2020 Hybrid AP/CP Gov-Econ Unit 1

Material for both classes is in black.

Material for AP only is in red.

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| *Sept*. | 7 M | Labor Day – NO SCHOOL | - |
|  | 8 T  Red | **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  **Acquire Magruder’s!!!** | *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  Black &  White | **§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*)  (Textbook Sources: Authors, Editors, Reviewers, & Publishers)  **BRING Magruder’s!!!**  (Who Influenced Your Book?) | 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  Blue | Texas vs. California +  American Exceptionalism  **Film (excerpt): The Revisionaries**  **BRING Magruder’s !!!**  (Textbook Structure: State Standards – Ancient Greek Philosophers)  ∞Q: Textbooks–Fossil Fuel Corporations | The Revisionaries – Full Film  (for reference only): <https://tubitv.com/movies/54909/the_revisionaries>  ∞ Jie Jenny Zou “Oil’s Pipeline to America’s Schools” from the Center for Public Integrity and State Impact Oklahoma (2017) <https://stateimpact.npr.org/oklahoma/2017/06/15/oils-pipeline-to-americas-schools/>  ∞ Oliver Milman “California Public School Textbooks Mislead Students” in The Guardian (2015):  <http://www.theguardian.com/us-news/2015/nov/23/california-public-school-textbooks-mislead-students-climate-study-says>  ∞ Joy Resmovits “Portland Schools Tried to Change How They Teach Climate Change…” in the Los Angeles Times (2016):  <http://www.latimes.com/local/education/la-na-portland-schools-climate-change-20160524-snap-story.html> |
|  | 11 F | **Systems of Government Political Compass Quiz** (Extra Credit Vocabulary) | *In class* (on your own):  <https://www.politicalcompass.org/test> |
|  | 14 M  Yellow | 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! and Global Climate Destabilization, Unions & Mexicans) | ‡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  Orange | ‡**Q: Bias in the News**  **BRING Magruder’s !!!**  (Capitalism, Socialism & Communism: Pictures, Graphs, and “Boxes”, Text and Overall Narrative) | ‡FAIR.org: “What’s Wrong With the News”:  <https://fair.org/about-fair/whats-wrong-with-the-news/>  ‡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>  (*Know the problems identified in the article*.) |
|  | 16 W  Green | *Ask questions about the Forbes and Business Insider articles*  **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: Outfoxed (excerpts):**  Fox News Techniques  *(Brutally edited version, end at 27:17.* *Reference Only: Outfoxed: “Rupert Murdoch’s War on Journalism” (Brutally edited version, end at 27:17)* <https://www.youtube.com/watch?v=9lMg7YnZyg8> | 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>  ∞2018 Washington Post (Drezner) “The Fox News Effect” (2018) <https://www.washingtonpost.com/news/posteverything/wp/2018/01/17/the-fox-news-effect/?utm_term=.5a28f0501fbf> |
|  | 17 Th  Purple | **∞ Q: The Impact of “Faux” News** Consumption and the Internal Echo Machines of Media (*all three – or five -articles; check the links each supplies to support its claims.*)  **Film: Outfoxed (excerpts):**  A Case Study – Jeremy Glick | ∞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>  ∞ 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> |
|  | 18 F | **Review for the Unit One Test** | - |
|  | 21 M  Red | Is Social Media Bad for You?  **¶Q: Surveillance Self-Defense**  **\*Q: Political Language** | ¶SSD.EFF.org (Electronic Frontier Foundation) “Surveillance Self-Defense”: <https://ssd.eff.org/en/module/privacy-students>  \*Orwell: “Politics and the English Language”:  <http://www.orwell.ru/library/essays/politics/english/e_polit/> |
|  | 22 T  Black &  White | • Q: Environmental Coverage in Corporate Media  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>  •Hertsgaard and Pope,”The Media Are Complacent While the World Burns” from The Nation (2019)  <https://www.thenation.com/article/climate-change-media-aoc-gnd-propaganda/> |
|  | 23 W  Blue | 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>  Video for Propaganda Analysis on the Test: Carlos Maza, “What The Hell is ‘Too Far Left’?” (2020) <https://www.youtube.com/watch?v=IMzIzk6xP9o> |
|  | 24 Th  **Rain-bow** | **Unit 1 Test\* (Extra Time Allowed)** | **-** |
|  | 25 | **E V AL Ua TI ON!** | Extra Credit Activity: **NationStates**  (An Ongoing Extra Credit Activity)  [www.nationstates.net](http://www.nationstates.net) |

**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?)

**Articles on Climate and News Media:**

What is the central thesis of each article?

What evidence do the authors/presenters use to support their thesis?

Are these articles biased? (If so, how are they biased and how is that bias evident?)

