amendment 1 (Establishment & Free Exercise Clauses)  +  The Pledge: <http://www.ushistory.org/documents/pledge.htm> |
|  | W 14 | 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/> |
|  | Th 15 | 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> |
|  | F 16 | \*\*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> |
|  | M 19 | **\*\*Years of Living Dangerously, Season 1, Episode 1**  If you miss it: Home Viewing: Years of Living Dangerously, Episode 1  <https://www.youtube.com/watch?v=brvhCnYvxQQ> | - |
|  | T 20  *Late* | **\*\*Years of Living Dangerously, Season 1, Episode 2** | - |
|  | W 21 | **\*\*Years of Living Dangerously, Season 1, Episode 3** | - |
|  | Th 22 | **\*\*Years of Living Dangerously, Season 1, Episode 5** | - |
|  | F 23 | **\*\*Years of Living Dangerously, Season 2, Episode 2** | - |
| Mar. | M 26 –  F 30 | **SPRING BREAK!!!** | (read Vanity Fair article in advance) |
| Apr. | M 2 | **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> |
|  | T 3  *Late* | **Film: Gasland II – 2**  State vs. Federal Gov. + Air Pollution | - |
|  | W 4 | 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> |
|  | Th 5 | **Unit 2 Review** | - |
|  | F 6 | **Unit 2 Test (Open Document)** | - |

**• CP Fall 2017 Unit 3 –**

**Making Change in Governments: 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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| Apr. | M 9 | 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 |
|  | T 10 | Socio-Economic Pressure  Q: Boycotts & Tarring+Feathering | J. L. Bell: “5 Myths of Tarring and Feathering” in Journal of the American Revolution (2013) <https://allthingsliberty.com/2013/12/5-myths-tarring-feathering/>  “Boycotts in History” PBS (2005) <http://www.pbs.org/now/society/boycott.html>  Inga Kim for the UFW: “The Delano Grape Boycott” (2017) <http://ufw.org/1965-1970-delano-grape-strike-boycott/> |
|  | W 11 | Socio-Economic Pressure  \*Q: *(Partner or Solo Quiz – all 4 articles)*  Act-Up/Queer Nation: Cough-Ins, Media Disruption, House Condoms, Outing, Anonymous Doxxing and On-Line Mob “Justice” | \*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>  \*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> |
|  | Th 12 | •Q: Definitions of “Terrorism”, Sabotage and Violence | •Potter: Green is the New Red: Ch.3 “The Green Menace” pp. 35 - 42 |
|  | F 13 | ¶Q: American Terrorism & the (In-) Effectiveness of Assassination | ¶Potter: Green is the New Red: Ch.3 “The Green Menace” pp. 43 - 61 |
|  | M 16 | Professional Growth Day; No School | - |
|  | T 17 | § 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/> |
|  | W 18 | \* Q: Dangers of the Politics of Rage | \*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/> |
|  | Th 19 | Declaration of Independence:  The [First Sentence](http://www.bornemania.com/gov/declaration/opening.shtml) | **Bring** [**Declaration**](http://www.bornemania.com/gov/declaration/index.shtml) |
|  | F 20 | 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 (on line ok)!!! |
|  | M 23 | Declaration of Independence: Meaning of the Justification, Part I: Equality, Gender, & Race | **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> |
|  | T 24  *Late* | Declaration of Independence – The Justification, Part II: Religion and Revolution | - |
|  | W 25 | 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 | Study [Questions](http://www.bornemania.com/gov/declaration/justification.shtml) Due Mentally  (Have them Thought Out) |
|  | Th 26 | What is Justice? Can Violence Create Justice? *Is* this Justice?  **Film: White Bear (42 min.)** | **H: Turn in Gripes** |
|  | F 27 | Rev. Martin Luther King Jr.: Letter from a Birmingham Jail –Research Vocabulary & People’s Quotes & Prepare Study Questions | 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*) |
|  | M 30 | Q: Letter from a Birmingham Jail – Bring in Questions on the 1st Half + Quiz on Quotes in the first half | (see above) |
| May | T 1 | Q: Letter from a Birmingham Jail – Bring in Questions on the 2nd Half + Quiz on Quotes in the second half | (see above) |
|  | W 2 | **Film: How to Let Go of the World…** Part 1 – The Problem | - |
|  | Th 3 | **Film: How to Let Go of the World…** Part 2 – Forest and Sea  **SBAC TESTING FLEX DAY** | - |
|  | F 4 | **Film: How to Let Go of the World…** Part 3 – Cities, Technology, and Alternatives  **SBAC TESTING FLEX DAY** | - |
|  | M 7 | Q: Revolt + How to Let Go…  Unit 3 Review: The 4 Approaches:  **Traditional-Constitutional**  **Socio-Economic Destruction**  **Violence (War or Terrorism)**  **Active Non-Violence** | Naomi Klein, “How Science is Telling Us All to Revolt” in the New Statesman (2013)  <https://www.newstatesman.com/2013/10/science-says-revolt> |
|  | T 8  *Late* | **Unit 3 Test – 5 Part in-Class Essay** | - |

