**2019 Spring 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.

|  |  |  |  |
| --- | --- | --- | --- |
| Jan. | 29 T | 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 W | 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 Th | 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 Monday for a brief after-school meeting.* | **-** |
| Feb. | 1 F | Q: OUHSD Policies: Homework and Grades*(Leaders meet after school at 3:10 with 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 Bring a Draft of Proposed Rules for Critique in a Meeting After School today at 3:10 pm* |
|  | 4 M | **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 & SponsorsTime 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> |
|  | 5 T*Late* | 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** |
|  | 6 W | **Practice: How to Annotate 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*)**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> |
|  | 7 Th | §Q: Textbooks & Texas**Film (excerpt): The Revisionaries***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 !!!** | §2015 NPR Audio (11 minutes) on Texas S.S. Curriculum: <http://hereandnow.wbur.org/2015/06/25/controversial-textbooks-texas>§Texas and Bad Textbooks: (2012)<http://www.nybooks.com/articles/archives/2012/jun/21/how-texas-inflicts-bad-textbooks-on-us/> |
|  | 8 F | Guns, Gays, & Global Climate Destabilization: *Messing with the Constitution***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 M | Lincoln’s Day – NO SCHOOL | - |
|  | 12 T | ∞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> |
|  | 13 W | Capitalism, Socialism & Communism**BRING Magruder’s !!!** | - |
|  | 14 Th | **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/> |
|  | 15 F | 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 M | Presidents’ Day – NO SCHOOL | - |
|  | 19 T | **Film: Outfoxed (excerpts - 2)**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> |
|  | 20 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/> |
|  | 21 Th*A/B* | •Q: Corporate Media FailSeven 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)  |
|  | 22 F | **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 Films (6 points possible):**

 1. 1st ¶ - Give me the Who (characters), Where, and When (setting) of the Film and a summary of the plot or themes or sections of the film.

 2. 2nd ¶ - Assess the strengths of the film

 3. 3rd ¶ Assess the weaknesses of the film

 4. 4th ¶Explain how this film relates to our class.

 5. 5th ¶ Give your own personal take on the film

6. Be sure to **include the theater ticket** or other verification of having watched the film.

**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?

|  |  |  |
| --- | --- | --- |
| 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**

|  |  |
| --- | --- |
| \*\*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:

|  |  |
| --- | --- |
| CivicAffirmative ActionPunitiveLegislative ActionExecutive VetoJudicial ReviewOverrideConstituents/Representatives**Parliamentary Procedure** *General* Discussion Motion Seconding Discussion of the Motion Voice Vote Hand VoteTopical 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 targetCorporate vs. Non-Corporate MediaReportage vs. Opinion | **Economic Systems:** *Laissez-Faire* (“Free” Market) Capitalism Democratic Socialism Communism (Command EconomyFrom **“The Revisionaries”** American Exceptionalism Texas School Board Darwinian Evolutionary Theory separation of church and statePropaganda Techniques **(“Outfoxed”):** Guiding MemosSilencing DissentChironsMoving Graphics Patriotic ImagesNews AlertsPatriotic GraphicsUnequally Matched GuestsBullyingDistortion & Misrepresentation**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. |
|  |  |

