

Présentation de la séance

Titre	Challenging democracy in America / US democracy in question
Nature	Séquence d'EMC
Niveau	Terminale
Place dans le programme	Séance 1 (1 heure) : Axe 1 – Fondements et expériences de la démocratie Séances 2 à 6 (5 heures) : Axe 1 – Fondements et expériences de la démocratie et Axe 2 – Repenser et faire vivre la démocratie
Nombre d'heures	6 heures
Démarche	<p>Séance 1 : jeu de rôle sur le système démocratique américain Séance 2-3-4 : travaux de groupe pour préparer la tâche finale Séance 5 et 6 : tâche finale et reprise collective</p> <p>Tâche finale : mise en scène de débats télévisés sur 2 thèmes en lien avec la démocratie américaine.</p> <p>1^e thème : les conditions du débat démocratique : médias, réseaux sociaux, information, information, éthique de vérité : « Les médias garantissent-ils le bon fonctionnement de la démocratie américaine ? »</p> <p>2^e thème : La souveraineté du peuple : droit de suffrage, séparation des pouvoirs, protection des libertés, Etat de droit : « Les élections présidentielles de 2020 ont-elles remis en cause la démocratie américaine ? »</p>
Capacités principales travaillées	<ul style="list-style-type: none"> - Savoir exercer son jugement et l'inscrire dans une recherche de vérité ; être capable de mettre à distance ses propres opinions et représentations, comprendre le sens de la complexité des choses, être capable de considérer les autres dans leur diversité et leurs différences. - Identifier différents types de documents (récits de vie, textes littéraires, œuvres d'art, documents juridiques, textes administratifs, etc.), les contextualiser, en saisir les statuts, repérer et apprécier les intentions des auteurs. - Rechercher, collecter, analyser et savoir publier des textes ou témoignages ; être rigoureux dans ses recherches et ses traitements de l'information. - S'exprimer en public de manière claire, argumentée, nuancée et posée ; savoir écouter et apprendre à débattre ; respecter la diversité des points de vue. - Développer des capacités à contribuer à un travail coopératif / collaboratif en groupe, s'impliquer dans un travail en équipe et les projets de classe
Source/Auteur(s)	Odile Fischer – Lycée européen, Villers-Cotterêts Elodie Pagès – Lycée Jean Monnet, Crépy-en-Valois Cécile Rancy – INSPE Amiens

Séance 1 : Jeu de rôle sur le système démocratique américain

Activity : Role play: Who has the power in the American Political system?

Groups of 6 students: 1 president, 1 vice-president, 1 Member of the House of Representatives, 1 member of the Senate, 2 judges of the Supreme Court.

Task : In each group, you will have to debate and react to the different situations presented to you. Write the result of your discussions in your table.

You've been given a card with a character. During the debates in your group; you will have to stick with your character, his opinions, his rights and the limits of his power.

Situation	Who is going to react for this situation?	Who is going to react against this situation?	Do you think this situation could succeed? Why?
1			
2			
3			
4			
5			
6			
7			

Students' cards:

Remarque: On peut multiplier les cartes « member of the House of Representatives », "Member of the Senate" et "Judge on the Supreme Court" en fonction du nombre d'élèves dans les groupes. Mais les membres d'une même branche devront se mettre d'accord pour prendre des décisions.

Member of the House of Representatives

Branch: Legislative

Place: the Capitol (Washington DC)

Role: Together with the Senate, you form the Congress, which is in charge of discussing and passing laws.

Powers:

In congress, you can remove the Judges of the Supreme Court from office.

In congress you approve the nomination of the President

In congress: you can impeach the President and remove him from office.

In congress, you can pass laws over presidential veto (with 2/3rds of the votes)

Member of the Senate

Branch: Legislative

Place: the Capitol (Washington DC)

Role: Together with the House of Representatives, you form the Congress, which is in charge of creating the laws.

Powers:

You confirm the nomination of the judges of the Supreme court.

In congress, you can remove the Judges of the Supreme Court from office.

In congress you approve the nomination of the President

In congress: you can impeach the President and remove him from office.

In congress, you can pass laws over presidential veto (with 2/3rds of the votes)

The President

Branch: Executive

Place: the White House (Washington DC)

Role: along with the Vice President and the Cabinet, you are in charge of executing laws

Powers:

You can **veto** the legislation created by the Congress
You **nominate** the judges of the Supreme Court

The Vice-President

Branch: Executive

Place: the White House (Washington DC)

Role: along with the President and the Cabinet, you are in charge of executing the laws

Powers:

You can decide with the president to **veto** the legislation passed by Congress

You advise the president to nominate the judges of the Supreme Court

Judge of the Supreme Court

Branch: Judicial

Place: the Supreme Court (Washington DC)

Role: Interpret the laws and make sure they're compatible with the constitution

Powers:

You can declare the President's acts unconstitutional (= illegal).

You can declare the congress laws unconstitutional (= illegal).

Situations:

