2014-2015 AP Gov/Econ Syllabus

AP Unit 1 – Power, Political Media Bias & the 21st Century

**Month Day In-Class Discussion Topic Reading to Prepare for that Day**

|  |  |  |  |
| --- | --- | --- | --- |
| Aug. | 21 Th | Introduction: [**Rules**](http://www.bornemania.com/gov/rules/htmlclassrules.html) and Forced-Choice Exercise: [**Proposed Rules**](http://www.bornemania.com/gov/projects/rulesproject.shtml) | Proposed Rules HandoutClass Rules Agreement |
|  + | 22 F | Forced-Choice Concluded The Legislative Process: Form Constituent Groups & Legislative Groups; Select Legislative Leaders; **LUNCH SESSION to Craft Rules** | Proposed Rules Handout  |
|  | 25 M | Q: OUHSD Policies: Homework and Grades(Legislative Leaders Check with me on Proposed Rules) | Homework (BP 6154) and Student Achievement (BP 5121) <http://www.ouhsd.k12.ca.us/about/schoolboard/boardpolicies.htm> |
|  | 26 T | How to Read & Think(for an AP *Government* Class)& How Power OperatesQ: On Shooting an Elephant | Orwell: “Shooting an Elephant”<http://orwell.ru/library/articles/elephant/english/e_eleph> |
|  | 27 W | How to Think, Speak & Write Q: Bad Writing | Orwell: “Politics and the English Language”:<https://www.mtholyoke.edu/acad/intrel/orwell46.htm> |
| + | 28 Th | Discussion of [**Proposed Legislation**](http://www.bornemania.com/gov/projects/rulesproject.shtml) (Bring class set)Intro. to Parliamentary Procedure;Vote on [Final Proposals](http://www.bornemania.com/gov/projects/rulesproject.shtml)**LUNCH SESSION for Voting** | (Bring Finalized Rules with vote preference markings)**Class Contracts Due Today** |
|  | 29 F | Q: Zinn’s 2000 Election and the War on Terrorism | Zinn: Ch. 25 from A People’s History of the United States: “The 2000 Election and the ‘War on Terrorism’ (pp. 675 – 682, *handout*)  |
| Sept. | 1 M | LABOR DAY – NO SCHOOL | - |
|  | 2 T | **Film: Unprecedented – 1**Q: The Federal USCCR ReportJustice vs. Fairness | USCCR Executive Summary:<http://www.usccr.gov/pubs/vote2000/report/exesum.htm> |
| + | 3 W | **Film: Unprecedented – 2**Is being Non-Partisan “Fair”? &Why We Need to be Informed **LUNCH SESSION** | Media Bias (*handout*): <http://www.criticalthinking.org/files/MediaBias2006-DC.pdf>pp. 2 – 3 Media Myths |
|  | 4 Th  | Lecture/Discussion: Topical Focus, Point of View, Bias, & Propaganda + Objectivity; Assess Zinn, USCCR & Unprecedented | Media Bias (*handout*): <http://www.criticalthinking.org/files/MediaBias2006-DC.pdf>pp. 4 – 8 Objectivity |
|  | 5 F  | Q: Causes for Bias Within the Media: Sources & Forms of Media | Media Bias (*handout*): <http://www.criticalthinking.org/files/MediaBias2006-DC.pdf>pp. 8 – 21 Examples +Al Franken: Lies and the Lying Liars Who Tell Them, “Ch. 9 - 11: Top 5 Secrets Wall Street Fat Cats Don’t Want you to Know!” (*handout*)  |
|  | 8 M | Propaganda Techniques: Watch for ways in which media bias is evident by both filmmakers and “news” makersQ: Impact of Media Consumption**Film: Outfoxed (excerpts)** | Forbes, Business Insider, Fox & MSNBC: Uninformed Viewers<http://www.forbes.com/sites/kenrapoza/2011/11/21/fox-news-viewers-uninformed-npr-listeners-not-poll-suggests/> and<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> |
| - | 9 T  | Bias & Three More Propaganda Techniques: “False Equivalency, Assertion, and Repetition”**Film (excerpts): Dirty Lying Bastards** | FAIR.org: “How to Detect Bias in News Media” : <http://fair.org/take-action-now/media-activism-kit/how-to-detect-bias-in-news-media/> |
|  | 10 W | Art? or Trash? or Propaganda?**Film: The End of Summer**Visual, Aural, & Textual Analysis | Timeline: Iran-Iraq-Afghanistan up to 2008:<http://www.bornemania.com/index.php/ohs-classes/cp-american-government-4/documents/26-timeline-links> |
| + | 11 Th | **Film: Hijacking Catastrophe (Introduction + 30 minute version)**Pseudo Rational Appeals + Blatant Falsehoods & Repetition**LUNCH SESSION** | 9-11 and Iraq: <http://www.aljazeera.com/indepth/spotlight/the911decade/2011/09/201197155513938336.html> |
|  | 12 F | Philosophy vs. Rhetoric, Argument vs. Persuasion, & Logical Fallacies (*see specific list below*)**The Fallacy Game!** | Logical Fallacies: <http://www.logicalfallacies.info/>And/Or - <http://www.theness.com/index.php/how-to-argue/> |
|  | 15 M | **Film: The Control Room – 1**(Identify Logical Fallacies of American News Media & Public) | cf. Mother Jones Timeline Leading up to the Invasion of Iraq:<http://www.motherjones.com/politics/2011/12/leadup-iraq-war-timeline> |
| + | 16 T | **Film: The Control Room – 2****LUNCH SESSION** | Reference (course of the war): <http://www.motherjones.com/bush_war_timeline> |
| ---/+ | 17 WMin. | **Music: 16 Military Wives**(Art, Propaganda & Fallacies)**Back to School Night!!!** | Lyrics to 16 Military Wives: <http://www.songmeanings.net/songs/view/3530822107858533163/> |
|  | 18 Th  | Q: Texts and TexasAnalysis of the Sources;+ The California Standards**(FEATURING Magruder’s!)** | Texas Conservatives: <http://www.nytimes.com/2010/03/13/education/13texas.html?_r=2&scp=1&sq=Texas%20School%20Curriculum&st=cse> + Bad Textbooks:<http://www.nybooks.com/articles/archives/2012/jun/21/how-texas-inflicts-bad-textbooks-on-us/> |
|  | 19 F | Q: Influence on Textbooks – Part 1 – Textbooks in the Marketplace: Assessing the impact of Special Interests (Guns & Gays)**(FEATURING Magruder’s!)****Film: The Revisionaries** | Surely, You’re Joking, Mr. Feynman!: <http://www.textbookleague.org/103feyn.htm> |
|  | 19 F | **Extra Credit Video:****“Orwell Rolls in His Grave”****3:30 pm – 6 pm** | - |
|  | 22 M | Influence on Textbooks – Part 2 – Textbook Publishers – PLUS!Capitalism, Socialism, and Communism **(FEATURING Magruder’s)** | One Word, “Plastics.”: <http://californiawatch.org/environment/plastics-industry-edited-environmental-textbook-12123> |
| -/+ | 23 T  | Legislative “Propaganda”?Q: Plastics (all 4 articles)**Film: Bag It!****LUNCH SESSION** | Fox News: Bag Ban Kills People:<http://nation.foxnews.com/plastic-bags-ban/2013/02/06/san-franciscos-plastic-bag-ban-kills-about-5-people-year> **and** <http://www.bloombergview.com/articles/2013-02-04/the-disgusting-consequences-of-liberal-plastic-bag-bans> **and** <http://www.washingtonpost.com/blogs/wonkblog/wp/2013/02/16/is-san-franciscos-ban-on-plastic-bags-making-people-sick-perhaps-not/> |
|  | 24 W  | **Citations: Reasons & Formats**FactCheck & Politifact +Q: How to Lie with Footnotes  | Al Franken: Lies and the Lying Liars Who Tell Them, “Ch. 2 – Ann Coulter: Nutcase” - <http://ethosworld.com/library/Franken-Lies-And-the-Lying-Liars-Who-Tell-Them.pdf> Citation Handout (Guadalupe) |
|  | 25 Th | **Unit 1 Test** | - |
|  | 26 F  | **Discussion of Test****Preparation of Writing Assignment** | **-** |

|  |  |  |  |
| --- | --- | --- | --- |
| Alt.Test | - | A Brief History of Prop. 8 and Same-Sex Marriage in the US – OR – Other Hot Topic | Summary of District Court Ruling, pp.109 – 136:<http://www.scribd.com/goodasyou/d/35374462-California-Prop-8-Ruling-August-2010> |
| ExCr |  | Media in Magruder’s | Magruder’s pp. 206 – 230: Prepare Media Issues Study Questions |

**Logical Fallacies** (Try Making Up Your Own!)
Non-Sequiteur (it doesn’t follow: this covers pretty much *all* logical fallacies)

Red Herring (distraction)

Ad Hominem (attack the *source* or *person*); Guilt by Association; Genetic Fallacy

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

Fallacy of Consequence (“if I don’t do it, someone else will”)

Correlation is not Causation (False Correlation); Post Hoc, Propter Hoc (temporal appearance); Weak Analogy (weak comparison)

Fallacist Fallacy (inappropriately negating a conclusion based on bad reasoning); Straw Man (create a weak argument, then attack it)

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

Begging the Question/Circular Reasoning (“We know it’s true, because it says so.”)

