2016 Fall AP Gov/Econ Syllabus[[1]](#footnote-1)

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

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|  | 1 | 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 Handout  Class Rules Agreement |
|  | 2 | Forced-Choice Concluded  The Legislative Process: Form Constituent Groups & Legislative Groups; Select Legislative Leaders; **LUNCH SESSION to Craft Rules** | Proposed Rules Handout |
|  | 3 | 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/school-board/board-policies/> |
|  | 7 M | Labor Day (Thank a Union)  NO SCHOOL | - |
|  | 4  Late | Q: On Shooting an Elephant Reading Techniques & How to Think (for AP *Government*)  & How Power Operates | Orwell: “Shooting an Elephant”  <http://orwell.ru/library/articles/elephant/english/e_eleph> |
|  | 5  Rally | Discussion of [**Proposed Legislation**](http://www.bornemania.com/gov/projects/rulesproject.shtml) (Bring class set) | (Bring Finalized Rules with vote preference markings) |
|  | 6 | Q: Identifying Bias in News Media  Topical Focus, Point of View, Bias, & Propaganda (Defined) and …  Why We Need to be Informed | Media Research Center: ”How to Identify Liberal Media Bias”:  <http://archive.mrc.org/books/identifybias.asp>  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/>  Paul & Elder: Media Bias (*handout*): <http://www.criticalthinking.org/files/MediaBias2006-DC.pdf>  pp. 2 – 8 Media Myths + Objectivity |
|  | 7 | (\*4th Per Senior Assembly?)  Vote on [**Final Proposals**](http://www.bornemania.com/gov/projects/rulesproject.shtml)  **LUNCH SESSION for Voting** | **Class Contracts Due Today** |
|  | 8 | Q: Types & 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*) |
|  | 9 | Q: Uninformed Viewers  Media Bias Techniques  **Film: Outfoxed (excerpts - 1)** | Forbes + Business Insider: Fox & MSNBC - Uninformed Viewers (2011) <http://www.forbes.com/sites/kenrapoza/2011/11/21/fox-news-viewers-uninformed-npr-listeners-not-poll-suggests/>  2012 Business Insider: “Watching Fox News”  <http://www.businessinsider.com/study-watching-fox-news-makes-you-less-informed-than-watching-no-news-at-all-2012-5?utm_source=slate&utm_medium=referral&utm_term=partner> |
|  | 10 | Q: A Media Echo-Chamber (How it “Works”)  LUNCH SESSION: **Film: Outfoxed (excerpts - 2)** | \*2014 Bloomberg: “California’s Plastic Bag Ban”:  <http://www.bloomberg.com/news/articles/2014-06-30/california-grocers-lobby-for-first-state-plastic-bag-ban>  \*2013 Bloomberg (Ponnuru): “Disgusting Consequences”: <http://www.bloombergview.com/articles/2013-02-04/the-disgusting-consequences-of-liberal-plastic-bag-bans>  +  \*2013 Fox News: “Bag Ban Kills” <http://nation.foxnews.com/plastic-bags-ban/2013/02/06/san-franciscos-plastic-bag-ban-kills-about-5-people-year>  \*2013 Washington Post: Plastic Bags Making People Sick? Perhaps Not. <http://www.washingtonpost.com/blogs/wonkblog/wp/2013/02/16/is-san-franciscos-ban-on-plastic-bags-making-people-sick-perhaps-not/> |
|  | 11 | Q: Texts and Texas  Influence on Textbooks – Part 1  Analysis of the Sources;  + The California Standards  **(FEATURING Magruder’s!)** | 2010 New York Times Article on Texas Curriculum Changes: <http://www.nytimes.com/2010/03/13/education/13texas.html?_r=0>  +  2015 NPR Audio (11 minutes) on Texas S.S. Curriculum: <http://hereandnow.wbur.org/2015/06/25/controversial-textbooks-texas>  +  Bad Textbooks (2012):  <http://www.nybooks.com/articles/archives/2012/jun/21/how-texas-inflicts-bad-textbooks-on-us/> |
