Study Questions & Vocabulary for Unit 1 Readings:

**OUHSD Board Policies**

Who created these policies and why?

Are these good laws or bad laws?

Are there any things in these laws you did not already know? How did you learn what these laws mandate if you never read them before?

**Shooting an Elephant (George Orwell)**

Who are the parties concerned? (There are 5 main ones)

What are each of the parties’ motivations?

Who has what powers? Who has what limitations? How are these manifest?

What are the psychological effects of imperialism on each of these parties?

Who has the *most* power in the situation?

What does this have to do with politics and government?

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| **Media Research Center: ”How to Identify Liberal Media Bias”:**Bias by CommissionBias by OmissionBias by Story SelectionBias by PlacementBias by the Selection of SourcesBias by SpinBias by LabelingBias by Policy Endorsement or Condemnation | **FAIR.org: “How to Detect Bias in News Media”:**Bias by Unreliable or Biased SourcesBias by Skewed Points of ViewBias by Double StandardsBias by Lack of Diversity\*Bias by Unchallenged AssumptionsBias by Use of StereotypesBias by Loaded LanguageBias by Lack of ContextBias by Headlines vs. Stories |
| **Propaganda (Operative Class Definition)** intended to alter views or actions of a target audience can be identified with a particular ideology, product, or organization relies primarily on psychological or emotional manipulation of the target**Paul & Elder: Media Bias** Bias, Slant, Spin Objectivity Sophistic Objectivity Point of View  Sociocentric Thinking Intellectual Humility Multi-Dimensional Thinking Protecting the Sponsors Protecting the Audience | **From Franken’s Lies & the Lying Liars Who Tell Them:** Five Get Rich Quick Tips liberal(s) NAFTA free trade globalization**From “Outfoxed”** Guiding Memos Chirons News Alerts “Some People Say…”**From “The Revisionaries”** American Exceptionalism Separation of Church & State**From Franken’s Lies & the Lying Liars Who Tell Them:** Ann Coulter: Nutcase Footnotes vs. Endnotes |

**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 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?)

**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?)

**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?

**Minichillo’s “What Your Professor’s Remarks on Your College English Paper Really Mean”**

Who is Minichillo’s essay written for? (Who is the intended audience?)

According to Minichillo, what is the purpose of writing [college] papers?

Taking all of Minichillo’s advice into account, what is the single most important thing he suggests you *should* do? What is the biggest thing you should avoid?

What advice do Minichillo and Orwell (Politics) give in common?

Which of these bits of advice are unlikely, given the structure of your first papers?

Which bits of advice do you think you should most attend to?

**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)

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

**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

**Assessment of the Unit 1 Readings**

**Philosophical Positions Practical Demonstrations or Examples**

(the specific examples don’t matter) (What’s listed, demonstrated or revealed?)

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| Orwell - Elephant | OUHSD Policies |
| Paul & Elder – Media Bias | MRC + FAIR.org (Red-Flags for Bias) |
| \*Franken – Kharap Juta | Articles about Fox News |
| \*Moyers: **Buying the War** | Film: **Outfoxed** |
| \*Magruder’s American Government | Plastic Bag Articles |
| **\*The Control Room** (Samir, Hassan, Lieutenant Rushing) | **Tex**as Schoolboard Articles + **Revisionaries** + **Tex**tbook Articles (incl. Feynman) |
| Orwell – Politics & English Language | Logical Fallacies |
|  | Franken – Footnotes (Ann Coulter) |
|  | Minichillo – Professor’s Remarks |

\* Philosophical work which can also be used as a practical demonstration