Arguing from Ignorance (“You can’t Prove it, so… it could be!”)

False Dilemma/Faulty Dichotomy (“either This, or That!”)

Hasty Generalization vs. Sweeping Generalization (inappropriately attributing characteristics of the individual to the group or vice versa) Fallacies of Composition and Division (pieces and wholes)

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

**Key Terms:**

Topical Focus

Point of View

Bias

Propaganda (different definitions)

Objectivity

Sociocentric Thinking

Subjective vs. Objective

Philosophy vs. Rhetoric

Argument vs. Persuasion (vs. Fight)

Proof vs. Evidence

Evaluating Writing about Same-Sex Marriage

For this alternate test you will be reading at least t**hree** (3) different articles.

The first one is given: Judge Vaughn-Walker’s Ruling in the Case of Perry vs. Schwarznegger (2010) on Proposition 8 (enacted in 2008). Read the Summary of the District Court Ruling, pp.109 – 136:

<http://www.scribd.com/goodasyou/d/35374462-California-Prop-8-Ruling-August-2010>

The second article will be one of **your choice** which deals with the US Supreme Court’s ruling on the case in Hollingsworth v. Perry (2013). It needs to be from a mainstream media or academic source.

The third article can be any article or media presentation (film, video, etc.) about same-sex marriage in another state or from 2014. It may be from any source, but must be a published source.

**First off, inform yourself on the basics of California’s Prop. 8 (2008):**Who favored it & why?

Who opposed it & why?

How did it become law?

At what different levels was it challenged?

What were the additional legal issues which became related and how were they resolved? (filming the proceedings, sexuality of the judge, role of the state in supporting the proposition, combination at Supreme Court with other cases…)

**Guidelines for Take-Home Essay –**

6 typed pages MAXIMUM. You **may** use 1.5 spacing, but do NOT single space.

You MUST use footnotes, and this is part of the 6 page maximum. (Yes, others prefer internal citation or endnotes – I am demanding footnotes.) A cover page is nice and does not count towards the 6 page max. A sources cited page is also nice and does not count towards the 6 page max.

No need for a fancy intro. Get to the point: no fluff.

You will be graded (not on the basis of your agreement with me or SCotUS, but) on your cogent arguments and clear use of evidence. Build your case.

10 pts. - Spelling, grammar, punctuation, format, neatness, form (-0.5 per error)

15 pts. – minimum of three (3) proper citations from 3 different sources (5 pts. each)

25 pts. – clarity of thought and strength of argument in each ¶

 ¶ 1 Introduction of the Topic (Same-sex marriage in the American media)

 ¶ 2 Assess Vaughn-Walker’s Ruling in the Prop. 8 Case

 ¶ 3 Assess an article on the US Supreme Court Ruling

 ¶ 4 Assess another article on same-sex marriage in the US

¶ 5 Your Personal Viewpoint (on the ruling, on the topic, on the assignment, etc.)

Each student will then make an appointment with me in which we go over your paper. **AP Unit 2 – Greco-Roman & Judeo-Christian Perspectives on Government**

|  |  |  |  |
| --- | --- | --- | --- |
| Sept.  | 29 M | **Lecture: Political Taxonomy & Greco-Roman Roots** | **Writing Assignment Due** |
|  | 30 T | Q: Comparative Taxonomies of Systems of GovernmentJowett Translation of Aristotle (I recommend you **read this version first**, but then find a more current translation):<http://classics.mit.edu/Aristotle/politics.4.four.html>**Sketch the Taxonomies** | MAG pp. 4 – 8 (textbook)Aristotle’s Politics: Bk. IV, Pts I – II (on-line); Rousseau’s The Social Contract: Bk. III, Ch. 3 & 7 (handout)Recommended Aristotle:<http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.01.0058%3Abook%3D4%3Asection%3D1288b> |
| Oct. | 1 W | The Greek Context I (**Stoics vs. Epicureans!)** | World History by Spielvogel and Duiker (WHbS&D) pp. 99–107, 110–112 + 123 |
|  | 2 Th  | Q: The Greek Context II (No-notes Quiz)**Begin the Philosopher’s Chart &****Outline the History** | *pp. 99 – 107, 110 – 112 + 123 (redux)* |
|  | 3 F | Q: Aristotle’s TaxonomyDiscussion of Systems of Government (and Taxonomies)Auto+, Aristo+, and Demo+cracies | Review Aristotle’s Politics, Bk. IV, parts I – II. |
|  | 6 M | Socrates’ Apology – 1What is Said vs. What is Meant | Socrates’ Apology by Plato<http://old.bornemania.com/civ/projects/apology.shtml>sec. 17a - 24b |
|  | 7 T | Socrates’ Apology – 2The Gadfly | Apology Continuedsec. 24b/c - 35d |
|  | 8 W | Socrates’ Apology – 3Who Most Respects Justice?**Lunch Session: Conclusion** | Apology Concludedsec. 35e - 42a |
|  | 9 Th | Q: Plato’s Republic: The Ring of Gyges: Good vs. Right | Plato’s Republic Book II, sec. 358e – 362c (*handout*) |
|  | 10 F | Q: Plato’s Republic: Allegory of the Cave**Cave Painting!** | Plato’s Republic Book VII, sec. 514a – 517c (*handout)* |
|  | 10 F  | AP Gov Session:5 Steps to a 53:30 – 4:30 pm. | McGraw Hill 5 Steps to 5: Ch. 1 & 11 (Mass Media) + p. 12 Plan BAP: Good but Oversold?<https://www.insidehighered.com/news/2010/03/30/ap>New Study Challenges Popular Perceptions of AP:<https://www.insidehighered.com/news/2013/04/23/new-study-challenges-popular-perceptions-ap> |
|  | 13 M | **\*\*\* Non-Work Day \*\*\*** | - |
|  | 14 T | Q: Plato’s Republic: The Role of the Philosopher | Plato’s Republic Book VII, sec. 517c – 521b (*handout*) |
|  | 15 W | Q: Plato’s Republic: The Ship of State | Plato’s Republic Part VII, sec. 488b – 497a (*handout)* |
|  | 16 Th | Q: Plato’s Republic: The Magnificent Myth **Film: A State of Mind I** | Plato’s Republic Book III, sec. (+/- 414) (*handout*) |
|  | 17 F | **Film: A State of Mind II (Lunch)** | - |
|  | 20 M | Q: Aristotle’s Politics: Tyrannies & Oligarchies | Aristotle’s Politics: Book IV, Parts I & II (review) + X & V |
|  | 21 T | Q: Aristotle’s Politics: Democracies and Economic ClassesPlato vs. Aristotle (A Review) – Idealism vs. Realism  | Aristotle’s Politics: Book IV, Parts IV, & XI (Democracies & Classes) |
|  | 22 W | The Roman Republic & LegacyPolybius: “On the Roman Constitution”Plotinus’ View of Art | WHbS&D: Roman Republic pp. 130 – 138 + Polybius: <http://thelatinlibrary.com/law/polybius.html>+ Plotinus: On the Intellectual Beauty from the Fifth Ennead, Eighth Tractate, section 1:<http://sacred-texts.com/cla/plotenn/enn478.htm> |
|  | 23 Th | Q: From the Hebrews to the Rise of Christianity and the Fall of Rome | WHbS&D: pp. 24 – 28, 151 - 158#1: <http://www.bornemania.com/civ/readings/pp30_35.html>#2: <http://www.bornemania.com/civ/readings/pp182.html>#3: <http://www.bornemania.com/civ/readings/pp185.html>#4: (book only) |
|  | 24 F | Jewish Passages on Governments -Q: The Abrahamic Covenant, Mosaic Law, Anarchic Tribalism, and Monarchy | Genesis 17: 1 – 27; Exodus 20:1 - 17; Judges 19:1 – 21:25; I Samuel 8: 1 – 22 |
|  | 24 F | **AP Gov. Session #2****3:30 pm – 4:30 pm** | McGraw Hill 5 Steps to 5: Ch. 6 (pp. 76 – 77) & Ch. 8 (Political Culture)  |
|  | 27 M | Q: Three Christian Positions on Government: Rejection, Separation, and Submission | Luke 4: 1 – 13; Matthew 22:15 – 22; Mark 14:1 – 16:8; + Romans 13: 1 – 10 ; & I Peter 2:11 – 3:9 |
|  | 28 T | Q; The Magna Carta (1215) – 1, 6 – 15, 17, 20, 30 – 31, 35, 38 – 42, 45, 52, 54, 60 and 63. Skim the rest. | WHbD&S 320 – 323, 325 – 327, & 329 – 330 + Magna Carta (Excerpts) <http://www.fordham.edu/halsall/source/magnacarta.asp>  |
|  | 29 W | The Magna Carta Today | Chomsky on Magna Carta:“Destroying the Great Charter: How the Magna Carta Became a Minor Carta” <http://www.tomdispatch.com/blog/175571/> (skip the intro page) |
|  | 30 Th | **Unit 2 Test: From Greco-Roman to Judeo-Christian Views: Chronologies** **+ Genealogies** | - |
|  | 31 F | **Unit 2 Test Discussion/Review** | - |