|  | 12 | Q: Influence on Textbooks – Part 2 – Textbooks in the Marketplace: Special Interests (Guns & Gays)  **(FEATURING Magruder’s!)**  **Film: The Revisionaries**  **LUNCH SESSION** | The Guardian (Milman): “California Public School Textbooks Misled Students on Climate”: <http://www.theguardian.com/us-news/2015/nov/23/california-public-school-textbooks-mislead-students-climate-study-says?CMP=share_btn_fb>  Surely, You’re Joking, Mr. Feynman! (excerpted from 1985): <http://www.textbookleague.org/103feyn.htm> |
|  | 13 | Influence on Textbooks – Part 3 – Textbook Publishers – PLUS!  Capitalism, Socialism, and Communism  **(FEATURING Magruder’s)** | 2014 Mother Jones: “Texas’ New Public School Textbooks Promote Climate Change Denial and Downplay Segregation” <http://www.motherjones.com/politics/2014/09/texas-textbooks-promote-climate-change-denial-downplay-segregation> 2015 Breitbart: “13 States Have Already Adopted ‘Green’ Common Core Science Standards that Indoctrinate on Climate Change” <http://www.breitbart.com/big-government/2015/06/04/13-states-have-already-adopted-green-common-core-science-standards-that-indoctrinate-on-climate-change/> |
|  | 14 | 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/> **Prepare 10 Fallacies for the Fallacy Game! (*from the syllabus list*)** |
|  | 15 | **The Fallacy Game** - concluded | - |
|  | X1 | Zinn’s 2000 Election and the War on Terrorism  **Film: Unprecedented – 1** | Zinn: Ch. 25 from A People’s History of the United States: “The 2000 Election and the ‘War on Terrorism’ (pp. 675 – 682, *handout*) |
|  | X2 | **Film: Unprecedented – 2**  Q: The Federal USCCR Report  Justice vs. Fairness  **LUNCH SESSION** | USCCR Executive Summary: <http://www.usccr.gov/pubs/vote2000/report/exesum.htm>  In case you missed it: <http://watchdocumentary.org/watch/unprecedented-the-2000-presidential-election-video_0697dd63f.html> |
|  | X3 | **Film: Hijacking Catastrophe**  **(Introduction)** Propaganda Analysis | - |
|  | X4 | **Film: Hijacking Catastrophe**  **(30 minute version)**  Pseudo Rational Appeals + Blatant Falsehoods & Repetition  **LUNCH SESSION** | Reference ONLY: “Hijacking Catastrophe” - for those who miss it: <https://www.youtube.com/watch?v=1-lwfeOr2pA>  Reference ONLY Timeline: Iran-Iraq-Afghanistan up to 2008: <http://www.bornemania.com/index.php/ohs-classes/cp-american-government-4/documents/26-timeline-links> |
|  | X5 | **Film: The Control Room – 1**  (Identify Logical Fallacies of American News Media & Public) | Reference ONLY cf. Mother Jones Timeline Leading up to the Invasion of Iraq:  <http://www.motherjones.com/politics/2011/12/leadup-iraq-war-timeline> |
|  | X6 | **Film: The Control Room – 2**  **LUNCH SESSION** | Reference ONLY (course of the war): <http://www.motherjones.com/bush_war_timeline> |
|  | 16 | Cigarettes & Retardants  **Film: Merchants of Doubt - 1** | 2014 Media Matters: “Fox News Defending Tobacco-Cancer Denial” <http://mediamatters.org/blog/2014/04/10/now-fox-news-is-defending-tobacco-cancer-denial/198843>  2015 L.A. Times: “Chemical Industry’s Fake Grass-Roots Lobbying”  <http://www.latimes.com/business/hiltzik/la-fi-mh-a-look-inside-the-chemical-industry-20150515-column.html>  **Nightcrawler** Extra Credit Due |
|  | 17 | Reasons for Climate Denial  **Film: Merchants of Doubt – 2**  **LUNCH SESSION** | 2013 Scientific American: “’Dark Money’ Funds Climate Change Denial” <http://www.scientificamerican.com/article/dark-money-funds-climate-change-denial-effort/> |
|  | 18 | How to Think, Speak & Write  Q: Bad Writing | Orwell: “Politics and the English Language”: <https://www.mtholyoke.edu/acad/intrel/orwell46.htm> |
|  | 19 | **Citations: Reasons & Formats**  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 Example Handout (Guadalupe) |
|  | 20 | **Paper Sources Consultation**  **(bring in your sources)** | - |