Are they propaganda? (Why or why not? Do they meet the criteria?)

**Politics and the English Language (George Orwell)**

What does Orwell find at fault with each of the five passages? How are they each different?

What terms does Orwell use to describe each of the problems he identifies? (There are 7 of them, two shared by all the passages he cites and one specifically pertinent to each of the passages.) Why, for Orwell, are these faults significant?

What guidelines does Orwell provide for writers? Why does he offer these guidelines?

What sort of writing is Orwell specifically not addressing in this essay?

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…”  Bullying  Distortion  **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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**Supreme Court Cases:**

When I quiz on a Supreme Court Case, I will nearly always ask the following questions and they will have a value not exceeding 6/5 points.

1. (1) Know approximately when the case was settled based on the following events (before, during, after):

Ratification of the Constitution (1789)

The Civil War (1860 – 1865)

World War I (1914 – 1918)

US in World War II (1941 – 1945)

9/11 (2001)

2. (2) Know who the plaintiff was and what they wanted.

3. (2) Know who the defendant was and what they wanted.

4. (2) Know which side(s) the court decided in favor of. Know what significant principle or outcome was established.

5. (1) Know if the case was unanimous (or nearly unanimous), closely divided (by 1 vote – or evenly divided in a tie), or had a highly mixed verdict.

6. (2) Know if there was a significant dissent and the basis for that dissent.

**Example:**

*Marbury vs. Madison*

1. Between the Ratification of the Constitution and the Civil War (1803)

2. **Marbury** (in the Adams’ administration) wanted the new administration (Madison in Jefferson’s administration) to carry out **an order creating new courts** and filling them with Adam’s appointees (**which would include Marbury**) by delivering the commission papers.

3. **Madison**, Jefferson’s Secretary of State **in charge of fulfilling commissions**, **did not want to carry out an act of Congress passed under Adams** which created a bunch of new courts and appointees who favored Adams against Jefferson and Madison. He **said the commissions came too late** and he did not have to carry them out.

4. The court said that Madison’s refusal to carry out a previous administration’s orders was illegal BUT that the orders themselves were unconstitutional (because they did more than just appoint judges – it altered the Constitutional rules concerning the judiciary); thus, Congress did not have the power to overrule the Constitution. This created the principle of **Judicial Review**, which let the **Supreme Court decide if Acts of Congress or the executive branch were Constitutional or not**, thus giving the Supreme Court ultimate authority to interpret the Constitution.

5. The decision was unanimous. (4-0)

6. No Dissent

**Required AP Government Supreme Court Cases**

**Judicial Authority**

*•Marbury v. Madison* (1803) – Judicial Review

**Corporate Personhood and Corporate Rights**

*\*Liebeck v McDonald’s* (1994) – Hot Coffee case, central to Tort (De-)Re-form; not SCotUS

*•Citizens United v. Federal Election Commission* (2010) – Corporate Free Speech/Donations

**Linguistic and Semantic Games**

*D. C. v. Heller* (2008) – Bans federal gun bans

*Kelo v New London* (2005) – Allows eminent domain confiscation for private developers

**(Re-)Districting**

*•Baker v. Carr* (1961) – Court can enter disputes about district apportionment

*•Shaw v Reno* (1993) – Excessive racial imbalances in districts are not permissible

**Interstate “Commerce”**

*Gibbons v Ogden* (1824) – national government is greater than states for interstate commerce

*•U.S. v. Lopez* (1995) – Federal Gun bans not justifiable with Commerce Clause

*Massachussetts v. EPA* (2007) – EPA cannot refuse to protect a state solely due to policy issues

**Checks and Balances**

*•McCulloch v Maryland* (1819) – States can’t tax federal institutions (banks) within their borders

*Hamdi v Rumsfeld* (2004) – Courts are not required to defer to declarations of executive power

*Hamdan v. Rumsfeld* (2006) – Executive or legislative orders can’t surpass the Constitution

**Religion in Public Schools**

*Minersville School District v. Gobitis* (1940) – Compels public school Flag Salute

*West Virginia State Board of Education v. Barnette* (1943) – Overturns *Gobitis*

*•Engel v Vitale* (1962) – Mandated prayer in public schools violates Establishment Clause

*Abington v Schempp* (1963) – Bible can be read in school academically but not religiously

*•Wisconsin v Yoder* (1972) – Amish children must attend public school only through 8th grade

*Elk Grove v Newdow* (2004) – Is “under God” a violation of the Establishment Clause?

