**2020-2021 CP Economics/Government**

*Zoom Sessions for Period 3 @ 12:30 – 1:30/Period 4 @ 2:00 – 3:00*

*Friday Canvas Review & Office Hours, Last Half Hour*

Unit 1: Legislation and Logic, Media and Form

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

**Month Day In-Class Topic Materials to have prepared in advance**

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| *Aug.* | 26 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)  **Zoom Practice: Name Changes + Yes/No** | As Class Begins: Class Contract and  Proposed Rules (*Handouts*) |
|  | 27 Th | Forced-Choice Concluded  Three Powers of Government  The Legislative Process, Executive Veto & Judicial Review | Proposed Rules Handout, concl. |
|  | 28 F | Three Extra Credit Canvas Questions:  **Your Name, Quest, Geography, #, Color**  **Zoom Practice: Breakout Groups**  **Form Constituent Groups** | “The Bridge of Death” <https://www.youtube.com/watch?v=0D7hFHfLEyk> |
|  | 31 M | **Canvas Practice: First Official Quiz!**  **Q: OUHSD Policies: Homework and Grades** | 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. |
| *Sept.* | 1 T | Each Legislative Group selects a minimum of *2 Legislative Leaders*  **Draft Proposed Rules.** | *-* |
|  | 1 T  *After*  *School* | **Legislative Leaders Convention**  Meet After School @ 6:00 to Finalize Unified Proposals | - |
|  | 2 W | Use Parliamentary Procedure to Modify Final Proposed Rules | *-* |
|  | 3 Th | **Practice: How to Read Written Materials for this Class: Skim, Vocabulary, Annotate, Review**  (*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*) | §James McKinley “Texas Conservatives Win Curriculum Change” in the New York Times (2010): <http://www.nytimes.com/2010/03/13/education/13texas.html?_r=0> |
|  | 4 F | **Zoom Practice: Live, In-Class Poll**  **Class Votes (Needs a Simple Majority)** | - |
| *Sept*. | 7 M | Labor Day – NO SCHOOL | - |
|  | 8 T | **Practice: How to Annotate Audio 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 & Sponsors  **BRING Magruder’s!!!**  (Textbook Sources: Authors, Editors, Reviewers, & Publishers) | *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> |
|  | 9 W | **§Q: Textbooks & Texas** (*both articles: Hobson & McKinley*)  (*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!!!**  (Textbook Structure: State Standards – Ancient Greek Philosophers and European Thinkers) | Review: §James McKinley “Texas Conservatives Win Curriculum Change” in the New York Times (2010): <http://www.nytimes.com/2010/03/13/education/13texas.html?_r=0>  § Jeremy Hobson “Controversial New Textbooks Go Into Use This Fall In Texas” from Here & Now (2015) *Audio (11 minutes)*: <http://hereandnow.wbur.org/2015/06/25/controversial-textbooks-texas> |
|  | 10 Th | Texas vs. California +  American Exceptionalism  **Practice: How to Annotate Visual Materials for this Class**  • 1st Viewing Note: What, Who, Where, and When. Watch for and write down Sections in the Piece  • 2nd Viewing (on your own): Re-Listen for Content (How & Why)  **Film (excerpt): The Revisionaries**  (start @ 49:00+, 56:30+)  **BRING Magruder’s!!!**  (Textbook Structure: State Standards – Ancient Greek Philosophers and European Thinkers, continued) | The Revisionaries – Full Film  (*for reference only*): <https://tubitv.com/movies/54909/the_revisionaries>  Figure out which faction they\* are on:  Gail Lowe\*  Terri Leo  Cynthia Dunbar\*  Mavis Knight\*  Mary Helen Berlanga\*  Bob Craig\*  Don McLeroy\*  Lawrence Allen\*  Rick Agosto  Rene Nuñez  Ken Mercer  David Bradley |
|  | 11 F | **Textbooks As Media Extra Credit Quiz** | - |
|  | 14 M | Discuss: The Red-Flags for Bias  Be sure you ultimately understand all 17 types of bias described in the two articles. You do not need to know the examples used in the articles. *You do* ***not*** *need to print out these articles.*  **BRING Magruder’s !!!**  (Guns, Gays!, Global Climate Destabilization, and the UFW) | ‡FAIR.org: “How to Detect Bias in News Media”:  <http://fair.org/take-action-now/media-activism-kit/how-to-detect-bias-in-news-media/>  (*Ignore the Examples but know the 9 types of bias identified in the article.)*  ‡Media Research Center: ”How to Identify Liberal Media Bias”:  <http://archive.mrc.org/books/identifybias.asp>  (*Ignore the Examples, know the 8 types of bias identified in the article.)* |