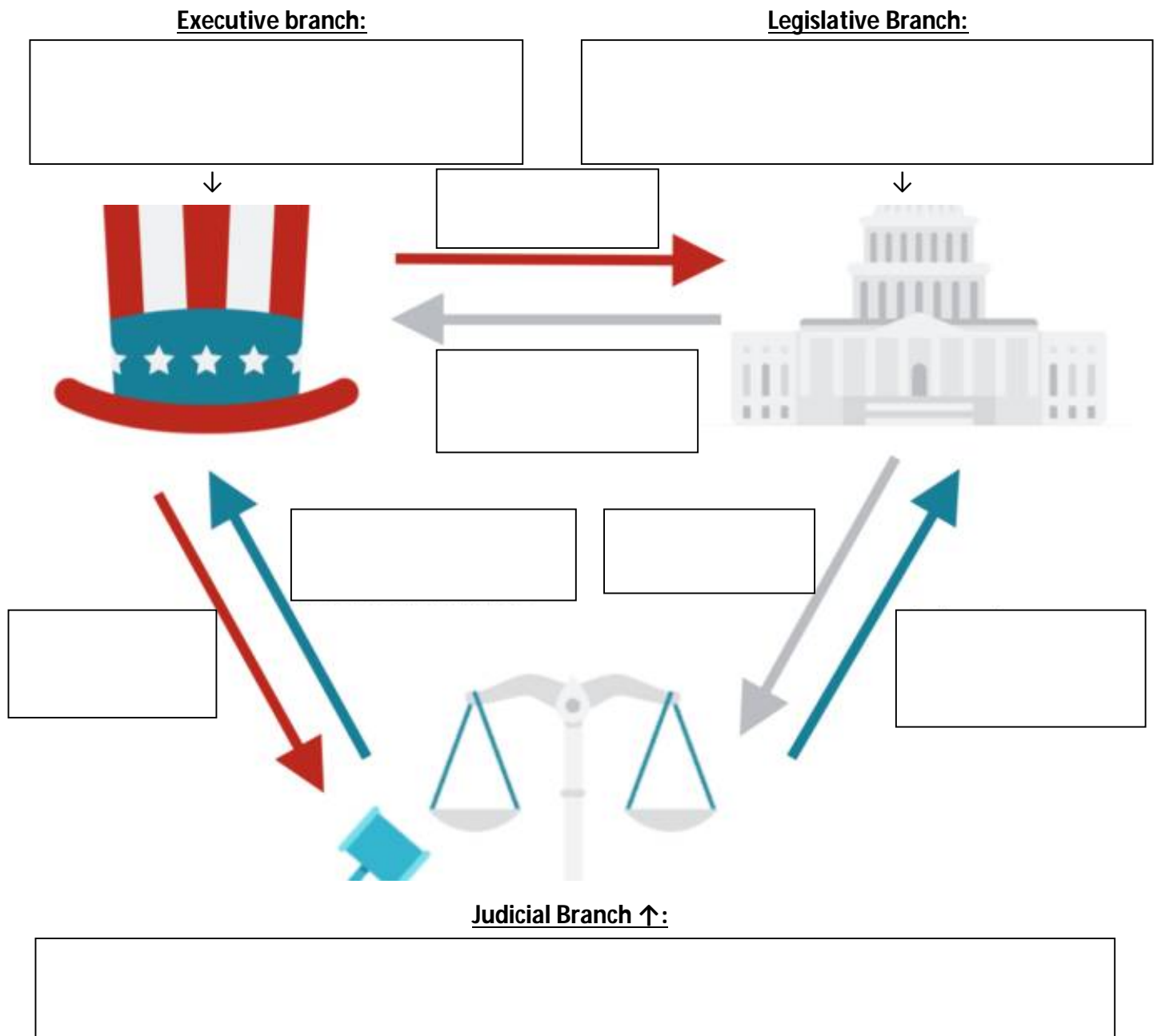
- 1) The president wants to be able to decide of all of the laws alone.
- 2) Congress passes a law to strip the president from all his powers.
- 3) The Judges of the Supreme Court decide that they're going to create all the laws according to the Constitution from now on.
- 4) The President nominates a Supreme Court judge who is against the power of Congress.
- 5) The president tries to impose a law against the fundamental liberties listed in the Constitution.
- 6) Congress tries to change the Constitution
- 7) A Supreme Court judge tries to become president without being elected.

Table correction:

Les différents groupes comparent leurs tableaux et débattent s'il y a des différences (peu probable).

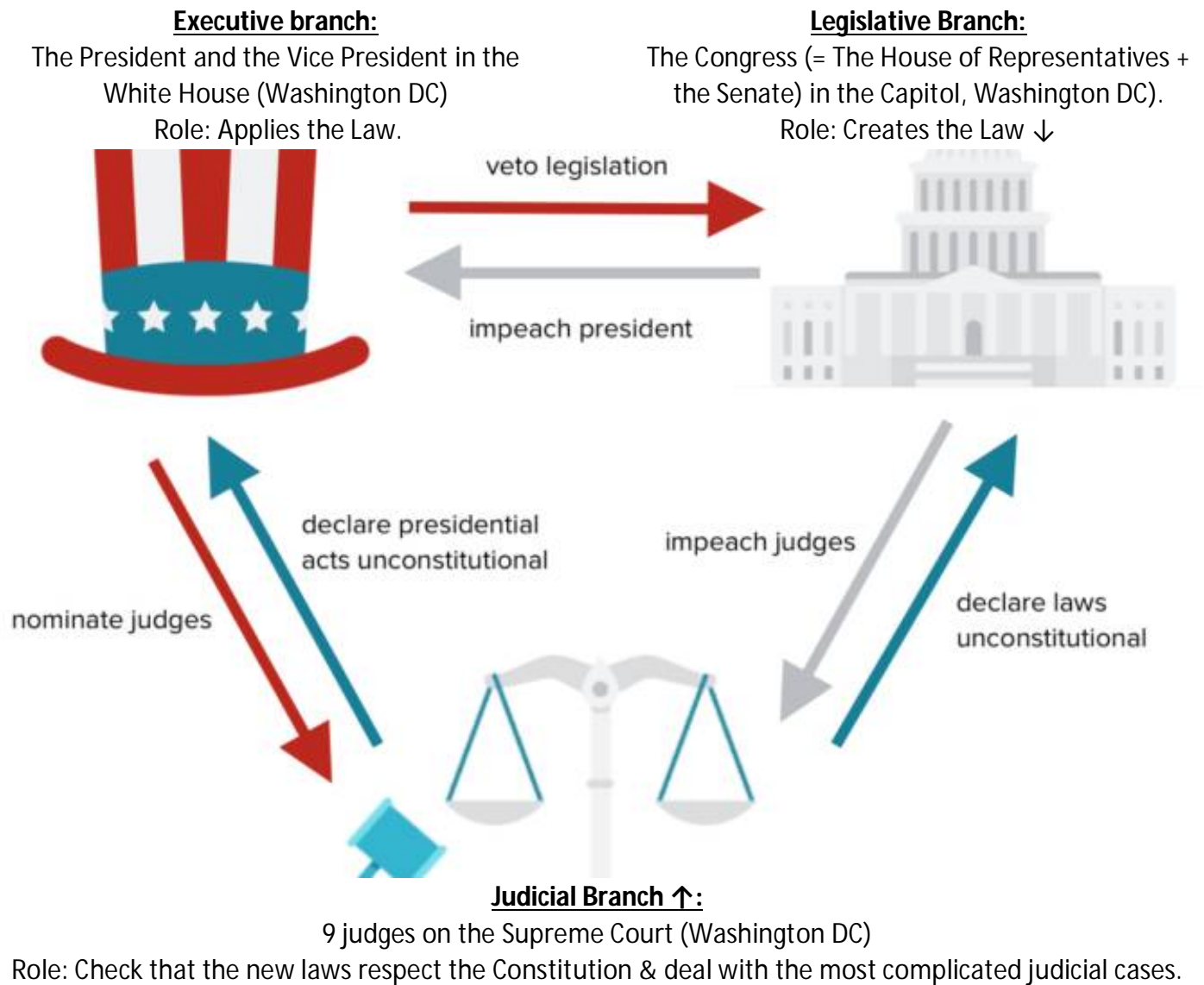
Situation	Who is going to react for this situation?	Who is going to react against this situation?	Do you think this situation could succeed? Why?
1	President and Vice President	The Congress (House of Representatives + Senate) Impeach the president The Courts	No, the president would be impeached by the Congress and the Courts would declare the president's decision unconstitutional
2	The Congress (House of Representatives + Senate)	President and Vice President The Courts	No, the Courts would declare the law unconstitutional and the President would veto the law
3	The Courts	The president and the Vice President The Congress (House of Representatives + Senate)	No, the Congress would remove the judges
4	The President and the Vice President (The Courts)	The Congress	No, the Congress would remove the judges
5	The President and the Vice President	The Courts The Congress (House of Representatives + Senate)	No, the Courts would declare the president's decision unconstitutional and the Congress would impeach the President
6	The Congress (House of Representatives + Senate)	The President and the Vice President The Courts	No, the President would veto the Congress' decision and the Courts would declare the Congress' decision unconstitutional
7	The Courts	The President and the Vice President The Congress (House of Representatives + Senate)	No, the Congress would refuse to approve the nomination of the President

