**2021 Spring Q3 Periods 3 & 4**

**CP American Government: Part 2** [[1]](#footnote-1)

Media and Government

*M - Th Sessions at 12:30 for Period 3, at 2:00 for Period 4*

 *Friday Sessions Per. 3 at 1:00; Per. 4 at 2:30*

*Quizzes usually Open 5 minutes before class begins*

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| Feb.  | 22 M  | **No Zoom Meeting****Homework: Picture of Magruder’s Book & your ID on Canvas** | Get Magruder’s |
|  | 23 T | **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 & Sponsors | *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> |
|  | 24 W | **Review: How to Prepare 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> |
|  | 25 Th | §Q: Textbooks & Texas; California State Standards and “No Child Left Behind”*Who made our book? Who wrote it? What are the potential biases we should watch out for and why would it be those biases?* | § Jeremy Hobson “Controversial New Textbooks Go Into Use this Fall in Texas” from WBUR: Here and Now (2015) *Audio (11 minutes)* on Texas S.S. Curriculum: <http://hereandnow.wbur.org/2015/06/25/controversial-textbooks-texas> |
|  | 26 F | **Review** | - |
| Mar. | 1 M | Guns & Gays, Chavez & Climate*Messing with the Constitution & History* | ∞ 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/> |
|  | 2 T | The Texas School Board in Action!**Film (excerpt): The Revisionaries** | ∞ 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> |
|  | 3 W | ∞Q: Textbooks & Fossil Fuel Corporations (*All three articles,* *See Study Questions*)Capitalism, Socialism & CommunismTonight: Open House | ∞ 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> |
|  | 4 Th | No ZOOM Session | - |
|  | 5 F | Definitions: Diversity, Topical Focus, Point of View, Bias, & Propaganda  | **-** |
|  | 8 M | **Media Bias Techniques** | FAIR.org: “How to Detect Bias in News Media”: (*Take Notes Only on the Key Points and* *Ignore the Examples*)<http://fair.org/take-action-now/media-activism-kit/how-to-detect-bias-in-news-media/> |
|  | 9 T | P∞Q Media Sources and the Effects of Media on Knowledge – Have Devices Prepped!(*All five 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:Memos, Silencing Dissent, “Some People Say”, Chirons, Moving Graphics, Patriotic Images, News Alerts, Unequally Matched Guests, Bullying and Distortion*(Brutally edited version, end at 27:17)*[**https://www.youtube.com/watch?v=9lMg7YnZyg8**](https://www.youtube.com/watch?v=9lMg7YnZyg8) | NOTE: Explore the following on-line articles, *checking to see if they back-up their sources.*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> |
|  | 10 W | Q: What’s Wrong With The News?**Film: Outfoxed (excerpts - 2)**Case Study: Glick vs. O’Reilley | FAIR.org “What’s Wrong with the News?” <https://fair.org/about-fair/whats-wrong-with-the-news/>David Rutz, “Media bias in TrumpeEra ‘more extreme’ than we’ve ever seen: Karl Rove” Fox News (2020) <https://www.foxnews.com/media/bias-trump-era-big-tech-censorship-karl-rove> |
|  | 11 Th | No ZOOM SessionQ: Media Bias Charts | Jake Sheridan, “Should You Trust Media Bias Charts?” in Poynter, March 8, 2021https://www.poynter.org/fact-checking/media-literacy/2021/should-you-trust-media-bias-charts/ |
|  | 12 F | In-Class 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>“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> | Carlos Maza, “Why you still don’t understand the Green New Deal” (Tactical Framing) Vox, March 12, 2019 <https://www.vox.com/videos/2019/3/12/18261856/green-new-deal-tactical-framing-aoc> |
|  | 15 M | Declaration of Independence: The [First Sentence](http://www.bornemania.com/gov/declaration/opening.shtml) | MAG: pp. 28 – 39**Bring Declaration** (Final Version – you do not need to read any of it yet)<https://www.printableconstitution.com/> |
|  | 16 T | Justification Vocabulary | **Prepare the Declaration Vocabulary**Language of the [Justification](http://www.bornemania.com/gov/declaration/justification.shtml) |
|  | 17 W | We, Truths, Self-Evident, Men, Equal, and UnalienableNatural vs. Civil Rights | **Bring Declaration +****Bring Rough Draft** of the Declaration of Independence <http://www.loc.gov/exhibits/declara/ruffdrft.html> |
|  | 18 Th | Government Purpose, Rights of People | - |
|  | 19 F | Review of the Declaration | - |
|  | 22 M | A Brief History of Civil Rights in the US | ∞David Krieger in Counterpunch “Martin Luther King Jr., and the Bomb” (2017):<https://www.counterpunch.org/2017/01/11/martin-luther-king-jr-and-the-bomb/> |
|  | 23 T | Q: Quotes and ReferencesRev. 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*) |
|  | 24 W | Q: Letter from a Birmingham Jail – Bring in Questions on the 1st Half + Quiz on Quotes in the first half | 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*) |
|  | 25 Th | No ZOOM SessionQ: Letter from a Birmingham Jail – Quiz on Vocab in the second half | - |
|  | 26 F | Q: Letter from a Birmingham Jail – Bring in Questions on the 2nd Half + Quiz on Quotes in the second half | **-** |
|  | 29 M | Putting it all Together | “Making Change” Essay Due |
|  | 30 T | Media Review | - |
|  | 31 W | Protest Review | - |
| April | 1 Th | Q3 Final | - |
|  | 2 F | Q3 Final | - |
|  | 5-9 | Spring Break – NO SCHOOL | - |