**Unit 1 Test A: Writing a Paper about a Candidate’s Media Coverage**

Choose a candidate who has been *or who you feel SHOULD have been* in the national news media in the past 6 months, but NOT one you primarily support.

For this paper you will be citing at least **six** (6) different media sources. One foreign language source may be used if you wish.

The first two sources (articles) must be from recognized national print publications. (See me if you are unsure if your article qualifies.) Put these in the Appendix, printed out in full. For lengthy articles (10+ pp.), you may excerpt.

The second pair of print sources will be of **your choice** which come from local or explicitly partisan print news sources. Include them in the Appendix.

The third pair of sources can be from any multi-media source (film, video, radio broadcast, etc.) about the same candidate. Links to these must be provided in the Works Cited, though printed transcriptions are welcomed.

**First off, inform yourself on the basics of you candidate:**How do they present themselves and why?

What narratives do the various media outlets place on them and why?

How is/has media coverage (or lack thereof) affected their campaign?

6 typed pages per person MAXIMUM. You **may** use 1.5 spacing, but do NOT single space. Smallest margins allowed are .75 inches. You MUST use footnotes, and this is part of the 6 page maximum. (While others will prefer internal citation or endnotes – I am demanding footnotes.) 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. Appendices also do not count towards your 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, 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 to the Candidate

¶ 2 How does the Candidate seek to portray themselves in the media?

¶ 3 How does the media seek to create a narrative about the Candidate?

¶ 4 How has media coverage affected this candidate?

¶ 5 Your Personal Viewpoint (on the candidate, on the media coverage of the candidate, on democracy in America, etc.)

Students will then make an appointments with me (at lunch or after school) in pairs in which we go over your papers. Failure to show for an appointment will result in a grade of 0%.

**Unit 1 – Test B: Writing a Paper about a Current Event**

Choose a speficic current event topic which has been *or which you feel SHOULD have been* in the national news media in the past 6 months. (A specific school shooting would be acceptable, “global gun violence ” would be far too vague; legislation closing down abortion clinics in a particular state would be acceptable, “women’s rights” or “the right to life” would be too vague.)

For this paper you will be reading at least **three** (3) different media sources.

The first source (article) must be from a recognized national print publication. (See me if you are unsure if your article qualifies.)

The second article will be one of **your choice** which comes from a local or explicitly partisan news source.

The third source can be any multi-media source (film, video, radio broadcast, etc.) about the same topic.

**First off, inform yourself on the basics of you topic:**Who favored it & why?

Who opposed it & why?

How did law and government affect it?

What were the economic impacts of the issue?

At what different levels was it challenged?

What were the additional legal issues which became related and how were they resolved?

6 typed pages per person 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 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 (not on the basis of your agreement with me, 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

¶ 2 Assess the value of the first media source

¶ 3 Assess the value of the second media source

¶ 4 Assess the value of the third media source

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

Students will then make an appointments with me (at lunch or after school) in pairs in which we go over your papers. Failure to show for an appointment will result in a grade of 0%.

**Logical Fallacies**  
*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 (Hitler did it)

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

False Analogy

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

Fallacist Fallacy (inappropriately negating a conclusion simply because it is based on bad reasoning); Straw Man (create a weak argument, then attack and destroy 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.”)/Faulty Premises and Tautology (the conclusion is the same as the definition)

Arguing from Ignorance (“You can’t Prove it’s not true, so… it’s true!”)

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

False Equivalency (inappropriately assuming that if Group A does it, so Group B must do it too), *Tu quoque* (If my reasoning is bad, yours must be too!)

Hasty Generalization vs. Sweeping Generalization (inappropriately attributing characteristics of the individual to the group or vice versa)

Gambler’s Fallacy (heads!); Fallacies of Composition and Division (pieces and wholes)

Subjectivist and Relativist Fallacies (“well, that may be true for *you*, but…”)

Moralistic vs. Naturalistic Fallacy (*should be* vs. *is*); Fallacy of Consequence (“if I don’t do it, someone else will”); Fatalism

No True Scotsman (“A Real American does THIS!”)/Moving the Goalposts /Stacked Evidence

Study Questions for Unit 1:

**Shooting an Elephant (George Orwell)**

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

What are each of the parties’ motivations?

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

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

What does this have to do with politics and government?

**Politics and the English Language (George Orwell)**

What does Orwell find at fault with each of the five passages? How are they each different? What terms does Orwell use to describe each of the problems he identifies? (There are 7 of them, two shared by all the passages he cites and one specifically pertinent to each of the passages.)

Why, for Orwell, are these faults significant?  
What guidelines does Orwell provide for writers? Why does he offer these guidelines?

What sort of writing is Orwell specifically not addressing in this essay?