Trace écrite: The "Checks and Balances system":



Why do you think the system of "checks and balances" was created?

Correction trace écrite: The “Checks and Balances system”:



Why do you think the system of “checks and balances” was created?

It guarantees the separation of powers and the fact that nobody can confiscate the power (= dictatorship). It's a guarantee that the political system will respect the values of democracy.

Séances 2, 3 et 4 : introduction de l'activité « Political talk show » et recherches.

Organisation des 3h :

1ère heure :

- Introduction de la tâche finale
- présentation / construction des grilles d'évaluation
- répartition des rôles dans les groupes

2ème heure :

- Journaliste : prépare son introduction
- Experts : répondent aux questions sur les documents, font des recherches

3^{ème} heure :

- Journaliste : récolte les réponses aux questions
- Experts : synthétisent leurs réponses pour répondre à leur sujet général.

Présentation de la tâche finale:

Task:

- As a group, you are to create a political talk show in the form of a debate. There will be one journalist in charge of presenting and organizing the debate, and 4/5 groups of "experts" supposed to enlighten and take part in the debate thanks to their specific knowledge.

Your topics are:

"Do the media protect democracy in the United States?"

Or

"Was the American democracy threatened during the 2020 presidential election?"

- Here is an example of a video to show you what it should look like:

Video : <https://www.youtube.com/watch?v=CaOgoHfguBw> (until 3mn 47)

Questions:

Who is the first character who appears in the video (function)? What's his role?

Who is the second character who appears in the video (function)? What's her role?

Who is the third character who appears in the video (function)? What's his role?

So, what do you think will be important to make your debate successful?

What makes a good debate? In the form and in the content...

What should be the criteria to assess this debate?

- **Construction des grilles d'évaluation (cf p. suivantes)**

Pistes de différenciation possibles:

- Les grilles d'évaluation peuvent être données telles quelles au début de la 2^{ème} séance suite au visionnage de la vidéo d'exemple, ou plus ou moins construites avec les élèves (rubriques, nombre de points attribués, etc...).
- Les dossiers documentaires des experts n'ont pas tous le même niveau de difficulté (ordre croissant de difficulté en fonction des numéros)
- Le Journaliste: choisir de préférence un élève déjà à l'aise à l'oral et en langue

Séances 5 et 6: the Political talk shows

Lors de chaque séance: le groupe qui a préparé le débat passe à l'oral (15-20 mn)

Les élèves spectateurs se voient attribuer un élève à observer et évaluer, chacun grâce aux grilles d'évaluation travaillées ensemble et présentées au début de la phase de recherche.

Suite au débat :

- Les élèves observateurs donnent leurs impressions générales sur le groupe, ce qu'ils ont compris du sujet, la « réussite » du débat en fonction des critères d'évaluation.
- L'enseignant fait une reprise générale du fond et de la forme
- Les élèves évaluateurs font un débriefing personnalisé de la séance à ceux qui sont passés en utilisant leurs grilles d'évaluation.

Journalist's assessment sheet :

Corrector's name :	
Name of the students you're observing :	
	Mark:
Oral skills:	
Did my classmate speak loud enough? No <input type="checkbox"/> More or Less <input type="checkbox"/> Yes <input type="checkbox"/>	
Did he/she seem to know the general subject enough to organize the discussion? No <input type="checkbox"/> More or Less <input type="checkbox"/> Yes <input type="checkbox"/>	
Was he/she clear in his/her explanations to introduce the subject? No <input type="checkbox"/> More or Less <input type="checkbox"/> Yes <input type="checkbox"/>	
Did he/she ask relevant questions to the experts? No <input type="checkbox"/> More or Less <input type="checkbox"/> Yes <input type="checkbox"/>	
Was he/she able to reorganize the debate when needed? No <input type="checkbox"/> More or Less <input type="checkbox"/> Yes <input type="checkbox"/>	
Did he/she manage to share the speaking time equally between the experts? No <input type="checkbox"/> More or Less <input type="checkbox"/> Yes <input type="checkbox"/>	
Language :	
He/she : <input type="checkbox"/> used only a few words <input type="checkbox"/> made simple sentences <input type="checkbox"/> made complex sentences	
<input type="checkbox"/> Very French accent (some words are mispronounced / not understandable) <input type="checkbox"/> Quite good pronunciation despite a French accent <input type="checkbox"/> Almost native accent	
Fluency: <input type="checkbox"/> He/she hesitated a lot and / or read his/her interventions <input type="checkbox"/> A few hesitations / needed notes to speak <input type="checkbox"/> Fluent, didn't use his/her notes much	
Arguments	
Number of arguments introduced and questions asked by the journalist :	
Summary of the arguments / questions :	
<i>Give a mark for the quality of arguments (or questions)</i>	
Mark	
Good points :	
Some advice to do better next time ?	