**Freedom of Speech**

*•Schenck v US* (1919) – War authority can establish “clear and present danger”

*•Tinker v Des Moines* (1969) – Symbolic speech is constitutional

*•New York Times v US* (1971) – Prior restraint is unconstitutional

*Hustler Magazine v. Falwell* (1988) – public figures cannot sue for emotional damage from satire

**Nationalization of Rights, Due Process, and Equal Protection**

*Griswold v. Connecticut* (1965) – legalizes birth control for married couples

*•Roe v Wade* (1972) – Legalizes abortion nationally

*•McDonald v. Chicago* (2010) – Bans state gun bans

*Hardwick v Bowers* (1986) – States have the right to outlaw homosexual practices

*Lawrence v Texas* (2003) – Overturned Bowers; no state interest in regulating consensual adults

*\*Limon v Kansas* (2005) – On heterosexual exclusivity of “Romeo and Juliet” laws; not SCotUS

*Obergefell v. Hodges* (2015) – Legalizes same-sex marriage across the US

**Rights of the Accused**

*Mapp v Ohio* (1961) – Initiates exclusionary rule on searches

*•Gideon v Wainwright* (1963) – States must provide defense counsel

*Miranda v Arizona* (1966) – law enforcement must inform suspects about rights

**Racial (in-)Equality**

*Dred Scott v Sandford* (1857) – men of African descent cannot be citizens

*Plessy v Ferguson* (1896) – establishes constitutionality of “separate but equal”

*•Brown v Board of Ed* (1954) – overturns *Plessy v Ferguson*

*Loving v Virginia* (1967) – freedom to marry persons of another race cannot be infringed

*Regents of the University of California v Bakke* (1978) – affirmative action is ok, quotas are not

• indicates cases that are **required** by the College Board for the AP US Government Exam

\* asterisks indicate the cases are not US Supreme Court cases but are lower court cases

**Know the following Critical Documents:**

The Declaration of Independence

Articles of Confederation

Brutus No. 1: To the Citizens of the State of New York

Federalist No. 10: The Same Subject Continued – *The Utility of the Union as a Safeguard Against Domestic Faction and Insurrection*

Federalist No. 21: Weaknesses of the Articles of Confederation

Federalist No. 51: The Structure of Government Must Furnish the Proper

Federalist No. 70: The Executive Department Further Considered

Federalist No. 78: The Judiciary Department

The Constitution of the United States (Articles + Amendments)

“Letter from Birmingham Jail” (Martin Luther King, Jr.)

**Logical Fallacies** (for the Fallacy Game, use the ones in **bold**)  
  
*Non-Sequiteur* (it doesn’t follow: this covers pretty much all logical fallacies); **Red Herring** (distraction: “Squirrel!”)

***Ad Hominem*** (attack *source* or *person*); **Guilt by Association**/Genetic Fallacy (***Reductio ad Hitlerum***: Hitler did it, therefore it is bad)

**Irrelevant Appeals**: emotion, antiquity, tradition, novelty, nature, popularity (Bandwagon), wealth, poverty, force, and irrelevant authority (using these as arguments, when they are not relevant)

**Correlation is not Causation** (False Correlation/Cause); **False Analogy**; Weak Analogy; ***Post Hoc, Propter Hoc*** (temporal appearance)

**Straw Man**/Misrepresentation of Argument (create a weak position, then attack and destroy it); Flipping the Burden of Proof; **Fallacist Fallacy** (inappropriately negating a conclusion simply because it is based on bad reasoning)

**Slippery Slope Fallacy**; *Reductio ad Absurdam* (taking it to extremes)

**Begging the Question**/Circular Reasoning (“We know it’s true, because it says so.”)/Faulty Premises and Tautology (the conclusion is the same as the definition); **Loaded Questions** (“Have you stopped beating your wife yet?”)

**Arguing from Ignorance** (“You can’t Prove it’s not true, so… it’s true!”); Personal Incredulity

**False Dichotomy**/False Dilemma/Black or White (“either This, or That!”)

**False Equivalency** (inappropriately assuming that if Group A does it, so Group B must do it too), *Tu quoque* (If my reasoning is bad, yours must be too!)

**Hasty Generalization** vs. **Sweeping Generalization** (inappropriately attributing characteristics of the individual to the group or vice versa); Errors of Composition and Division (pieces and wholes); **Anecdotal Evidence** (“well, I have a friend who…”); **Cherry Picking**

**Gambler’s Fallacy** (heads!);

Subjectivist and **Relativist Fallacies** (“well, that may be true for *you*, but…”)

**Moralistic vs. Naturalistic Fallacy** (*should be* vs. *is*); **Fatalism**/Fallacy of Consequence (“if I don’t do it, someone else will”)

**No True Scotsman** (“A Real American does THIS!”)/Moving the Goalposts/Stacked Evidence; Special Pleading

**Political Language**: Sloganeering (appeal to emotion); Obfuscation; Meaningless Words; Dying Metaphors; Pretentious Diction; Ambiguous Language; Politically Correct Speech