**CP Spring 2019 Unit 2 – The Constitution**

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | 25 M | Origins & Systems of Government and a History of the ConstitutionQ: 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 T*Late* | Q: House and Senate – Gerrymandering, Race & the Census + Income Tax & Voting for Senators | Article I: sec. 1 – 4 + Amendments 16 and 17 |
|  | 27 W | 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 Th | 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 |
| Mar. | 1 F | Q: State Law vs. Federal LawStates’ Rights: Legalized Marijuana & Assisted Autoeuthanasia | Article I: sec. 9 - 10 + Articles 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> |
|  | 4 M | Q: The Presidency, Electoral College, Limits, Removal, & Succession | Article II + Amendments 12, 20, 22, and 25 |
|  | 5 T*Late* | The Judicial Branch | Article III + Amendment 11\* Jamie Margolin in The Guardian “I Sued the State of Washington” (2018)<https://www.theguardian.com/commentisfree/2018/oct/06/i-sued-the-state-of-washington-because-i-cant-breathe-there-they-ignored-me> |
|  | 6 W | 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> |
|  | 7 Th | Q: Pledge of AllegianceAmendment 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 F*Min.* | Amendment 1 - Freedom of Speech, Press, & Assembly; Safe Spaces & Trigger Warnings;Public Monuments & Flags | On The Media: Defending the Indefensible (start at 2:44) an Interview with Mark Randazza (2018): *15 minutes*<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> |
|  | 11 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> |
|  | 12 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/> |
|  | 13 W | P\*Q: Nationalization & Destruction of the Bill of RightsGuantanamo, 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&](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.MOVIE THURSDAY! 3:30 – 6:00“Dr. Strangelove” (PG, 1964) |
|  | 14 Th | \*\*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 F*Rally* | **Unit 2a Test (Open Document)** | - |
|  | 18 M | Teacher Hell Day – NO SCHOOL |  |
|  | 19 T*Sub*. | **\*\*Years of Living Dangerously, Episode 1: Dry Season**  | YoLD, Season 1, Episode 1(Home Viewing Option)<https://www.youtube.com/watch?v=brvhCnYvxQQ> |
|  | 20 W*Sub.* | **\*\*Years of Living Dangerously, Season 1, Episode 2: End of the Woods**  | YoLD, Season 1, Episode 2:(Home Viewing Option)<https://www.youtube.com/watch?v=AAJWxD1IhHA> |
|  | 21 Th*Sub.* | **\*\*Years of Living Dangerously, Season 1, Episode 3: The Surge** | YoLD, Season 1, Episode 3:<https://www.youtube.com/watch?v=0drLHXfFDtw> |
|  | 22 F*Sub.* | **\*\*Years of Living Dangerously, Season 1, Episode 6: Winds of Change** | YoLD, Season 1, Episode 6:<https://www.youtube.com/watch?v=GFbXw2CBunk> |
|  | 25 M*Sub*. | **\*\*Years of Living Dangerously, Season 2, Episode 2: Gathering Storm** | - |
|  | 26 T*Late* | **•Film: Gasland II - 1**(first 23 minutes to 23:36 & Lisa Jackson)Drilling vs. FrackingWater ContaminationIn Case You Missed It: <https://vimeo.com/97358756> | •Fresh Air “How American Corporations Had a ‘Hidden’ Civil Rights Movement” (30 minutes)<https://www.npr.org/2018/03/26/596989664/how-american-corporations-had-a-hidden-civil-rights-movement> |
|  | 27 W | **•Film: Gasland II – 2**State vs. Federal Gov. + Air Pollution(up to “Once you know, you can’t not know.” @ 1:11:11 map) | •Years of Living Dangerously, Season 1, Episode 6: Winds of Change<https://www.youtube.com/watch?v=GFbXw2CBunk> |
|  | 28 Th | **•Film: Gasland II – 3**(from 1:18:10 – to the end)Political Corruption•Q: Frack This!  | •Susan Phillips and Jon Hurdle,“Judge cancels jury award” in State Impact Pennsylvania (2017) <https://stateimpact.npr.org/pennsylvania/2017/03/31/judge-cancels-jury-award-to-dimock-families-orders-new-trial/> |
|  | 29 F | **Unit 2b Test (Open Document)** | -  |