Expert's assessment sheet:

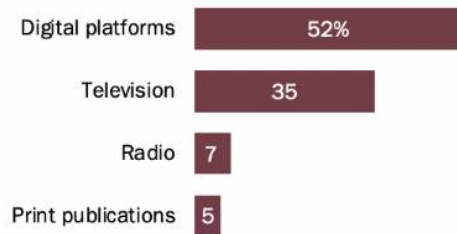
Corrector's name :	
Name of the student you're observing :	
	Mark:
Oral skills:	
Did my classmate speak loud enough? No <input type="checkbox"/> More or Less <input type="checkbox"/> Yes <input type="checkbox"/>	
Did he/she seem to know his/her specific topic in details? No <input type="checkbox"/> More or Less <input type="checkbox"/> Yes <input type="checkbox"/>	
Was he/she clear in his/her explanations? No <input type="checkbox"/> More or Less <input type="checkbox"/> Yes <input type="checkbox"/>	
Was he/she able to question other "experts"? No <input type="checkbox"/> More or Less <input type="checkbox"/> Yes <input type="checkbox"/>	
Was he/she able to respond to other people's arguments / questions ? No <input type="checkbox"/> More or Less <input type="checkbox"/> Yes <input type="checkbox"/>	
Language :	
He/she : <input type="checkbox"/> used only a few words <input type="checkbox"/> made simple sentences <input type="checkbox"/> made complex sentences	
<input type="checkbox"/> Very French accent (some words are mispronounced/not understandable) <input type="checkbox"/> Quite good pronunciation despite a French accent <input type="checkbox"/> Almost native accent	
Fluency: <input type="checkbox"/> He/she hesitated a lot and / or read his/her interventions <input type="checkbox"/> A few hesitations / needed notes to speak <input type="checkbox"/> Fluent, didn't use his/her notes much	
Arguments	
Number of arguments put forward (or questions asked) by the expert?	
Summary of the arguments / questions :	
<i>Give a mark for the quality of arguments (or questions)</i>	
Mark	
Good points :	
Some advice to do better next time?	

TALKSHOW#1: TO WHAT EXTENT DO THE MEDIA PROTECT / SAFEGUARD DEMOCRACY IN THE U.S.?

Worksheet#1. Where Do Americans Get Political News from?

Source 1. Digital Platforms, TV, Radio or Print Publications? Americans' Preferences

% of U.S. adults who prefer ____ for getting news



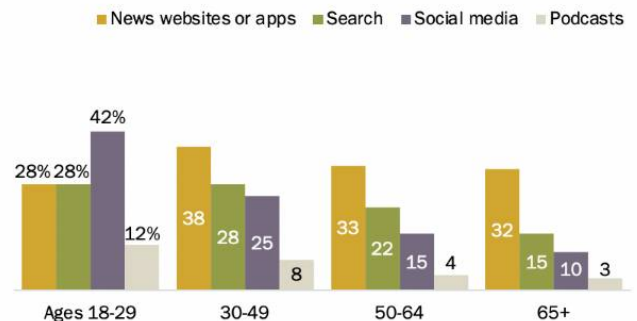
Note: Digital platforms includes respondents who said they prefer news websites or apps, social media, search, or podcasts.

Source: Survey of U.S. adults conducted Aug. 31-Sept. 7, 2020.

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Source 2. Where Do Americans Get News on Digital Devices?

% of U.S. adults who get news **often** from ...

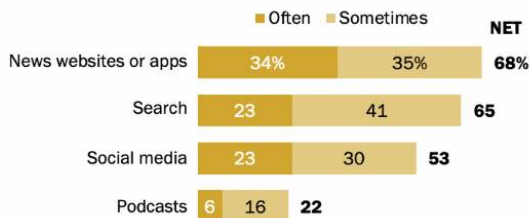


Source: Survey of U.S. adults conducted Aug. 31-Sept. 7, 2020.

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Source 3. Online Media: Americans' Preferences

% of U.S. adults who get news ____ from ...

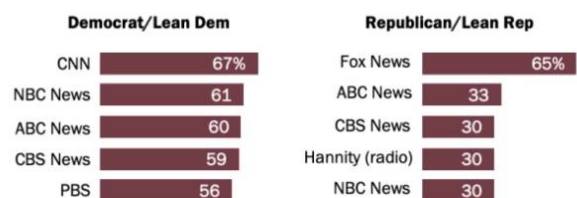


Source: Survey of U.S. adults conducted Aug. 31-Sept. 7, 2020.

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Source 4. Which Media Do Americans Trust?

% who trust each source for political and election news (first 5 shown)



Note: Order of outlets does not necessarily indicate statistically significant differences.

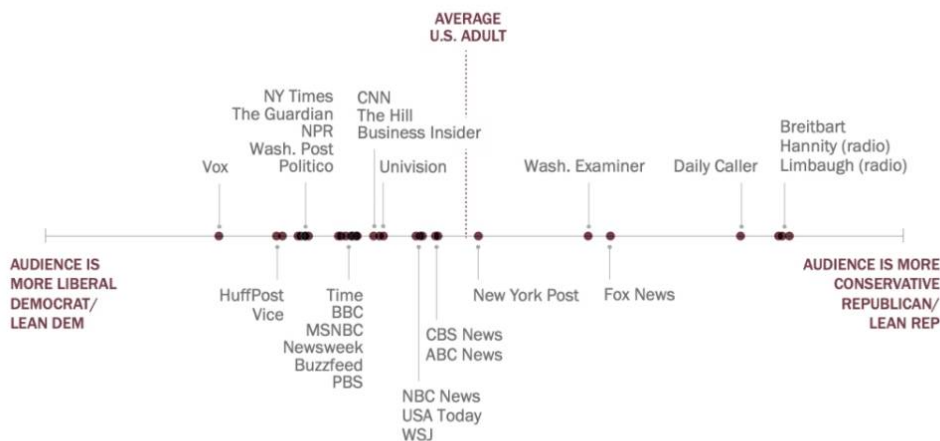
Source: Survey of U.S. adults conducted Oct. 29-Nov. 11, 2019.