|  |  |
| --- | --- |
| **pp. 99 - 107**Meaning of the *polis*Tyrants, oligarchies, and democracies Athens v. Spartahelots, LycurgusThermopylae, Salamis, Delian LegaueSolon, Cleisthenes, PericlesPersian Wars, Pelopponesian War | **pp. 110 – 112 + 123**Philosophy, The AcademySPAA (Socrates, Plato, Aristotle, Alexander)Epicureanism and Stoicism |
| **pp. 130 – 138**Livy, Roman Republic, Senatecenturiate, plebs, patricians, tribunes, consuls, praetorCarthage, Punic Wars, CorinthHannibal, Gracchus brothers, Marius, Sulla1st and 2nd Triumvirates (know names) | **pp. 24 – 28**Yahweh, Abraham, Moses, 12 Tribes,Philistines, Jerusalemcovenant, law, prophetsSaul, David, Solomon |
| **pp. 151 – 158**Sadducees, Pharisees, Essenes, ZealotsJesus, Paul, Sermon on the MountpersecutionDiocletian, Constantine, Theodosius | **pp. 325 – 330**fief, vassal, lord, subinfeudation, castlesVikings, Battle of Hastings (Norman Conquest)Henry II, King JohnMagna Carta, Parliament (Houses of Commons/Lords) |

**Guidelines for Take-Home Essay –**

6 typed pages MAXIMUM. You **may** use 1.5 spacing, but do NOT single space.

You MUST use footnotes, and this is part of the 6 page maximum. A *cover page* is required and does not count towards the 6 page max. A *sources cited* page is also required and does not count towards the 6 page max.

No need for a fancy intro. Get to the point: no fluff.

You will be graded on your cogent arguments and clear use of evidence. Build your case. Pick a current event

10 pts. - Spelling, grammar, punctuation, format, neatness, form (-0.5 per error)

15 pts. – minimum of three (3) proper citations from 3 different sources (5 pts. each)

25 pts. – clarity of thought and strength of argument in each ¶

 ¶ 1 Introduction of the Topic (definition of “XXX”, explanation of how XXX functions in contemporary society; identification of the three philosophers you will be discussing)

 ¶ 2 Assess the role of XXX in the philosophy of the first philosopher

 ¶ 3 Assess the role of XXX in the philosophy of the second philosopher

 ¶ 4 Assess the role of XXX in the philosophy of the third philosopher

¶ 5 Your Personal Viewpoint (on the topic, on the assignment, etc.)

Then make an appointment with me in which we go over your paper.**AP Unit 3a - Early Modern Views of Government**

|  |  |  |  |
| --- | --- | --- | --- |
| Nov.  | 3 M | Q: Plague and Disillusionment |  WHbS&D: Black Death Church Decline pp. 371 – 374Plague pp. 356 – 361The Third Estate pp. 376Machiavelli pp. 370 - 371 |
|  | 4 T | **Activity: The Paper Chain Game** |  - |
|  | 5 W | Q: Machiavelli’s The Prince - 1 | Machiavelli’s The Prince, Chapters 5, 14 – 18, 23, and 25 |
|  | 6 Th | Machiavelli’s The Prince - 2 | Machiavelli’s The Prince, Chapters 5, 14 – 18, 23, and 25 + Fourché: “The Colonel” from The Land Between Us:<http://www.poetryfoundation.org/poem/180106> |
|  | 7 F | Q: The Reality of Suffering: Dostoevsky’s “Rebellion” from The Brothers Karamazov - 1**LUNCH SESSION** (required) | Rebellion(B.K., Part I, Book 5, Ch. 4) |
|  | 10 M | The Purpose of Government: Dostoevsky’s “Grand Inquisitor” from Brothers Karamazov - 2A**LUNCH SESSION** (required) | The Grand Inquisitor(B.K., Part I, Book 5, Ch. 5) |
|  | 11 T | Veterans’ Day – No School | - |
| - | 12 W | Q: The Purpose of Government: Dostoevsky’s “Grand Inquisitor” from Brothers Karamazov - 2B | *The Grand Inquisitor**(B.K., Part I, Book 5, Ch. 5)* |
|  | 13 Th | The ReformationTwo Views on “The Sword” | WHbS&D: The Reformation - pp. 428 – 435 + Sattler’s Schleichtheim Articles + Hubmaier’s “On the Sword” |
|  | 14 F | Q: Historical Overview: British Government from 11th to 16th c. and from the Wars of Reformation to the Glorious Revolution + Hobbes’ Leviathan | WHbS&D: the English Civil 450 – 453 + Hobbes’ Philosophy in the Stanford Encyclopedia of Philosophy:<http://plato.stanford.edu/entries/hobbes-moral/#Abs>(Counts as a primary source material, though it is not.) |
|  | 17 M | Q: Locke’s 2nd Treatise on Gov’t <http://constitution.org/jl/2ndtreat.htm>**Discussion: What is “Natural”?** | Locke’s 2nd Treatise on Gov’t.Ch. VIII, sec. 95 – 99<http://www.constitution.org/jl/2ndtreat.htm> |
|   | 18 T | Q: Locke Concluded | Locke’s 2nd Treatise on Gov’t.: Ch. IX, sec. 123 -131 |
|  | 19 W | Q: Historical Overview: The Rise of Mercantilism & Colonial Discontent | WHbS&D: The Enlightenment pp. 528 – 533 |
|  | 20 Th | Q: Montesquieu’s Spirit of the Laws and Becaria’s On Crimes and Punishments Discussion: Dealing with Cheating | Montesquieu’s Spirit of the Laws, Volume 1 – excerpts<http://www.fordham.edu/halsall/mod/montesquieu-spirit.asp>Becaria’s On Crimes and Punishments (excerpt)<http://www.fordham.edu/Halsall/mod/18beccaria.asp> |
|  | 21 F | Q: Rousseau’s Social Contract 1Rousseau’s Biography Civilization’s Discontents**Film: Walkabout (Opening)****LUNCH SESSION** | Foreword pp. 9 - 25 |
|  | 21 F | **AP Gov. Session #3****3:30 pm – 4:30 pm** | McGraw Hill 5 Steps to 5: Ch. 6 (pp. 77) & Ch. 9 (Political Parties)  |
|  |  | **THANKSGIVING BREAK****Required Film Viewing: Blackfish** | - |
| Dec. | 1 M | Q: Rousseau’s Social Contract 2Might & Right; Slavery & Animals**LUNCH SESSION** | Rousseau’s SC, Bk. I, Intro + Ch. 1 – 4 (10) |
|  | 2 T | Q: Rousseau’s Social Contract 3The Sovereign | Rousseau’s SC, Bk. I, Ch. 5 – 9 + Bk. II, Ch. 1 - 3 (15) |
|  | 3 W | Q: Rousseau’s Social Contract 4Limits, Law, & Government | Rousseau’s SC, Bk. II, Ch. 4 – 6 + Bk. III, Ch. 1 (16) |
|  | 4 Th | Q: The Lawgiver & the People, Corruption and Revolution | Rousseau’s SC, Bk. II, Ch. 7 – 11 (14) |
| - | 5 F | Q: Rousseau’s Social Contract 5Good vs. Bad Government | Rousseau’s SC, Bk. III, Ch. 9 – 11 + 15 – 18 + Bk. IV Ch. 1(15) |
|  | 8 M | Q: Rousseau’s Social Contract 6he Civil Religion | Rousseau’s SC, Bk. IV, 8 – 9 (13) |
|  | 9 T | Q: Rousseau’s Social Contract 7Putting it All Together | Foreword pp. 25 – 43 |