**CP Spring 2019 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

|  |  |  |  |
| --- | --- | --- | --- |
| April | 1 M | **Lecture: The American Revolution** 1. Compliance & Petition (1st C.C.) 2. Socio-Economic Pressure (Boycotts) 3. Sabotage (Boston Tea Party) 4. Violence & War (Declaration) | MAG: pp. 28 – 39 |
|  | 2 T | Socio-*Economic* Pressure - 1Suits, Boycotts, and Strikes | \*“Boycotts in History” PBS (2005) <http://www.pbs.org/now/society/boycott.html>\*Inga Kim for the UFW: “The Delano Grape Strike and Boycott” (2017) <http://ufw.org/1965-1970-delano-grape-strike-boycott/>\*Miriam Pawel, “50 Years Ago, Cesar Chavez Led a Crusade to Unite and Empower Farmworkers” in the Los Angeles Times (2015) <https://www.latimes.com/opinion/op-ed/la-oe-pawel-chavez-delano-grape-strike-20150916-story.html> |
|  | 3 W | \*Q: *Socio-Economic* Pressure - 2Shaming and Disruption(*all 7 articles and videos*) | \*Fox News: “Protestors Stage Cough-In” (2017) *read and watch cough-in* ***video***<http://www.foxnews.com/food-drink/2017/01/18/protesters-stage-cough-in-at-trump-hotel-restaurant.html>\*Helen Rosner, “The Absurdity of Trump Officials…” The New Yorker (2018) *read and watch video* <https://www.newyorker.com/culture/annals-of-gastronomy/the-unsurprising-absurdity-of-kirstjen-nielsen-and-stephen-miller-eating-mexican-food-during-a-border-crisis>\*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> |
|  | 4 Th | §Q: Resisting the Resistance! | §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/> |
|  | 5 F | •Q: *Socio*-Economic Pressure - 3Doxxing and Leaking | •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>•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> |
|  | 8 M | §Q: *Socio*-Economic Pressure – 4Property Destruction from the Boston Tea Party to the ALF | §“Are There Instances of Raids Similar to the Boston Tea Party?” from Teaching History.org<https://teachinghistory.org/history-content/ask-a-historian/20657>§“Animal Liberation Front” from Anarchy in Action <https://anarchyinaction.org/index.php?title=Animal_Liberation_Front> |
|  | 9 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> |
|  | 10 W | Language of the [Justification](http://www.bornemania.com/gov/declaration/justification.shtml) | **Bring Printed Declaration** Bring Dictionaries (on line ok)!!! |
|  | 11 Th | 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 F | Declaration of Independence – The Justification, Part II:Religion and Revolution | **Bring Printed Declaration** |
|  | 15-19 | Spring Break – NO SCHOOL | ◊ 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/> |
|  | 22 M | Taking Hostages**Film: A Fierce, Green Fire – Ch. 2: Pollution (Love Canal)** | ◊ Kimberly Hutcherson, “A brief history of anti-abortion violence” in CNN (2015) <https://www.cnn.com/2015/11/30/us/anti-abortion-violence/index.html> |
|  | 23 T*Late* | ◊ Q: From Fighting to Hostage-Taking to Murder (*all 3 articles*) | ◊ Joshua Holland, “Why Does the Far Right Hold a Near-Monopoly on Political Violence?” in The Nation (2018) <https://www.thenation.com/article/why-does-the-far-right-hold-a-near-monopoly-on-political-violence/> |
|  | 24 W | 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*) |
|  | 25 Th | Q: Letter from a Birmingham Jail – Bring in Questions on the 1st Half + Quiz on Quotes in the first half | (see above) |
|  | 26 F | Q: Letter from a Birmingham Jail – Bring in Questions on the 2nd Half + Quiz on Quotes in the second half | (see above) |
|  | 29 M | §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> |
|  | 30 T | **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) |
| May | 1 W | ^Q: Goldman Winners and Klein’s Revolt **Film: How to Let Go of the World…** Part 3 – Seas and Cities | ^ “First Dog on the Moon” in The Guardian (2018)[https://www.theguardian.com/commentisfree/2018/nov/15/the-children-are-rioting-in-the-streets-they-are-deadly-serious-and-perhaps-our-last-hope](https://www.theguardian.com/commentisfree/2018/nov/15/the-children-are-rioting-in-the-streets-they-are-deadly-serious-and-perhaps-our-last-hope#comment-122550029)^Naomi Klein, “How Science is Telling Us All to Revolt” in the New Statesman (2013)<https://www.newstatesman.com/2013/10/science-says-revolt> |
|  | 2 Th | **Film: How to Let Go of the World…** Part 4 –Technology and Alternatives •Q: Hedges’ Danger | •Chris Hedges, “The Danger of Leadership Cults” in Truthdig (2018)<https://www.truthdig.com/articles/the-danger-of-leadership-cults/> |
|  | 3 F | Unit 3 Review: The 4 Approaches: **Traditional-Constitutional** **Socio-Economic Destruction** **Violence (War or Terrorism)** **Active Non-Violence** | - |
|  | 6 M | **Unit 3 Test** – Evaluating Extra-Constitutional Ways of Making Change | **US Government AP Exam 8:00 a.m.** |