"U.S. Media Polarization and the 2020 Election: A Nation Divided"

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Source 5. Average Audience Placement of Each News Outlet Based on Party and Ideology.

Average party and ideological self-placement of those who got political and election news from each source in the past week



Note: Lists labeling multiple points are ordered from outlets with more liberal Democrat/lean Democratic audiences on top to outlets with more conservative Republican/lean Republican audiences on the bottom. Order of outlets does not necessarily indicate statistically significant differences. See methodology for details.

Source: Survey of U.S. adults conducted Oct. 29-Nov. 11, 2019.

"U.S. Media Polarization and the 2020 Election: A Nation Divided"

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Questions:

- Sources 1 & 2.** Where do Americans get their political and election news from?
- Source 3.** Which Americans are more likely to get news on social media?
- Source 5.** Classify the different media into: newspapers (print or digital), television or radio.
- Sources 4 & 5.** Do Republicans and Democrats get political and election news from the same sources? Give specific examples.

- To sum up :** using your answers and the documents, explain where Americans get their political and electoral news from.

Worksheet#2. How have newspapers contributed to protecting democracy in the US since the 1970s?

Source 1. The Pentagon Papers (WIKIPEDIA)

Page Wikipedia : https://en.wikipedia.org/wiki/Pentagon_Papers



The Post and Times Front Pages publishing the Pentagon Papers in June 1971

Source 2. Woodward and Bernstein (CBS VIDEO)

Youtube Video: CBS Sunday Morning:

"The Story behind All the President's Men"



Woodward (right) and Bernstein (left) in their offices in 1971

Source 3. The Guardian and the Washington Post: Winners of the Pulitzer Prize (THE GUARDIAN ONLINE ARTICLE)

Ed Pilkington, "Guardian and Washington Post win Pulitzer prize for NSA revelations", April 14th 2014.

In : <https://www.theguardian.com/media/2014/apr/14/guardian-washington-post-pulitzer-nsa-revelations>



The Guardian and the Washington Post front pages revealing NSA surveillance activities based on the leaks of Edward Snowden.

Source 4. The Washington Post New Nameplate Slogan

The Washington Post

Democracy Dies in Darkness

Questions:

1. **Source 1.** What are the Pentagon Papers? What crucial information was revealed by the Post and the Times?
2. **Source 1.** Which Amendment to the Constitution eventually allowed The New York Times and the Washington Post to publish the classified Pentagon Papers?
3. **Source 2.** Find out who Woodward and Bernstein are. How would you describe their approach of journalism? Justify your statement.
4. **Source 3.** What is the Pulitzer Prize? Why did The Guardian and the Washington Post win it?
5. **Source 4.** Explain the new nameplate slogan chosen by the Washington Post.
6. **To sum up: using your answers and the documents, explain how newspapers have contributed to protecting democracy in the US since the 1970s.**

Worksheet 3: How can media influence elections in the USA?

Source 1: Video: What's a political endorsement?

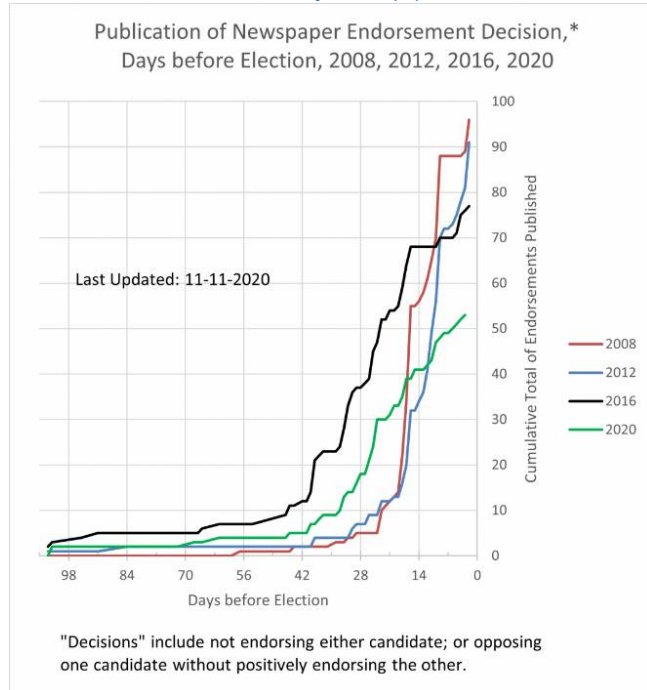
(Australian video)

<https://www.youtube.com/watch?v=6sMxD54ghi8>



Source 2: Newspaper endorsement decision in presidential elections

(Source: University of Santa Barbara Presidency project) For more details about newspapers' endorsements in the presidential elections of 2008, 2012, 2016 and 2020: click here: <https://www.presidency.ucsb.edu/statistics/data/2020-general-election-editorial-endorsements-major-newspapers>



Source 3: The Economist's front cover, November 6, 2020.



Source 4: "The US president has started giving plaudits - and access - to One America News Network, an obscure TV outlet that can outfox Fox"

"The network OAN [= One America News Network] struggled but jumped aboard the Trump train in the 2016 presidential election. It became the first channel to carry the celebrity billionaire businessman's campaign speeches live and in full, a luxury not afforded to other candidate. This policy has continued during his presidency; not even Fox News broadcasts every speech uninterrupted.

"We're the only network that I know of that will carry the president's speech in its entirety and, regardless of who's the president," Charles Herring said. "I really don't care who the president is: left-leaning, right-leaning, you like him, you hate him, it just seems like that's a function of the news."

He added: "For that reason we get accused of being a Trump supporter. There's no doubt that we think some of the results that are coming from this president are simply remarkable and they're just numbers: unemployment down to 3.2%. That's a wonderful thing and you would think that we could all applaud that. Unfortunately that's not the case."

David Smith, "Trump has a new favourite news network – and it's more rightwing than Fox", in *The Guardian*, June 15, 2019

<https://www.theguardian.com/tv-and-radio/2019/jun/15/oan-oann-fox-news-donald-trump>

Source 5: Screenshot of the Washington Post's website, April 1st, 2020.

<https://www.washingtonpost.com/opinions/2020/04/01/cnn-msnbc-refused-carry-full-trump-coronavirus-briefing-yay/>

Opinion: CNN, MSNBC refused to carry full Trump coronavirus briefing. Yay!