Key Terms:

Church Decline pp. 371 – 374; Plague pp. 356 – 361; The Third Estate pp. 376; and Machiavelli pp. 370 – 371

|  |  |
| --- | --- |
| *Unam Sanctam*Philip IV vs. Boniface VIIIAvignon PapacyGreat SchismJohn HusnepotismLittle Ice AgeBubonic plague | The Black Death1348JacquerieEnglish Peasant’s RevoltWat TylerJohn BallMedici FamilyMachiavelli’s The Prince |

German Reformation Key Terms: (pp. 428 – 435)

|  |  |
| --- | --- |
| RelicsIndulgencesModern Devotion MovementKempis’ Imitation of ChristMartin LutherFaith versus WorksProtestantismRole of the Bible in Protestantism95 ThesesEdict of Worms | Peasants’ WarPeace of AugsburgUlrich ZwingliJohn CalvinPredestinationHenry VIII of England“Act of Supremacy” (1534)Anglican Church“Bloody Mary”Anabaptists |

English Reformation Key Terms (pp. 450 – 453)

|  |  |
| --- | --- |
| Queen Elizabeth IJames VI of Scotland/James I of EnglandPuritans“popery”ParliamentCharles IOliver CromwellNew Model ArmyThe Restoration | Charles IIJames II Mary and Anne StuartWilliam of OrangeGlorious RevolutionEnglish Bill of Rights (1689)Thomas Hobbes“Leviathan” (1651)John Locke“Two Treatises on Government”  |

**AP Unit 4a – Revolutions: American and Intellectual**

|  |  |  |  |
| --- | --- | --- | --- |
| Dec. | 10 W | Origins of the American Revolution | WHbS&D: 551–552, 557 – 560 |
|  | 11 Th | Declaration of Independence: The [First Sentence](http://www.bornemania.com/gov/declaration/opening.shtml) | Bring [Declaration](http://www.bornemania.com/gov/declaration/index.shtml) |
|  | 12 F | Declaration of Independence: Meaning of the Justification**LUNCH SESSION** | **Bring** [**Declaration**](http://www.bornemania.com/gov/declaration/index.shtml) **+**Rough Draft of the Declaration of Independence <http://www.loc.gov/exhibits/declara/ruffdrft.html> |
|  | 15 M | Declaration of Independence: Gripes and [Complaint](http://www.bornemania.com/gov/declaration/complaint.shtml) Against Parliament  | (Occupy Declaration: TBA) **Gripes** [**Rephrase**](http://www.bornemania.com/gov/declaration/gripes.shtml) **Due** |
|  | 16 T | Q: Kant’s “What is Enlightenment?” – Part 1 | **Kant: What is Enlightenment?** [**http://theliterarylink.com/kant.html**](http://theliterarylink.com/kant.html) |
|  | 17 W | Kant’s “What is Enlightenment?” – Part 2 | **-** |
|  | 18 Th | **Unit 3 + 4a Test : Open Readings Quote ID + Parallel from Unit 2** | **-** |
|  | 19 F | **Unit 3 + 4a Discussion/Review** | **-** |

**Winter Break Novel (Historical Fiction) Assessments**

**Warning #1: Do NOT read the blurbs!**

**Warning #2: The views of the main characters may not be the same as the views of the authors**

**Warning #3: As you read, try to connect it to what you’ve read in class**

Kadare: The Pyramid + Plato’s Republic & The Grand Inquisitor + 1

Lagerqvist: The Dwarf + Machiavelli & Glaucon + 1

Moore: Utopia + Locke & Marat + 1

Susskind: Perfume +Smith & Jefferson + 1

Voltaire: Candide + St. Paul, St. Peter, & Kant + 1

T.H. White: The Book of Merlyn + Becaria, Hebrews, Samuel, & The Magna Carta

XXXXXX: YYYYYYYY + ZZZZZZZZZ (your choice – consult with me first)

5 - 6 Pages (1.5 or 2 spaced)

Footnotes and citations required

 1. Present your interpretation of the political/philosophical “point” of the book

 2. – 4. Contrast that point to the position of the two already given philosophers and of Rousseau

 5. Give your own assessment of the strength/value of the main book’s point

**AP Unit 4b – The Capitalist Revolution**

|  |  |  |  |
| --- | --- | --- | --- |
| **Jan.** | 5 M | **Winter Break Reading Discussion** | Winter Break Papers Due |
|  | 6 T | Adam Smith: Wealth of Nations, Q: Bk. 1, ch. 4 – On Money (excerpts); ¶ by ¶ paraphrase **+ Film** (excerpt) **Analysis: Capitalism, A Love Story: What is Capitalism?** (What’s *his* Thesis?) | Adam Smith’s Wealth of Nations - http://www.econlib.org/library/Smith/smWN.html WoN Bk. 1, ch. 4 ¶ 1 - 7, 9 - 13 (5) – only second half of ¶ 10. |
|  | 7 W | Adam Smith: Wealth of Nations, Bk. 1, ch. 4 (excerpt discussion) | (same as above) |
|  | 8 Th | Adam Smith: Wealth of Nations, Q: Bk. 1, ch. 5 (excerpts) – Real and Nominal Price; Slavery | WoN Bk. 1, ch. 5 ¶ 1 – 9, 11, 15, 17 – 21, 23, and 40 +WoN Bk. I, ch. 8 ¶ 11 – 15 and 41 - 43 |
|  | 9 F | Adam Smith: Wealth of Nations, Q: Bk. 4, ch. 2.17 – 2.33 (5) – The Profit Motive/Invisible Hand**Wealth: Ideal vs. Real** | WoN Bk. 4, ch. 2, ¶ 1 – 12, 15 – 16 ¶ 22 – 24, 31 - 42 |
|  | 12 M | **Film: La Sierra + LUNCH** | - |
|  | 13 T | Q: Free-Market Solutions to Problems of Poverty – 18th c. Ireland, Swift’s “A Modest Proposal”  | Swift’s “A Modest Proposal” <http://andromeda.rutgers.edu/~jlynch/Texts/modest.html> |
|  | X | Putting it All Together! REVIEW**(optional after school session)** | - |
|  | 14 – 16 | **First Semester Final** |  |
|  | X | **AP Gov. Session #4****3:30 pm – 4:30 pm** | McGraw Hill 5 Steps to 5: Ch. 6 (p. 78) & Ch. 3 (Diagnostic Exam)  |