**2019 CP Spring Final Unit – 1984**

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | 7 T | Introduction to 1984:How to Read & What to Study**Bring your copies of 1984!** | **AP Seminar Exam 8:00 a.m.** |
|  | 8 W | Q: Euphemism and Entertainment | One: I - II**English Lit. & Comp. AP Exam 8:00 a.m.** |
|  | 9 Th | Q: The Value of History | One: III - IV**Psychology AP Exam 12 p.m.** |
|  | 10 F | Q: Political Uses of Language | One: V + Appendix**US History AP Exam 8:00 a.m.** |
|  | 13 M | Q: Privacy and Paranoia   | One: VI – VIII |
|  | 14 T | Q: Sex and Control | Two: I – IV**Calculus AB/BC Exams 8:00 a.m.** |
|  | 15 W | Q: Terrorism | Two: V – VIII**AP Macroeconomics Exam 12 p.m.** |
|  | 16 Th | **Film: If A Tree Falls – 1**From Awareness to Radicalization | **Statistics AP Exam 12 p.m.** |
|  | 17 F | **Film: If A Tree Falls – 2**Sabotage and Doublethink | *Skim*: Two: IX - Chapter 3: "War is Peace" |
|  | 20 M | **Film: If A Tree Falls – 3**Persecution/Prosecution | *Prep. Vocabulary*: Two: IX - Chapter 3: "War is Peace" |
|  | 21 T*Late* | Q: War is Peace – **Big Quiz** | *Read & Review*: Two: IX - Chapter 3: "War is Peace" |
|  | 22 W | War Is Peace Today (Discuss) | *For AP Only - Eisenhower’s 1961 Farewell Address*<https://www.ourdocuments.gov/doc.php?doc=90&page=transcript> |
|  | 23 Th | **Film: Why We Fight – 1**American History | *Skim*: Two: IX - Chapter 1: "Ignorance is Strength" |
|  | 24 F*Rally* | **Film: Why We Fight – 2**Military Contractors | *Prep. Vocabulary*: Two: IX - Chapter 1: "Ignorance is Strength" |
|  | 27 M | Memorial Day – NO SCHOOL |  |
|  | 28 T | **Film: Why We Fight – 3**One Price of War | *Read & Review*: Two: IX - Chapter 1: "Ignorance is Strength" |
|  | 29 W | How Powers Fall (Hope in 1984) | Two: IX - Chapter 1: "Ignorance is Strength" |
|  | 30 Th*A/B* | Q: Ignorance is Strength & SurveillanceWhat is Justice? Can Violence Create Justice? *Is* this Justice?**Film: White Bear (42 min.) – 4th Per.** | Two: X - Three: I |
|  | 31 F | Q: Imprisonment without Rights**Film: Ghosts of Abu Ghraib – 1** *(1st 15)* | Three: II (Track torture techniques) |
| June | 3 M | **Film: Ghosts of Abu Ghraib – 2** *(45 min.)* | - |
|  | 4 T*Late* | **Film: Ghosts of Abu Ghraib – 3** *(last 15)*Q: The End2 + 2 = ? | Three: III – VI  |
|  | 5 W | **Debate: Absolutism vs. Relativism** | Ex. Cr. MOVIE 3:30 – 7:00“Brazil” (R, 1985) |
|  | 6 Th | The Children’s Story | **Evaluations Due** |
|  | 7 F | Senior Finals 5 & 6 | - |
|  | 10 M | Senior Finals 3 & 4 | - |
|  | 11 T | Senior Finals 1 & 2 | Senior Check-Out 12:30 p.m. |
|  | 12 WMin. | Finals 1 & 2 | Graduation Practice 8 a.m. - noon |
|  | 13 ThMin. | Finals 3 & 4 | Graduation Practice 8 a.m. - noon |
|  | 14 FMin. | Finals 5 & 6GRADUATION! |  |
|  | 15+ | Summer Vacation! – NO SCHOOL |  |