Questions :

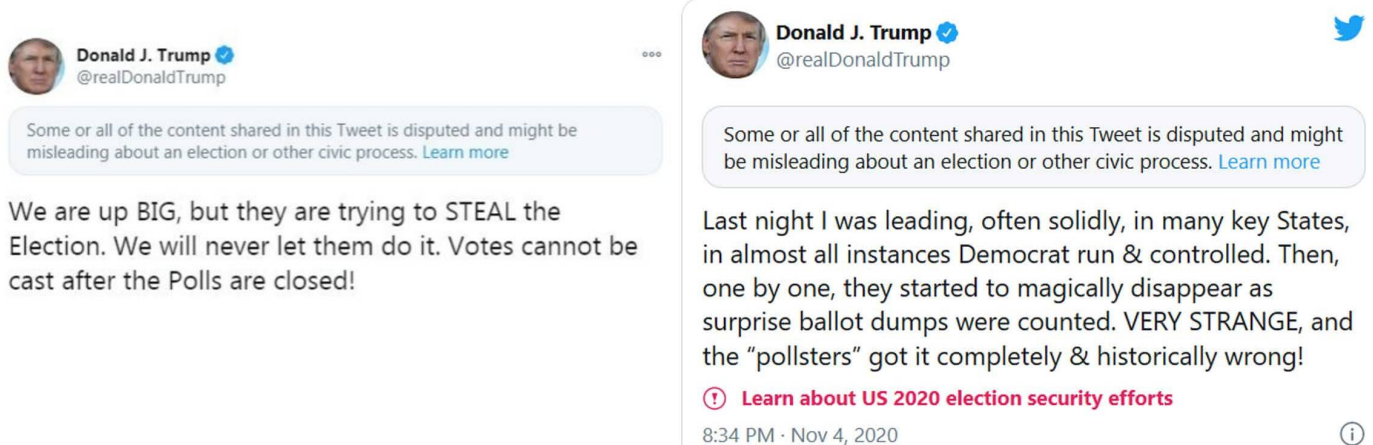
- Sources 1, 2 & 3:** In your own words, explain what a « political endorsement » is. To what extent is the American situation different from France or Australia (*last sentence of the video*) concerning the media? Illustrate your answer with examples drawn from the documents or the websites mentioned.
- Sources 4 & 5:** Compare the political treatment of Donald Trump's declarations by OAN on the one hand, and CNN or the Washington Post on the other hand.
- To sum up:** Using your answers and the documents (and websites), explain how media can influence American elections.

Worksheet#4. What was the impact of social media on the 2016 and 2020 American Elections?

Source 1. What is The Cambridge Analytica Scandal?

Youtube Video : [The Cambridge Analytica Scandal explained by The Guardian](#)

Source 2. Tweets from Donald Trump on Election day: November 4th 2020.



Source 3. Twitter bans President Trump permanently

By [Brian Fung](#), CNN Business, January 9, 2021
<https://edition.cnn.com/2021/01/08/tech/trump-twitter-ban/index.html>

"After close review of recent Tweets from the @realDonaldTrump account and the context around them we have permanently suspended the account due to the risk of further incitement of violence," Twitter said.

"In the context of horrific events this week, we made it clear on Wednesday that additional violations of the Twitter Rules would potentially result in this very course of action."

Twitter's decision followed two tweets by Trump Friday afternoon that would end up being his last. The tweets violated the company's policy against glorification of violence, Twitter said, and "these two Tweets must be read in the context of broader events in the country and the ways in which the President's statements can be mobilized by different audiences, including to incite violence, as well as in the context of the pattern of behavior from this account in recent weeks."

The first tweet was about Trump's supporters: *"The 75,000,000 great American Patriots who voted for me, AMERICA FIRST, and MAKE AMERICA GREAT AGAIN, will have a GIANT VOICE long into the future. They will not be disrespected or treated unfairly in any way, shape or form!!!"*

The second indicated Trump did not plan to attend Joe Biden's inauguration: *"To all of those who have asked, I will not be going to the Inauguration on January 20th."*

Twitter said the tweet concerning inauguration could be viewed as a further statement that the election was not legitimate. It also said that the tweet could be interpreted as Trump saying that the inauguration would be a "safe" target for violence because he would not be attending [...].

Questions:

1. **Source 1.** Explain the Cambridge Analytica Scandal. How did Facebook impact the electoral campaign of 2016?
2. **Source 2.** Does Twitter cross check information before authorizing posting? Do they inform the followers that the information given in posts can be fake? Justify your statement.
3. **Source 3.** Why did Twitter eventually decide to ban Donald J. Trump from their network? Find out which other Social Media closed Donald J. Trump's accounts.
4. **To sum up: using your answers and the documents, explain how social media can impact electoral campaigns.**

Worksheet#5. Do Media contribute to spreading or countering fake news?

Source 1. Online New York Times Article: "10 Times Trump Spread Fake News"

Examples from the last several years of Mr. Trump's penchant for making fraudulent claims and backing them up with information gleaned from unsubstantiated sources.

<https://www.nytimes.com/interactive/2017/business/media/trump-fake-news.html>

By SAPNA MAHESHWARI January 18, 2017



Donald J. Trump demonstrating from his office in Trump Tower how he sends Twitter messages through his smartphone. CreditJoshHaner/The New York Times

Source 2. Online CNN article : "The 15 most notable lies of Donald Trump's presidency"



Analysis by [Daniel Dale](#), CNN
January 16, 2021

<https://edition.cnn.com/2021/01/16/politics/fact-check-dale-top-15-donald-trump-lies/index.html>

Questions:

1. **Source 1.** How does *the New York Times* fact check each of these allegations? Pick three examples.
2. **Source 1.** Where does Donald J. Trump find his fake news? Pick three examples.
3. **Source 1.** Which media did Donald J. Trump mainly use to communicate?
4. **Source 2.** Who is Daniel Dale? What is the name of his job? What does it consist in?
5. **To sum up: using your answers and the documents, explain how media contributed to both spreading and countering fake news during Trump's presidency.**

Worksheet #1 : Was American democracy threatened during the 2020 presidential election ? (journalist)

Source: The US election in 2020 : Is American democracy in crisis ? BBC News

<https://www.youtube.com/watch?v=VwE92TnCWeS>



Questions to be dealt with during the talkshow :

1. What was the state of American democracy in 2020?
2. What threats did American democracy face during the 2020 election ?
3. Why is American democracy in crisis nowadays?
4. How did people protect American democracy and the election in 2020?