• 2018 CP Fall Final Unit – 1984

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| May | W 9 | Introduction to 1984: How to Read & What to Study  **Bring your copies of 1984!** | - |
|  | Th 10 | Q: Euphemism and Entertainment | One: I - II |
|  | F 11 | Q: The Value of History | One: III - IV |
|  | M 14 | Q: Political Uses of Language | One: V + Appendix |
|  | T 15  *Late* | Q: Privacy and Paranoia | One: VI – VIII |
|  | W 16 | Q: Sex and Control | Two: I – IV |
|  | Th 17 | Q: Terrorism | Two: V – VIII |
|  | F 18 | **Film: If A Tree Falls – 1**  From Awareness to Radicalization | - |
|  | M 21 | **Film: If A Tree Falls – 2**  Sabotage and Doublethink | *Skim*: Two: IX - Chapter 3: "War is Peace" |
|  | T 22 | **Film: If A Tree Falls – 3**  Persecution/Prosecution  **In-Class Reading: “War is Peace”** | *Prep. Vocabulary*: Two: IX - Chapter 3: "War is Peace" |
|  | W 23 | Q: War is Peace – **Big Quiz** | *Read*: Two: IX - Chapter 3: "War is Peace" |
|  | Th 24 | War Is Peace Today (Discuss)  **(*Q: Eisenhower’s Farewell***  ***AP Lunch Session*)** | *For AP Only - Eisenhower’s 1961 Farewell Address*  <https://www.ourdocuments.gov/doc.php?doc=90&page=transcript> |
|  | F 25  *Rally* | **Film: Why We Fight – 1**  American History | - |
| \*\*\* | M 28 | **Memorial Day – NO SCHOOL** | - |
|  | T 29 | **Film: Why We Fight – 2**  Military Contractors | - |
|  | W 30 | **Film: Why We Fight – 3**  One Price of War | Two: IX - Chapter 1: "Ignorance is Strength" |
|  | Th 31 | Q: Ignorance is Strength & Surveillance | Two: X - Three: I |
| June | F 1 | Q: Imprisonment without Rights | Three: II  (Track torture techniques) |
|  | M 4 | Q: The End  2 + 2 = ? | Three: III – VI |
|  | T 5  *Late* | **Debate: Absolutism vs. Relativism** | Ex. Cr. Film after school: **Brazil** |
|  | W 6 | The Children’s Story | **Evaluations Due** |
|  | Th 7 | **Final Exam Review** | **-** |
|  | F 8 | Senior Finals for Per. 5 & 6  **Final Exam – Multiple Choice** | **-** |
|  | M 10 | Senior Finals for Per. 3  **Final Exam – Multiple Choice** | **-** |

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 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?

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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 articles on California Textbook Influence:**

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

**Why** did they do it?

Who *opposed* it?

What was the end result?

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

**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?

**Unit 2 Review:**

**Films to Review:**

Hot Coffee

A Civil Action

Gasland II

**Film Shorts to Review:**

Schoolhouse Rock: “The Preamble”

Schoolhouse Rock: “I’m Just a Bill”

“ALEC Rock”

The Simpsons: “I’m an Amendment to Be”

Bonnie Bertram (NYT), “Storm Still Brews Over Scalding Coffee”

**6 Questions for The Guardian’s “Gay Rights in the US, State by State”:**

Of the 5 regions in the US identified by The Guardian, which one region overall has the LEAST amount of gay rights?