**Media Unit Vocabulary**

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| **Textbook Prices** Principal-Agent Problem Spiral of Destruction Profit Margins Textbook Publishers | **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 **“The Revisionaries”** American Exceptionalism Texas School Board Darwinian Evolutionary Theory separation of church and state Conservative, Fundamentalist, Evangelical, Protestant Christianity Thomas Aquinas & John Calvin vs. Plato | Propaganda Techniques **(“Outfoxed”):** Guiding MemosSilencing (Eliminative Journalism)ChironsMoving Graphics Patriotic ImagesNews AlertsUnequally Matched Guests“Some People Say” (Lack of Sourcing)BullyingDistortion & MisrepresentationWedge Issues (Emotional Topics) |
| **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 | What’s Wrong With the News? (FAIR.org) Corporate vs. Non-Corporate Media Reportage vs. Opinion Advertiser Influence Official Agendas Telecom Policy PR Policy Pressure Groups Narrow Range of Debate Censorship Sensationalism |

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| •Q: Amendment 1 – Religion: Establishment vs. Free Exercise; Flag Salutes in Public Schools, God, Prayer, Bible Study, Bible Recitation, Atheists and the Amish, Evolution, and the Pledge of Allegiance Court Cases Review | •Amendment 1 – Religion† The Pledge:<http://www.ushistory.org/documents/pledge.htm> |
| Amendment 1 – Speech & Press: Slander, Libel, Hate Speech, Fighting Words, “Clear & Present Danger”, Symbolic Speech, Peaceable Assembly, Trigger Warnings, and Safe Spaces°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> | °Amendment 1 – Speech, Press, Assembly, & Petition° The Constitution?<https://www.theonion.com/area-man-passionate-defender-of-what-he-imagines-consti-1819571149> |
| ›Q: Amendments 1, 4, 5, and 14Search & Seizure, Warrants, Privacy, Abortion, Citizenship (*Jus Soli*), Due Process, Equal Protection, [Homo]sexual Rights, and the Nationalization of the Bill of Rights | Amendments 4, 5 and 14 +›ACLU:“Limon vs. Kansas – Case Summary” (2005)[http://www.aclu.org/lgbt-rights\_hiv-aids/limon-v-kansas-case-background&](http://www.aclu.org/lgbt-rights_hiv-aids/limon-v-kansas-case-background%26) ›“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. |
| The Constitution is Dead, Dead, Dead. Grand Jury, Double Jeopardy, Self-Incrimination, Due Process, Eminent DomainRights of the Accused/GuantanamoBail, Fines, and Cruel and Unusual Punishment | \*Amendments 5 – 8\*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/>+\*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/> |
| §Q: “Minority” Rights, Suffrage, Civil Rights, and Corporate Personhood *Per. 3 at 1:00; Per. 4 at 2:30* | §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> |

1. Revised March 8th, 2021 [↑](#footnote-ref-1)