Worksheet #2 : The state of American democracy in 2020

Source 1: Few Americans are confident in American democracy, but younger Americans are especially skeptical, 8th March, 2021 <https://www.americansurveycenter.org/few-americans-are-confident-in-american-democracy-but-younger-americans-are-especially-skeptical/>

Younger Democrats and Republicans Both Agree Democracy Serves the Rich

Percentage who say they completely or somewhat agree with the statement, "These days American democracy only serves the interests of the wealthy and powerful" . . .



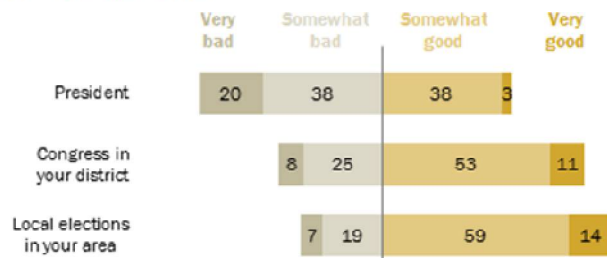
Note: Figure may not add to 100 percent due to rounding. Survey of US adults (N=2,016).
Source: American Perspectives Survey, January 2021.

Source 2: Government and politics seen as working better locally than nationally, 26th April, 2018

<https://www.pewresearch.org/politics/2018/04/26/the-public-the-political-system-and-american-democracy/>

Views of candidate quality much less positive for presidential elections than for local contests

% who say, in general, the quality of candidates running for _____ in the last several elections has been ...



Note: No answer not shown. Each respondent asked about candidates in one type of office (sample randomly divided). See topline for full question wording. Source: Survey of U.S. adults conducted Jan. 29-Feb. 13, 2018.

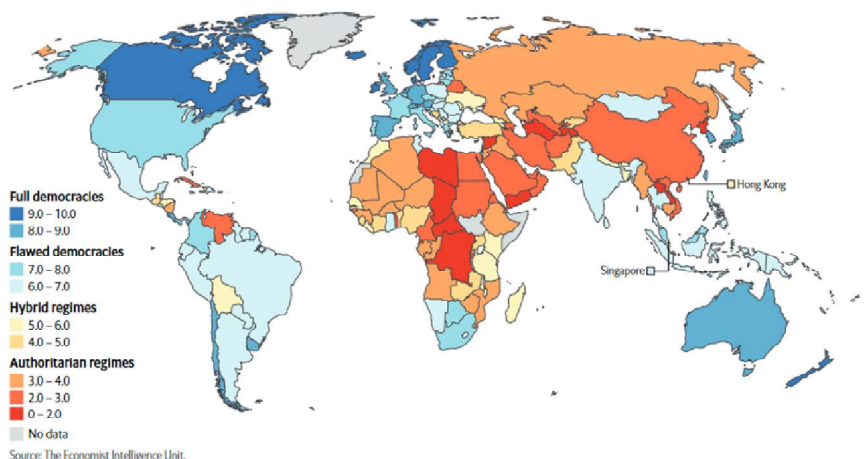
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Source 3: Democracy Index 2020, Global map by regime type

https://www.eiu.com/n/campaigns/democracy-index-2020/#mktoForm_anchor

The Democracy Index is based on five categories: electoral process and pluralism, civil liberties, the functioning of government, political participation, and political culture.

Ranked 25th out of 165 countries, the United States has now become a flawed democracy, having fallen out of the "full democracy" division in 2016.



Questions :

- Source 3:** What is the state of American democracy according to the Democracy index? Explain.
- Sources 1, 2:** How is American democracy perceived by American citizens?
- Source 2 :** What do American citizens think about Trump and American institutions?
- To sum up:** Using your answers and the documents, describe how American democracy is / was perceived in 2020.

Worksheet #3 : What threats did American democracy face during the election in 2020?

Source 1: Trump's main fraud claims



Donald J. Trump
@realDonaldTrump

Biden can only enter the White House as President if he can prove that his ridiculous "80,000,000 votes" were not fraudulently or illegally obtained. When you see what happened in Detroit, Atlanta, Philadelphia & Milwaukee, massive voter fraud, he's got a big unsolvable problem!



This claim about election fraud is disputed

10:56 AM · Nov 27, 2020 · Twitter for iPhone

91.6K Retweets 27.1K Quote Tweets 385.6K Likes



Donald J. Trump
@realDonaldTrump

Everyone is asking why the recent presidential polls were so inaccurate when it came to me. Because they are FAKE, just like much of the Lamestream Media!

6:48 PM · Nov 11, 2020 · Twitter for iPhone

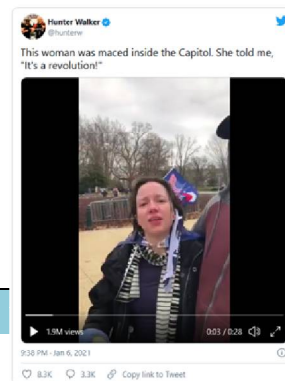
76.1K Retweets 9.3K Quote Tweets 488.6K Likes

Source 2 : President Trump Releases Statement, Says the 2020 Election Will Now be Known as the "Big Lie"

<https://welovetrump.com/2021/05/03/president-trump-releases-statement-says-the-2020-election-will-now-be-known-as-the-big-lie/>

Source 3: Trump instructs supporters to march on the Capitol building before protesters storm it, SBS News, 7th January, 2021

<https://fb.watch/v/Rmwcd54N/>



Source 4 : Capitol riots, BBC, 8th January, 2021

<https://www.bbc.com/news/world-us-canada-55577362>

Source 5 : Trump repeats claim of 2020 election fraud at campaign-style rally in Ohio, 27th June, 2021

<https://www.france24.com/en/americas/20210627-trump-repeats-claim-of-election-fraud-at-first-large-campaign-style-rally-since-biden-inauguration>

Donald Trump held his first big campaign-style rally since leaving the White House, giving a vintage, rambling speech Saturday to an adoring audience [...]. "We may have to win it a third time. It is possible," he said, showing yet again he thinks he won in November. The crowd cheered wildly. [...] And Trump hammered away yet again at the falsehood that he won the November election but Biden prevailed through fraud. "The election was over," Trump said, "And we took a massive victory. They did something that should never be allowed." [...] Trump, 75, has maintained a relatively low profile since leaving the presidency under a cloud three weeks after the deadly January 6 uprising at the US Capitol.