Of the 5 regions in the US identified by The Guardian, which one region overall has the MOST gay rights protections for students in schools?

Which two states have the absolutely least amount of gay rights?

Which 11 states have the most protections in terms of gay rights?

What is the ONE right guaranteed for gays established in all 50 states?

Which state that borders California has the weakest gay rights protections?

Unit 2 Vocabulary:

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| 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) and *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 and 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.1 - inferior courts  III.2.1. – maritime  III.2.2 – appellate/original 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  **12th 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 |

**Additional Reading/Viewing:**

\*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/>

\*Chris Arsenault, “Claims that climate change fuelled Syria’s civil war questioned…” from Reuters (2017)

<https://www.reuters.com/article/us-mideast-climatechange-syria/claims-that-climate-change-fueled-syrias-civil-war-questioned-in-new-study-idUSKCN1BI2O3>

\*Cullen Hendrix, “Climate Change and the Syrian Civil War” (2017) <https://politicalviolenceataglance.org/2017/09/19/climate-change-and-the-syrian-civil-war/>

\*Home Viewing: **Years of Living Dangerously, Episode 1**

<https://www.youtube.com/watch?v=brvhCnYvxQQ>

**Unit 3 Study Questions**

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| **For “Green is the New Red”**  pp. 35 - 42  What does it mean for the definition of terrorism to be “too broad” or “too narrow”?  What is the definition of “terrorism” given by:  Will Potter (3 criteria)  the USA PATRIOT Act  the U.N.  the U. S. State Department  What is the difference between “Sabotage” and “Violence” for Potter? How do these two terms potentially relate or overlap?  pp. 43 - 61  *Why* does Potter bring up each of the following individuals or groups (why are they important to his argument?)  Nelson Mandela, Eric Rudolph, A.L.F., E.L.F., George Alexander, Fran Trutt, and Ron Arnold, abortion clinic bombers |

**For “5 Myths of Tarring and Feathering”, “Boycotts in History”, “The Delano Grape Boycott”, “ACT UP at 30”, “How Outing Lost Its Power”, “A Brief History of Anonymous Doxing…”, “Kyle Quinn Hid…”, “This is a War and We Intend to Win”, “Street Fight: A new wave of political violence”, and the “Occupy Wall Street Declaration”:**

1. Know the various groups *targeted* with actions

2. Know the various groups *doing* the targeting

3. Know the various targeting *techniques*

4. Know the positive, negative, and neutral *effects* of the actions

**Declaration: The First Sentence –**

1. Know the five clauses in the First Sentence

2. Know the vocabulary in the First Sentence

3. Know how to paraphrase the First Sentence into Modern English

**Declaration Vocabulary for the Justification –**

We hold these Truths to be **self-evident**, that all Men are created equal, that they are **endowed** by their Creator with certain **unalienable** **Rights**, that among these are Life, Liberty and the Pursuit of Happiness -- That to secure these Rights, Governments are **instituted** among Men, **deriving** their **just** Powers from the **Consent** of the Governed, that whenever any Form of Government becomes destructive of these **Ends**, it is the Right of the People to **alter** or to **abolish** it, and to institute new Government, laying its Foundation on such Principles, and organizing its Powers in such Form, as to them shall seem most likely to **effect** their Safety and Happiness. **Prudence**, indeed, will **dictate** that Governments long established should not be changed for light and **transient** **Causes**; and **accordingly** all Experience **hath** **shewn**, that Mankind are more**disposed** to **suffer**, while Evils are **sufferable**, than **to right** themselves by abolishing the Forms to which they are **accustomed**. But when a long **Train** of Abuses and **Usurpations**, pursuing **invariably** the same **Object**, **evinces** a **Design** to **reduce** them under **absolute** **Despotism**, it is their Right, it is their Duty, to throw off such Government, and to provide new Guards for their future Security. Such has been the patient**Sufferance** of these Colonies; and such is now the Necessity which **constrains** them to alter their former Systems of Government. The History of the present King of Great-Britain is a History of repeated Injuries and Usurpations, all having in direct Object the Establishment of an **absolute Tyranny** over these **States**. To prove this, let Facts be submitted to a **candid** World.