|  | 15 T | ‡**Q: Bias in the News**  Diversity & the 2nd Amendment | •FAIR.org: “What’s Wrong With the News”:  <https://fair.org/about-fair/whats-wrong-with-the-news/>  (*Know the problems identified in the article*.) |
|  | 16 W | *Ask questions about the Forbes and Business Insider articles*  **Film: Outfoxed (excerpts):**  Keep Track of Fox News Techniques  A Case Study – Jeremy Glick  *(Outfoxed: “Rupert Murdoch’s War on Journalism” Begin Memos at 8:25. Glick sequence begins at 34:30.)* **https://www.youtube.com/watch?v=P74oHhU5MDk** | NOTE: Explore the following on-line articles, *checking to see if they back-up their sources*.  ∞ Forbes: Fox & MSNBC - Uninformed Viewers (2011) <http://www.forbes.com/sites/kenrapoza/2011/11/21/fox-news-viewers-uninformed-npr-listeners-not-poll-suggests/>  ∞ Business Insider: “Watching Fox News” (2012)  <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> |
|  | 17 Th | **∞ Q: The Impact of “Faux” News** Consumption and the Internal Echo Machines of Media (*all three articles; check the links each supplies to support its claims.*)  **BRING Magruder’s !!!**  (Capitalism, Socialism & Communism: Pictures, Graphs, and “Boxes”, Text and Overall Narrative) | ∞The Guardian: “Trump and Fox News: the dangerous relationship shaping America’s coronavirus response” (2020) <https://www.theguardian.com/media/2020/apr/10/fox-news-donald-trump-coronavirus> |
|  | 18 F | **Review for the Unit One Test** | - |
|  | 21 M | Is Social Media Bad for You?  **¶Q: Surveillance Self-Defense** | ¶SSD.EFF.org (Electronic Frontier Foundation) “Surveillance Self-Defense”: <https://ssd.eff.org/en/module/privacy-students> |
|  | 22 T | Topical Focus vs. Point of View  Opinion, Bias, Propaganda  **Practice Analysis** | • Carlos Maza, “Why you still don’t understand the Green New Deal” from Vox (2019) *– 8:34 min.*  <https://www.vox.com/videos/2019/3/12/18261856/green-new-deal-tactical-framing-aoc> |
|  | 23 W | 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>  “America” (1 minutes)  <https://www.youtube.com/watch?v=RiMMpFcy-HU>  “Crying Indian” (1 minute)  <https://www.youtube.com/watch?v=j7OHG7tHrNM>  “Poor Deplorable Troll (4 minutes)  <https://www.youtube.com/watch?v=7lJondUzeKk>  “Animals are Innocent” - (3 minutes)  <https://www.youtube.com/watch?v=qACxfKB3iP4>  “Man” - (4 minutes)  <https://www.youtube.com/watch?v=WfGMYdalClU> | Finis Dunaway “The ‘Crying Indian’ ad that fooled the environmental movement” from The Chicago Tribune (2017) <https://www.chicagotribune.com/opinion/commentary/ct-perspec-indian-crying-environment-ads-pollution-1123-20171113-story.html> |
|  | 24 Th | **Unit 1 Test\* (Extra Time Allowed)** | **-** |
|  | 25 | **E V AL Ua TI ON!** | **-** |

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

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?

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

Unit 1 Test:

Diversity, Vocabulary, Bias Identification, Video Propaganda Analysis, Mini-Essay about “What’s Wrong With…” Media, Textbooks, the Texas School Board, Covid Coverage, Environmental News, Invasions of Privacy.

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  Corporate vs. Non-Corporate Media  News vs. Opinion  Investigative Journalism vs. Reporting  **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  **Signs of Bias** (from Media Research Center)  Bias by Commission  Bias by Omission  Bias by Story Selection  Bias by Placement  Bias by Selection of Sources  Bias by Spin  Bias by Labelling  Bias by Policy Endorsement (or Condemnation) | **Topical Focus vs. Point of View**  **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  From Planet Money Episode 573  Greg Mankiew  Principal Agent Problem (**Someone Else’s Money Problem**)  “**Spiral of Destruction**”  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  “Some People Say…”  Tactical Framing  **What’s Wrong With the News?** (FAIR.org)  Corporate Ownership  Advertiser Influence  Official Agendas  Telecom Policy  PR Industry  Pressure Groups  Narrow Range of Debate  Censorship  Sensationalism |
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