The House impeached Trump for inciting the insurrection - with 10 Republicans joining Democrats in voting to oust the president -- but he was acquitted by the Senate. It was his second impeachment.

Questions :

1. **Sources 1, 2 & 3:** Who actually won the 2020 American presidential election according to Trump? How does he explain the official results?
2. **Sources 2, 4 & 5:** How did Trump's supporters react to the election results? Why was the 6th January 2021 such an important event?
3. **Source 5:** What are the consequences of the 6th January event? How does Donald Trump position himself nowadays? What does he intend to do in the future?
4. **To sum up:** Using your answers and the documents, explain what threatened the American democracy during the election in 2020.

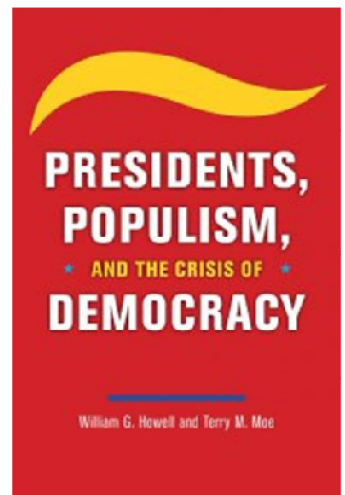
Worksheet #4 : Why is the American democracy in crisis nowadays?

Source 1 : Presidents, Populism, and the Crisis of Democracy, 2020

<https://politicalscience.stanford.edu/publications/presidents-populism-and-crisis-democracy>

Has American democracy's long, ambitious run come to an end? Possibly yes. As William G. Howell and Terry M. Moe argue in this trenchant new analysis of modern politics, the United States faces a historic crisis that threatens our system of self-government—and if democracy is to be saved, the causes of the crisis must be understood and defused.

The most visible cause is Donald Trump, who has used his presidency to attack the nation's institutions and violate its democratic norms. Yet Trump is but a symptom of causes that run much deeper: social forces like globalization, automation, and immigration that for decades have generated economic harms and cultural anxieties that our government has been wholly ineffective at addressing. Millions of Americans have grown angry and disaffected, and populist appeals have found a receptive audience. These are the drivers of Trump's dangerous presidency. And after he leaves office, they will still be there for other populists to weaponize.



Source 2: American democracy is in crisis, and not just because of Trump, 7th August, 2018

<https://www.theguardian.com/commentisfree/2018/aug/07/american-democracy-crisis-trump-supreme-court>

Source 3: Clinton supporters refuse to accept Trump's victory, 13th November, 2016

<https://nypost.com/2016/11/13/clinton-supporters-refuse-to-accept-trumps-victory/>



Anti-Donald Trump protesters
Getty Images

Source 4: America's flawed democracy: the five key areas where it is failing, 16th November 2020

<https://www.theguardian.com/us-news/2020/nov/16/america-flawed-democracy-five-key-areas>

Questions :

1. **Sources 1, 2, 3 & 4:** Identify the main reasons explaining the crisis of the American democracy today.
2. **Source 1:** Define "populism". What is the link between populism and the democratic crisis?
3. **Sources 2, 3 & 4:** Was the American democracy threatened by Donald Trump's mandate? By the 2020 election? Or something else? Justify your answer.
4. **To sum up: Using your answers and the documents, explain why the American democracy is threatened nowadays.**

Worksheet #5 : How did people protect the American democracy and the election in 2020?

Source 1: 'An election between Donald Trump and democracy': Bernie Sanders sounds alarm on president refusing defeat if he loses, 24th September, 2020

<https://eu.usatoday.com/story/news/politics/elections/2020/09/24/bernie-sanders-give-speech-warning-trump-might-not-accept-election-results/3502522001/>



US Senator Bernie Sanders, Independent of Vermont, speaks at George Washington University in Washington, DC, on September 24, 2020. - Sanders warned that the US faces an "unprecedented and dangerous moment," as US President Donald Trump questions the legitimacy of mail-in ballots and suggests he might not accept the election results.

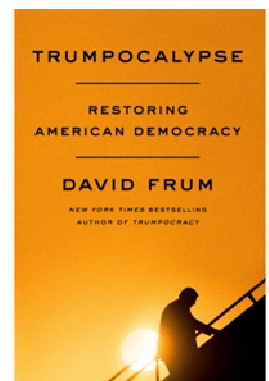
Source 2: Former Vice President Mike Pence Says He and Donald Trump Don't 'See Eye to Eye' on Capitol Riot, 4th January, 2021

<https://people.com/politics/mike-pence-donald-trump-disagree-about-capitol-riots/>

Source 3 : Trumpocracy review : David Frum's analysis

<https://www.theguardian.com/us-news/2018/jan/14/trumpocracy-review-david-frum-fire-and-fury-michael-woff>

David Frum's Trumpocracy is an attempt by the former speechwriter for George W Bush – author of the term “axis of evil” – and never-Trump Republican to come to grips with this. He laments what he views as “the corruption of the American Republic” and painstakingly catalogs the threats he sees posed by Trump to America, liberal democracy and Europe. Frum is disturbed by Trump's nepotism and tropism toward kleptocracy [...]. Frum is alarmed by Trump “disabling” the “federal government's inhibition against corruption” and his disdain for the notion that the law should be insulated from politics. To prove his point, Frum cites Trump's expectation of personal loyalty from federal prosecutors and his public comments that the FBI director “really reports to the president”.



Source 4: Trump impeachment trial: Day 2 key moments, ABC News, 11th February, 2021

<https://www.youtube.com/watch?v=3raBe-pN12g>

Questions :

1. **Sources 1, 2 & 3:** Present the people who reacted to defend the American democracy during Trump's mandate. According to them, why is democracy threatened by Donald Trump?
2. **Sources 1, 3 & 4:** What are the different means to protect democracy according to the documents?
3. **Sources 4:** Define “impeachment”. What happened during Trump's second impeachment trial?
4. **To sum up: Using your answers and the documents, explain how some people protected the American democracy and the election in 2020.**