**2014 AP Unit 5 – Other Kinds of Revolutions: The American Constitutional Revolution (1789) and**

**The French Revolution (1789+)**

|  |  |  |  |
| --- | --- | --- | --- |
| Jan.- | 21 W | Evaluation of Previous Semester & Anticipating the Coming Semester + Overview of the Constitution: History and Structure | - |
|  | 22 Th | Q: **The Critical Period**: Articles of Confederation, Shay’s Rebellion, and the Constitutional Convention (Virginia Plan, New Jersey Plan, Connecticut Compromise, 3/5 Compromise), Federalists vs. Anti-Federalists, Federalist Papers, Ratification**Form Teams for Constitutional Amendment Themes** | *All Read* Federalist #21 *after* you read the introductory materialChoose your readings:A. Read the following links at<http://www.ushistory.org>US History Section:Articles of Confederation (14b)Shay’s Rebellion (15a)The Philadelphia Convention (15 b – 15d)Ratification (16 a – e)B. McGraw Hill 5 Steps to 5: Ch. 6 (p. 79 - 81)C. MAG pp. 44 - 58 |
|   | 23 F | Q: Two Contrasting Views of the Constitution: Bancroft & Beard**Film: The Preamble**Basic Structure of the Constitution | *All Read*: Howard Zinn: “Ch. 5 - A Kind of Revolution” from A People’s History of the United States pp. 90 - 102 (handout)**McGraw Hill 5 Steps to 5: Ch. 6 (p. 82 - 85)****Or MAG pp. 64 - 74** |
|   | 26 M | Q: House and Senate – Gerrymandering & The Influence of Dark Money | *All Read*: Article I: sec. 1 – 4 + Amendments 16 and 17Dear Young Politicos: Stop Going to DC<http://itbendstowardjustice.com/2014/09/14/dear-young-politicos-stop-going-to-dc/>**McGraw Hill 5 Steps to 5:** **Ch. 12 (Legislative Branch)****Or MAG 260 – 374** |
|  | 27 T | Q: Legislative Mechanics and Powers & Corporate Influence**Film: I’m Just a Bill** | *All Read*: Article I: sec. 5 – 10*All Read*: Will Potter: “Are You Now, or Have You Ever Been a Vegetarian?” from Green is the New Red (handout)**McGraw Hill 5 Steps to 5:** **Ch. 7 (Federalism)****MAG pp. 88 - 109** |
| - | 28 W | **Film: A Perfect Candidate - 1 +** **(Meet the Candidates)****Open Secrets Secrets Mission:***For the eight members of Congress listed. What are their names & where are they from? How much money do they gather & who do they get it from (top donors)? How much do they spend, and where do they spend it?* | <http://www.opensecrets.org/politicians/>Look up the names and Home states of the Speaker of the House, House Majority Leader, House Minority Leader, Senate Majority Leader, Senate Minority Leader, YOUR House Representative, & YOUR two Senators**McGraw Hill 5 Steps to 5:** **Ch. 10 (Voting) \*\*OR\*\*****MAG pp. 146 - 203** |
|  | 29 Th | **Film: A Perfect Candidate - 2****ALEC Mission** *– find out what you can about ALEC* | *Optional* readings:ALEC- History: <http://www.alec.org/about-alec/history/>Organizational Chart:<http://www.alec.org/wp-content/uploads/Alec_Infographic_jpg.jpg> Anti-ALEC Resources:[http://www.thenation.com/article/161978/alec-exposed#](http://www.thenation.com/article/161978/alec-exposed) |
|  | 29 ThNight | **Open House Extra Credit** | - |
|   | 30 F | **Film: A Perfect Candidate – 3 +** Q: ALEC & the Koch Brothers | Jane Mayer in The New Yorker on the Koch Brothers <http://www.newyorker.com/reporting/2010/08/30/100830fa_fact_mayer?currentPage=all> |
| \*\*\* | 2 M | **Lincoln’s Birthday: NO SCHOOL** | - |
| Feb. | 3 T | Q: The Presidency: Personality and the Role of American Religion | Article II + Amendments 12, 20, 22, and 25 + Randall Balmer: God in the White House (excerpt, handout)**McGraw Hill 5 Steps to 5:** **Ch. 13 (Executive Branch)** |
|  | 4 W | Q: The Judiciary         *Marbury v Madison* (1803) The Principle of Judicial Review | Article III + Amendment 11 + “Doing the Most Important Kind of Nothing” from Parliament of Whores by P.J. O’Rourke (handout)Board of Education v Earls (2009) – Summary at Oyez: <http://www.oyez.org/cases/2000-2009/2001/2001_01_332>**McGraw Hill 5 Steps to 5:** **p. 84 - 85****Ch. 14 (Judicial Branch)** |
|  | 5 Th | Q: Amending the Constitution, Wedge Issues, & Corporate Personhood**Film: I’m An Amendment to Be**Lunch Session Required | Article IV - VII + Amendments 18, 21, 27**McGraw Hill 5 Steps to 5:** **Ch. 6 (pp. 83 - 85)** |
|  | 6 F | Amendment 1 & 7: Right to Petition, Civil Courts and Tort “Deform” **Film: Hot Coffee****+ LUNCH SESSION (required)** | **Ask your Parents:** *What do they know about the McDonald’s Hot Coffee Case?*All Read: “Tricks of the Trade: How Insurance Companies Deny, Delay, Confuse and Refuse”<http://insurancebadbehavior.org/articles/InsuranceTactics.pdf>**McGraw Hill 5 Steps to 5:** **Ch. 15 (pp. 175 - 177)** |
|  | 9 M | Q: Balancing the Rights of the Individual and Society Equal Protection, Due Process, Citizenship & Suffrage: Race, Class, Gender, Age & Washington D.C.Amendts. 14, 15, 19, 23, 24, & 26 | **Federalist #10 +**Limon vs. Kansas Summary:<http://www.aclu.org/lgbt-rights_hiv-aids/limon-v-kansas-case-background> |
|  | 10 T | **Film: Lily Ledbetter** | “The Mystery of Government” from Parliament of Whores by P.J. O’Rourke (handout) +Lily Ledbetter v Goodyear<http://www.oyez.org/cases/2000-2009/2006/2006_05_1074> |
|  | 11 W | Q: Domhof: Who Rules America?*Income, Wealth, Financial Wealth, Assets, Wealth Distribution, Net Worth, Taxes (Inheritance and Estate), & Home Ownership* | Domhof: Who Rules America?(through “Home Ownership”)<http://www2.ucsc.edu/whorulesamerica/power/wealth.html> |
|  | 12 Th | Q: Domhof: Who Rules America?*The 1%* | Domhof: Who Rules America?(from “Wealth Distribution through “Income & Power”) |
|  | 13 F | Q: Domhof: Who Rules America?*Progressive Taxes, Transfer Payments, Income Ratios, & CEO’s +* Stiglitz: “Student Debt and the Crushing of the American Dream” | Domhof: Who Rules America?(“Do Taxes Redistribute Income?” to the end) + <http://opinionator.blogs.nytimes.com/2013/05/12/student-debt-and-the-crushing-of-the-american-dream/> |
| \*\*\* | 16 M | **Washington’s B-day: NO SCHOOL** | - |
|  | 17 T | Q: The Influence of Money on the Entire Political System: We are No Longer a Functional Democracy**Film: Inequality for All - 1** | Economic Elite Domination: <http://talkingpointsmemo.com/dc/princeton-scholar-demise-of-democracy-america-tpm-interview> |
|  | 18 W | **Film: Inequality for All - 2** | - |
|  | 19 Th | Q: The French Revolution: Declaration of the Rights of Man and of the Citizen; Declaration of the Rights of Woman and the Female Citizen | S&D: French Revolution Phase I pp. 564 – 570 + Declaration of Rights of Man - <http://avalon.law.yale.edu/18th_century/rightsof.asp> Declaration of Rights of Woman & the Female Citizen<http://www.library.csi.cuny.edu/dept/americanstudies/lavender/decwom2.html> |
|  | 20 F | Q: Radical Revolution & Reaction | S&D French Revolution Phase II pp. 570 - 577 |
|  | 23 M | Q: Weiss: Marat & de Sade  | Research Marat or de SadeRead: Marat/Sade Handout |
|  | 24 T | Q: Weiss: Marat & de Sade - 2 |  |
|  | 25 W | **Film: Marat/Sade** | - |
| **+** | 26 Th | **Film: Marat/Sade + Lunch** | - |
|  | 27 F |  |  |
| **Mar.** | 2 M | **AP Multiple Choice Test (Constitution Provided – no other notes or texts allowed)** | - |

***Court Cases to Know for the AP Exam***

***Court Cases to Know for my Test***

**and** *Related Court Cases to know*

Teacher Intro. – General Principles

|  |
| --- |
| Principle of Judicial Review, Implied Powers, States’ Rights, Citizenship***Marbury v Madison* (1803)*****McCulloch v Maryland* (1819)*****Dredd Scott v Stanford* (1857)** |

Teacher Intro. – 14th Amendment: Equal Protection, Due Process, and Nationalization or Incorporation of the 14th Amendment

|  |
| --- |
| ***Plessy v Ferguson* (1896)***Powell v Alabama* (1932)***Brown v Board of Education* (1954)*****Loving v Virginia* (1967)*****Regents of the University of California v Bakke* (1977)***Bob Jones University v United States* (1983)***Lawrence v Texas* (2003)***Limon v Kansas* (2005 - Kansas) |

Team A – 1st Amendment: Speech and Press

|  |
| --- |
| ***Schenck v United States* (1919)***Gitlow v New York* (1925)***Tinker v Des Moines* (1969)*****Texas v Johnson* (1989)***United States v Eichman* (1990) |