**Declaration Study Questions for the Justification –**

(1) The first word is "We."  Who is "we"?  The second half of the paragraph regularly refers to "them", "their", and "they".  To whom do these refer?  Why doesn't Jefferson use a different pronoun?

(2) What does Jefferson really mean when he says "all Men are created equal"?  Are women included in being “equal”? Are Africans and African-Americans included in being “equal”? Does he mean it?  Is he lying?  Is it propaganda?  Is it merely style?  Does it matter if he (or the author) is sincere or not?  Is it even a phrase which can have meaning?  Do *you* believe all Men are created equal?  What do you mean by that?  (Additional note: should the word "men" be capitalized?  Reference the drafts and first printings/broadsides.)

(3) Is there any evidence of Deism in this paragraph?  If so, what is it?  If not, are there any religious references, and what are they?

(4) What are the unalienable rights listed?  Why do you think Jefferson described them as unalienable?  Are there such a thing as unalienable rights?  What do you think Jefferson might have included in his list to make it more thorough?

(5) According to this paragraph, what is the source of governments' power?

(6) What is Jefferson's view of people's attitudes towards bad governments?  Do you agree with him?  Why or why not?

(7) Under what circumstances are people justified in overthrowing their governments?  Does this same logic apply to teacher-student relations?  To parent-child relations?  Would it have applied to master-slave relations in late 18th century colonial America?  Why/why not?  Under what circumstances are people NOT justified in overthrowing their government?  What would Jefferson say about the attempted impeachment of Nixon (1974)?  The impeachment of Clinton (1999)?  The secession of the southern states in the 1860's?

(8) How do the colonies view themselves politically?  Cite specific phrases to justify your position.

(9) Is this a dangerous document?

(10) Do you think that Jefferson has given a convincing argument for why the colonies should separate?  If you do think so, detail his full argument in your own words.  If you think not, explain either a better argument or explain why the colonies should not have sought independence.

**Declaration: The 27 Gripes –**

1. Know the meaning of each of the 27 Gripes

2. Know the vocabulary in each of the 27 Gripes

3. Know how to paraphrase the 27 Gripes into Modern English

**Declaration Vocabulary for the Complaint to Parliament –**

**IN** every stage of these **Oppressions** We have **Petitioned** for **Redress** in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince, whose character is thus marked by every act which may define a **Tyrant**, is unfit to be the ruler of a free people.

**NOR** have we been **wanting** in Attentions to our British **Brethren**. We have warned them from Time to Time of Attempts by their Legislature to extend an **unwarrantable** **Jurisdiction** over us. We have reminded them of the Circumstances of our **Emigration** and Settlement here. We have appealed to their **native** Justice and **Magnanimity**, and we have **conjured** them by the Ties of our common **Kindred** to **disavow** these **Usurpations**, which, would inevitably interrupt our Connections and **Correspondence**. They too have been deaf to the Voice of Justice and of **Consanguinity**. We must, therefore, **acquiesce** in the Necessity, which **denounces** our Separation, and hold them, as we hold the rest of Mankind, Enemies in War, in Peace, Friends.

**WE**, therefore, the Representatives of the UNITED STATES OF AMERICA, in GENERAL **CONGRESS**, Assembled, appealing to the **Supreme Judge of the World** for the **Rectitude** of our Intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly Publish and Declare, That these United Colonies are, and of Right ought to be, FREE AND INDEPENDENT STATES; that they are **absolved** from all **Allegiance** to the British Crown, and that all political Connection between them and the **State** of Great-Britain, is and ought to be totally dissolved; and that as FREE AND INDEPENDENT STATES, they have full Power to **levy War**, conclude Peace, contract Alliances, establish **Commerce**, and to do all other Acts and Things which INDEPENDENT STATES may of right do. And for the support of this Declaration, with a firm Reliance on the Protection of **divine Providence**, we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor.

1. Revised January 20, 2018 [↑](#footnote-ref-1)