Team B – 1st Amendment: Establishment and Free Exercise

|  |
| --- |
| ***Minersville v. Gobitis* (1939)*West Virginia Board of Education v. Barnette* (1942)***Engel v Vitale* (1962)***Abington School District v. Schempp* (1962)*****Lemon v Kurtzman* (1971)*****Newdow vs. US Congress* (2004)** and *Newdow vs. Carey* (2010) |

Team C – 4th, 5th and 9th Amendments: (Illegal) Search & Seizure, Eminent Domain, and Privacy

|  |
| --- |
| ***Mapp v Ohio* (1962)*****\*\*\*Board of Education v Earls* (2002)***Kelo v New London* (2005) |
| Abortion***Roe v Wade* (1973)***Planned Parenthood v Casey* (1992) |

Team D – 5th, 6th, and 8th Amendments: “Detention” and Rights of the Accused

|  |
| --- |
| ***Korematsu v United States* (1944)*****Gideon v Wainwright* (1963)*****Miranda v Arizona* (1966)*****Hamdi v Rumsfeld (2001)******Hamdan v Rumsfeld* (2005)** |

Team E – 1st, 7th and 8th Amendments: Civil Suits, Tort Deform, Right to Petition for Redress of Grievances and the Death Penalty

|  |
| --- |
| ***\*\*\*Liebeck v McDonald’s* (1994 – New Mexico)*****\*\*\*Ledbetter v Goodyear Tire* (2007)***Wyeth v Levine* (2009)***Kiobel vs. Royal Dutch Petroleum* (2013)** |
| Death Penalty*Furman v Georgia* (1972)*Gregg v Georgia* (1976) |

Team F– 1st and 2nd Amendments

|  |
| --- |
| Interstate Commerce and Corporate Citizenship***Gibbons v Ogden* (1824)*****Santa Clara County v Southern Pacific Railroad* (1886)*****Citizens United v Federal Elections Commission* (2010)** |
| Guns *District of Columbia v Heller* (2008)***McDonald vs. Chicago* (2010)** |

Freedom of an Armed Society:
<http://opinionator.blogs.nytimes.com/2012/12/16/the-freedom-of-an-armed-society/>

2014 AP Unit 6: Critiques of Capitalism

|  |  |  |  |
| --- | --- | --- | --- |
| Mar. | 3 T | Review Previous Unit on the ConstitutionIntroduction to Marx + Engels: Materialism and History  | Karl Marx – Quotes & Excerpts (handout)  |
| - | 4 W | Frederick Engels’ 1847 Principles of Communism : ¶ 1 - 14 | Principles of Communism (Engels) Sections 1 – 14 <http://www.marxists.org/archive/marx/works/1847/11/prin-com.htm>  |
|  | 5 Th | Frederick Engels’ 1847 Principles of Communism : ¶ 15 – 25**Film Excerpt: “Outsourcing”** | Engels’ Principles: Sec. 15 - 25 |
|   | 6 F | Exploiting the Proletariat**Film: Casino Jack – Treasure Isle****Lunch Session** | “Paradise Lost” from Ms. Magazine by Rebecca Clarren <http://www.msmagazine.com/spring2006/paradise_full.asp> |
|  | 9 M | Staff Work Day |  |
|  | 10 T | Globalization and Wealth | Monterroso’s “Mr. Taylor”In English (handout): <http://www.scribd.com/doc/98293444/Mr-Taylor-by-Augusto-Monterroso>…or in the Spanish Original:<http://www.ciudadseva.com/textos/cuentos/esp/monte/mister.htm> |
|  | 11 W | The Concentration of Capital through Investment over Growth | Thomas Pickety: “Introduction” to Capital in the 21st Century **(handout)** |
|  | 12 Th | Exploiting the Student Proletariat | Student Debt and the Crushing of the American Dream by Joseph Stiglitz <http://opinionator.blogs.nytimes.com/2013/05/12/student-debt-and-the-crushing-of-the-american-dream/?_php=true&_type=blogs&_r=0> |
|   | 13 F | Bourdieu’s Critique: Economism, Symbolic Capital, & Poverty | Bourdieu Excerpts (handout) |
|  | 13 F | **AP Gov. Session #5****3:30 pm – 4:30 pm** | McGraw Hill 5 Steps to 5: Ch. 4 (Multiple Choice)  |
|  | 16 M | **Film: Can You Bribe a 9th Grader to Succeed? (Bribery & The Experiment) From Freakonomics****Lunch Session** | Bourdieu Redux |
| - | 17 TLate | The Just-World Theory(and Preparation of the References in Hardin) | Just-World Theory: “Suffering? You Deserve It!” by Chris Hedges<http://www.truthdig.com/report/item/suffering_well_you_deserve_it_20140302>Skim “Tragedy of the Commons” (1968) – find any version on-linelook at Names (not content) |
|  | 18 W | The Tragedy of the CommonsQ: Garrett Hardin: Concise Tragedy of the Commons (1990) Quality of Life vs. Quantity of Life **Film: Freakonomics Excerpt – “It’s Not Always a Wonderful Life”** | *In Memorium* for Hardin:<http://senate.universityofcalifornia.edu/inmemoriam/garretthardin.htm>Hardin’s (1990) “Tragedy of the Commons” <http://www.econlib.org/library/Enc/TragedyoftheCommons.html> |
|  | 19 Th | Q: Garrett Hardin: Tragedy of the Commons (1968) – Part I (Introduction, What Shall We Maximize?, Tragedy of Freedom in a Commons, and Pollution) + | “Tragedy of the Commons” (1968) – look up any version on-line |
| - | 20 FRally | Q: Garrett Hardin: Tragedy of the Commons (1968) – Part II (How to Legislate Temperance, Freedom to Breed is Intolerable, Conscience is Self-Eliminating, Pathogenic Effects of Conscience, Moral Coercion Mutually Agreed Upon, and Recognition of Necessity)**Film Excerpt: Idiocracy****Lunch Session** | “Tragedy of the Commons” (1968)**Worksheet Due** |
|  | 20 F | **AP Gov. Session #6****3:30 pm – 4:30 pm** | McGraw Hill 5 Steps to 5: Ch. 5 (Essay Exam)  |
| \*\*\* | 23 M | Randian Capitalism +  | YouTube Viewing: Ayn Rand’s “In Defense of Capitalism” <http://www.youtube.com/watch?v=e7CjdJ1QyxI> and “The Ethics of Altruism”<http://www.youtube.com/watch?v=51pMod2Aaso>(View each at least 2x, take notes & absorb her arguments) **+ Ayn Rand Q & A (handout)** |
|  | 24 T | **Film: Inside Job – 1 Iceland**  | read the first part: Dickinson: “How the GOP Became the Party of the Rich”<http://www.rollingstone.com/politics/news/how-the-gop-became-the-party-of-the-rich-20111109>  |
|   | 25 W | Quiz on Dickinson and Inside Job | Dickinson: “How the GOP Became the Party of the Rich”<http://www.rollingstone.com/politics/news/how-the-gop-became-the-party-of-the-rich-20111109> |
|  | 26 Th | Democracy in Decline, Corporate Power Ascendant**;** Regulatory Capture Rampant**Film: Gasland 2 - Part 1****LUNCH SESSION**  |  |
|  | 27 F | **Film: Gasland 2 – Part 2**Assessing the Film’s Arguments | - |
|  | 27 F | **AP Gov. Session #8****10:00 am – 1:00 pm** | McGraw Hill 5 Steps to 5:  (Practice Exam #2) Review Ch. 6 - 11 |
|  |  | **Spring Break** |  |

2014 AP Unit 7 – The Natural Contract

Science, Nature, Ethics and Politics

|  |  |  |  |
| --- | --- | --- | --- |
| Apr. | 6 M | Serres & Latour (Background)Intestinal Time and Unemployed God• Science & Ethics• Language & Storytelling• Reason & Literature | *Handout: Serres & Latour* Hiroshima pp. 15 – 17 (3)Ellipsis pp. 24 – 25 (2)Science pp. 50 – 51 (2) |
|  | 7 T | ***Atwood: Same-Text Discussion Groups*** | - |
|  | 8 W | **Film: Surviving Progress - 1** | Bill McKibben in Rolling Stone: “The Terrifying New Math of Global Warming”<http://www.rollingstone.com/politics/news/global-warmings-terrifying-new-math-20120719> |
|  | 9 Th | **Film: Surviving Progress – 2****Lunch Session** | The Science of Why We Don’t Believe Science:<http://www.motherjones.com/politics/2011/03/denial-science-chris-mooney> |
|  | 10 F | Michel Serres: The Natural Contract 1War, Peace; Climate; Wager; War; DialoguePascal’s Wager Redux | Natural Contract: pp. 1 – 7 |
|  | 13 M | War and Violence; Law & History; Competition; We | Natural Contract: pp. 10 (all) – 20 |
|  | 14 T | Michel Serres: The Natural Contract 2Knowing, Beauty, Peace | Natural Contract pp. 20 – 25 |
|  | 15 W | Michel Serres: The Natural Contract 3Time and Weather, Peasant and Sailor, Long Term and Short Term, The Philosopher of Science, War (Once Again), Reversal, The Jurist: Three Laws Without a World, Declaration of the Rights of Man, Use & Abuse: The Parasite, Equilibria, The Natural Contract | Natural Contract: pp. 27 – 40 |
|  | 16 Th | Michel Serres: The Natural Contract 4The Political, Of Governing, History (Anew), The Religious, Love**Lunch Session** | Natural Contract: pp. 40 - 50 |
|  | 17 F | Serres & Latour (Conclusions) + **Film: The Lorax****Lunch Session** | *Handout: Serres & Latour:* Wisdom & Morality pp. 170 – 177 |
|  | 20 M | Michel Serres: The Natural Contract 5Casting Off for the Last Time (Facing Death), Palo Alto (A Premonition), Anne (A Scene of Death), Sequel Beyond the Grave, Earth Ho!, In DistressAnderson: “O Superman”(Love, Justice, Force, & Mom) | Natural Contract: pp. 97 – 98 and 111 – 124**“O Superman” Handout** |
|  | 21 T | What Is the Question? Carl Safina’s “November” from The View from Lazy Point – 1**Lunch Session** | Safina: “Travels Solar” from The View from Lazy Point pp. 278 - 300 |
|  | 22 W | What Then Must We Do? Carl Safina’s “November” from The View from Lazy Point – 1**Film: A Fierce Green Fire – 1 & 2** | Safina: “November” from The View from Lazy Point pp. 301 – 317 |
|  | 23 Th | Q: The Denial of Science**Film: A Fierce Green Fire – 3 – 5****Lunch Session Required** | - |
|  | 24 F | **Atwood and The Natural Contract Discussion + Ranking 32 of the Philosophers** | - |
|  | 27 M | **Discussion Exam: defend your choices on the Rankings** | TURN IN Atwood Projects! |
|  | 28 T**CST** | **- (Senior Prep. Day)** | - |
| \* | 29 W**CST** | **-** | - |
|  | 30 Th**CST** | Read-Arounds | Bring copy of your paper |
| May | 1 F |  | - |

Alternate Serres Projects (for absences):

pp. 51 – 63 – Define & Explain the significance of: social contract, scientific contract, natural contract; Greece’s Way, Algebra’s Way, the Bible’s Way

pp. 63 – 76 Explain the significance of each of these Trials to Serre’s work: Lavoisier, Zeno, Anaxagoras, Jesus Christ, Socrates, Tantalus (independent research may be required)

pp. 76 – 96 Summarize each: Taxonomy; Galileo; Historical Meetings; Principle of Reason; Reason and Judgment; The Instructed Third & Rearing

2014 CP Spring Unit 4 – 1984

|  |  |  |  |
| --- | --- | --- | --- |
|  | 4 M | Introduction to 1984:How to Read & What to Study | - |
| - | 5 T*Late* | Euphemism and Entertainment | One: I - II |
|  | 6 W | The Value of History | One: III - IV |
| **AP****Eng** | 7 Th  | Political Uses of Language | One: V + Appendix |
|  | 8 F | Privacy and Paranoia   | One: VI - VIII |
|  | 12 M | Sex and Control | Two: I - IV |
| **AP Gov** | 13 T | Terrorism | Two: V - VIII |
|  | 14 W | **Film: If A Tree Falls – 1**From Environmental Awareness to Radicalization | - |
|  | 11 M | **Film: If A Tree Falls – 2**Sabotage and Doublethink | Potter: Green is the New Red: Ch.3 “The Green Menace” pp. 35 - 42 |
|  | 12 T | **Film: If A Tree Falls – 3**Prosecution/Persecution**In-Class Reading: “War is Peace”** | Potter: Green is the New Red: Ch.3 “The Green Menace” pp. 43 - 61 |
|  | 13 W | **Film: Why We Fight - 1** | Eisenhower’s 1961 Farewell Address – Parts X and X only[http://en.wikisource.org/wiki/Eisenhower%27s\_farewell\_address\_(press\_copy](http://en.wikisource.org/wiki/Eisenhower%27s_farewell_address_%28press_copy)) |
|  | 14 Th | **Film: Why We Fight - 2** | - |
|  | 15 F | **Film: Why We Fight - 3** | - |
|  | 18 M | War is Peace – **Big Quiz** | Two: IX - Chapter 3: "War is Peace" |
|  | 19 T | Imprisonment without Rights | Two: X - Three: I  |
|  | 20 W | Ignorance is Strength  | Two: IX - Chapter 1: "Ignorance is Strength" |
| \*-\* | 22 F**Recover** | Recover Well | - |
| \*\*\* | 25 M | Memorial Day – NO SCHOOL |  |
|  | 26 T | Torture and Reality | Three: III – VI (end) |
|  | 27 W | **Film: Ghosts of Abu Ghraib 1** | - |
|  | 28 Th | **Film: Ghosts of Abu Ghraib 2** | **-** |
|  | 29 F | Semester Q & A Review | - |
| June | 1 M | The Children’s Story | **Evaluations Due** |
|  | 2 - 4 +9 T | **Senior Finals +** **Graduation: Thursday the 12th** | - |

\*Ind.Res. – Independently Research this topic and be prepared to cite it on the Test.

5 Section **Partner** Essay: Atwood and Orwell – 1. Pick a topic & introduce it, 2. – 5. Elaborate/articulate the views on that topic as presented in the 4 novels. 6. Give your final assessment of the treatment of the topic in all three. (15 page limit.)

Unit 8 – The Natural Contract

|  |  |  |  |
| --- | --- | --- | --- |
| April | 29 T | The Social Contract and the Natural Contract Q: Garrett Hardin: Concise Tragedy of the Commons (1990) | Hardin’s (1990) “Tragedy of the Commons” <http://www.econlib.org/library/Enc/TragedyoftheCommons.html>Also, *In Memorium* for Hardin<http://senate.universityofcalifornia.edu/inmemoriam/garretthardin.htm> |
|  | 30 W | Correlation is not (necessarily indicative of) Causation**Film: Freakonomics Excerpt – Not Always a Wonderful Life** | “Dirt of the Earth” (handout) from Parliament of Whores by P.J. O’Rourke |
| May | 1 Th | Q: Garrett Hardin: Tragedy of the Commons (1968) – Part I (Introduction, What Shall We Maximize?, Tragedy of Freedom in a Commons, and Pollution) | “Tragedy of the Commons” (1968) – find any version on-line |
|  | 2 F | Q: Garrett Hardin: Tragedy of the Commons (1968) – Part II (How to Legislate Temperance, Freedom to Breed is Intolerable, Conscience is Self-Eliminating, Pathogenic Effects of Conscience, Moral Coercion Mutually Agreed Upon, and Recognition of Necessity)**Film excerpt: Natural Selection & Population – A Case Study** | “Tragedy of the Commons” (1968)**Worksheet Due** |
|  | 3 Sa | **AP Gov. Session #4****10:00 am – 1:00 pm** | McGraw Hill 5 Steps to 5:  (Practice Exam #3)  |
| APEnvr. | 5 M | **Tapped Out - 1** | Scientific American, Knoblauch: “Plastic Not-So-Fantastic”<http://www.scientificamerican.com/article.cfm?id=plastic-not-so-fantastic&print=true> + Moyers 5-minute video clip:<http://billmoyers.com/2013/05/17/moyers-moment-2001-david-rosner-and-gerald-markowitz-on-manipulating-science/> |
| AP | 6 T*Late* | **Tapped Out - 2** | New York Times: “Wells Dry, Fertile Plains Turn to Dust”<http://www.nytimes.com/2013/05/20/us/high-plains-aquifer-dwindles-hurting-farmers.html?pagewanted=2&_r=0&ref=science&pagewanted=print> |
| AP | 7 W | Introducing the Book of MerlynQuiz on BoM Ch. 1 | Ch. 1 (7 pp.) |
| ***Eng.*AP** | 8 Th  | **Film: Wal-E**  | - |
| AP | 9 F | Man Versus AnimalQuiz on BoM Ch. 2 - 4 | Ch. 2 – 4 (31 pp.) |
| AP | 12 M | *Homo ferox*Quiz on BoM Ch. 5 – 6**Film: Project NIM 1** | Ch. 5 – 6 (19 pp.) |
| APGovt. | 13 T | **Film: Project NIM 2** | - |
| AP | 14 W | TotalitarianismQuiz on BoM Ch. 7 – 11**Film excerpt: Holy Grail** | Ch. 7 – 11 (36 pp.) |
| AP | 15 Th | AnarchyQuiz on BoM Ch. 12 – 15**Film: The Cove 1** | Ch. 12 – 15 (31 pp.) |
| AP | 16 F | Intellectualism versus TruthQuiz on BoM Ch. 16 – 18**Film: The Cove 2** | Ch. 16 – 18 (24 pp.) |
|  | 19 M | The EndQuiz on BoM Ch. 19 - 20 | Ch. 19 – 20 (34 pp.) |
|  | 20 T | Serres & Latour (Background)• Science & Ethics• Language & Storytelling• Reason & Literature | Handout: Serres & Latour Hiroshima pp. 15 – 17 (3)Ellipsis pp. 24 – 25 (2)Science pp. 50 – 51 (2) |
|  | 21 W | Michel Serres: The Natural Contract 1War, Peace; Climate; Wager; War; War and Violence; & We | Natural Contract: pp. 1 – 7, 10 – 13, 16 - 20 |
|  | 22 Th*Rally* | Michel Serres: The Natural Contract 2Law & History, Competition, Knowing, Beauty, Peace | Natural Contract pp. 13 – 16 + 20 – 25 |
|  | 23 F | Michel Serres: The Natural Contract 3Time and Weather, Peasant and Sailor, Long Term and Short Term, The Philosopher of Science, War (Once Again), Reversal, The Jurist: Three Laws Without a World, Declaration of the Rights of Man, Use & Abuse: The Parasite, Equilibria, The Natural Contract | Natural Contract: pp. 27 – 40 |
|  | 24 Sa | **Le Weekend 1** | Ex. Cr. #1 – N. C. pp. 51 – 76 Focus on “Trial” |
|  | 25 Su | **Le Weekend 2** | Ex. Cr. #2 – N. C. pp. 76 - 96 Focus on “Science” |
|  | 26 M | **\*\*\*Memorial Day\*\*\*** | Ex. Cr. #3 – N. C. pp. 97 - 110 Focus on “Contract, Cords, Traits, Ties, Bonds” |
|  | 27 T | Michel Serres: The Natural Contract 4The Political, Of Governing, History (Anew), The Religious, Love**Film: The Lorax** | Natural Contract: pp. 40 - 50 |
|  | 27 T | Serres Lunch Session – LAST Extra Credit Opportunity! | Ex. Cr. Serres Materials Due |
|  | 28 W | Serres & Latour (Conclusions) + Anderson: “O Superman”Love, Justice, Force, & Mom | Handout: Serres & Latour: Wisdom & Morality pp. 170 – 177 **“O Superman” Handout** |
|  | 29 Th | Michel Serres: The Natural Contract 5Casting Off for the Last Time (Facing Death), Palo Alto (A Premonition), Anne (A Scene of Death), Sequel Beyond the Grave, Earth Ho!, In Distress | Natural Contract: pp. 111 – 124 |
|  | 30 F | What Then Must We Do? Carl Safina’s “November” from The View from Lazy Point - 1 | Safina: “Travels Solar” from The View from Lazy Point pp. 278 - 300 |
|  | 31 Sa | Final Exam Review | - |
|  | 2 M | What Then Must We Do? Carl Safina’s “November” from The View from Lazy Point – 1**Film: Fresh - Industrialization & Nature** | Safina: “November” from The View from Lazy Point pp. 301 – 317 |
|  | 3 T | **Film: Fresh – What Can We Do?** | **-** |
|  | 4 W | The Children’s Story  | **Evaluations Due** |
| June | 5 + | **Senior Finals +** **Graduation: Thursday the 12th** | - |

|  |  |  |  |
| --- | --- | --- | --- |
|  | X  | **Acidification of the Oceans****Q: The Acid Test** | Film: The Acid Test - <http://vimeo.com/9431503> |

**Serres Extra Credit #1 - 3**: These must be typed. (10 pts. each for a possible total of 30)

To get credit for only 1, you must write up the first one (Trial). To get credit for only 2, you must complete the first and second (Trial and Science). For all 3, do all three.

For each reading find three passages in the designated reading that have something to do with the indicated theme (Trial/Science/Contracts, etc.). Copy these passages out fully and explain what you think Serres means in each one. This will be the middle of your paper.

Then, go back and explain what you think Serres means in general when he addresses the theme (Trial/Science/Contracts, etc.). Place that as the opening of your paper.

Then go to the end of your paper and give your own personal assessment of what this theme (and Serres’ explication of it) means to you. This will be your conclusion.

Finally, come in, with your paper, to the designated lunch session to discuss them. Your grade will be based on both your discussion participation and your paper.

Four-Day Emergency Substitute Syllabus:

|  |  |  |  |
| --- | --- | --- | --- |
| 1 |  | Form Federalist GroupsGive Hand-outs of the Federalist Papers and do an in-class reading after groups have been formed | Hand out the Papers |
| 2 |  | Federalist Papers – Jig Saw 2 (Academic Conference) | **Federalist Papers 10, 51, and 78** |
| 3 |  | Federalist Papers – Jig Saw 3(Academic Conference) | **Federalist Papers 10, 51, and 78** |
| 4 |  | **Q: Federalist Papers Class Quiz & Discussion**  | **Federalist Papers 10, 51, and 78** |

One Day Emergency Substitute Syllabus

|  |  |  |  |
| --- | --- | --- | --- |
| 2 |  | Q: The Presidency: Executive Authority and the Bully Pulpit | State of the Union Excerpts – Bush v. ObamaBush (2002, 2003, 2005)<http://www.bornemania.com/gov/outline/stateoftheunions.html>Obama (2013)<http://www.whitehouse.gov/the-press-office/2013/02/12/president-barack-obamas-state-union-address> |

\* \* \* \* \*

**Atwood and Orwell - Recommended Outline form:**

Title Page with two part creative title like:

**“God is Power: Examining Disappearance of Faith in Four Dystopian Novels"**

This creative title should be more than clever - it should be catchy and illuminating - it should reveal your topical focus and give some indication

**Section 1** - Introducing the Topic. (This will probably be your shortest section.) Explain to the reader what your topic is and why it is relevant to today's society. You may need to present some historical information on your topic (if it is historical); you may need to present some scientific or technological background here (if your topic deals with science or technology); you may need to define precise terms if your topic is philosophical.

**Sections 2 - 5** - Examine how the topic is approached by Atwood and Orwell in each of the four novels. For this paper, make each section focus distinctly on each novel - in any order, though I recommend you increase the interest for purposes of dramatic arc, or do them chronologically (1984, Oryx, Flood). These sections are where you will be pulling out your key quotes AND explicating them (don't assume the quote is self evident in its interpretation). Use quotes from the novels only which pertain directly to your topic. Do NOT bother to fully re-tell the plot or explain the characters past what a generally informed reader needs to know - although DO include some basic context when necessary.

**Section 6** - Tie it all up. This section can run in many different directions. No matter what, you should have demonstrated (demonstrated, not simply asserted) why this topic is an important one to examine in the context of these novels.

 Ways in which you can do this include but are not limited to...

What does this reveal to us about American Government? What do these authors contribute to knowledge? What has this examination meant to you personally? What should be done about the topic? (Pick one of these approaches, not all of them.)

Recommended approach:

 1. Read the book for pleasure, mark passages you like and find interesting.

 2. Meet with your partner (if you have one) and discuss it with them. If you have no partner, meet with someone else who has finished reading the books and talk them over. Have coffee. Pleasant chat. If you have a partner - pick a topic you found in the books (including 1984) that you simply find interesting. Make that your paper topic.

 3. Re-skim 1984 and your Atwood book, looking for the topic. Mark all the key passages when the topic comes up.

 4. Type out all the passages you want to quote, with page references.

 5. Place those passages in the outline you generated

 6. Write your portion (Atwood). Decide how you are going to write the Orwell if you have a partner. Either way, have someone else read your work before you turn it in. Have them spot simple problems (like grammar crap) and overall intellectual strength. Revise as necessary

 7. Turn it in on Monday. Voila!