**2015 Fall AP Unit 2 – Greco-Roman & Judeo-Christian Perspectives on Government**

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| Oct. | 5 M | **Lecture: Political Taxonomy & Greco-Roman Roots** | **Writing Assignment Due** |
|  | 6 T  Late | Q: Comparative Taxonomies of Systems of Government  Preferences of Each Author?  **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)  Jowett 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> |
|  | 7 W | The Greek Context I  (**Stoics vs. Epicureans!)** | World History by Spielvogel and Duiker (WHbS&D) pp. 99–107, 110–112 + 123 |
|  | 8 Th | Q: The Greek Context II  (No-notes Quiz)  **Begin the Philosopher’s Chart &**  **Outline the History** | *pp. 99 – 107, 110 – 112 + 123 (redux)* |
|  | 9 F | Q: Aristotle’s Taxonomy  Discussion of Systems of Government (and Taxonomies)  Auto+, Aristo+, and Demo+cracies | Review Aristotle’s Politics, Bk. IV, parts I – II. |
|  | 12 M | Socrates’ Apology – 1  What is Said vs. What is Meant | Socrates’ Apology by Plato  <http://old.bornemania.com/civ/projects/apology.shtml> sec. 17a - 24b (*handout)* |
|  | 13 T | Socrates’ Apology – 2  The Gadfly | Apology Continued  sec. 24b/c - 35d |
|  | 14 W | Socrates’ Apology – 3  Who Most Respects Justice?  **LUNCH SESSION:**  **Life’s Conclusion** | Apology Concluded  sec. 35e - 42a |
|  | 15 Th | Q: Plato’s Republic:  The Ring of Gyges: Good vs. Right  **LUNCH SESSION:**  **Better To Be Just or Unjust?** | Plato’s Republic Book II, sec. 358e – 362c (*handout*) |
|  | 16 F | Q: Plato’s Republic:  Allegory of the Cave  **LUNCH SESSION:**  **Cave Painting!** | Plato’s Republic Book VII, sec. 514a – 517c (*handout)*  ***Optional After School Film Session: The Matrix*** |
|  | 19 M | Q: Plato’s Republic:  The Role of the Philosopher | Plato’s Republic Book VII, sec. 517c – 521b (*handout*) |
|  | 20 T  Late | Q: Plato’s Republic:  The Ship of State | Plato’s Republic Part VII, sec. 488b – 497a (*handout)* |
|  | 21 W | Q: Plato’s Republic:  The Magnificent Myth | Plato’s Republic Book III, sec. (+/- 414) (*handout*) |
|  | 22 Th | Q: Aristotle’s Politics: Tyrannies & Oligarchies | Aristotle’s Politics: Book IV, Parts I & II (review) + X & V |
|  | 23 F | Q: Aristotle’s Politics: Democracies and Economic Classes  Plato vs. Aristotle (A Review) –  Idealism vs. Realism | Aristotle’s Politics: Book IV, Parts IV, & XI (Democracies & Classes) |
|  | 26 M | The Roman Republic & Legacy  Polybius: “On the Roman Constitution” +  Plotinus’ View of Art: “On Beauty” | WHbS&D: Roman Republic pp. 130 – 138  +  Polybius: On the Roman Constitution <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> |
|  | 27 T | Q: From the Hebrews to the Rise of Christianity and the Fall of Rome | WHbS&D: pp. 24 – 28, 151 - 158 |
|  | 28 W | 4 Jewish Texts on Governments -  Q: The Abrahamic Covenant, Mosaic Law, Anarchic Tribalism, and Monarchy  **LUNCH SESSION: What do you want?** | Genesis 17: 1 – 27; Exodus 20:1 - 17; Judges 19:1 – 21:25; and I Samuel 8: 1 – 22 |
|  | 29 Th | 4 Christian Views of Government - Q: Rejection, Separation, Submission, & Righteous Suffering  **LUNCH SESSION: What do you want?** | Luke 4: 1 – 13; Matthew 22:15 – 22; Mark 14:1 – 16:8; + Romans 13: 1 – 10; & I Peter 2:11 – 3:9 |
|  | 30 F | Q: Medieval European History | WHbD&S 320 – 323, 325 – 327, & 329 – 330 |
| Nov. | 2 M | Q; The Magna Carta (1215) – 1, 6 – 15, 17, 20, 30 – 31, 35, 38 – 42, 45, 52, 54, 60 and 63. Skim the rest. | Magna Carta (Excerpts)  <http://www.fordham.edu/halsall/source/magnacarta.asp> |
|  | 3 T  Late | 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) |
|  | 4 W | **Review** | - |
|  | 5 Th | **Test – Part 1 (Quote Parallels)**  **LUNCH SESSION (Discussion)** | - |
|  | 6 F  Rally? | **Test – Part II (Discussion)** | - |

Study Questions for Unit 2:

**Magruder’s, Aristotle, & Rousseau**

What taxonomy does each use to categorize governments? (How many categories do they posit, what distinguishes those categories, and do they prefer one over the others and why?)

How would each of the three philosophers describe the government in the US today?

How would YOU describe the current government, using their categories?

**Socrates’ Apology (by Plato)**

(See the study questions linked on the web-page: <http://old.bornemania.com/civ/projects/apology.shtml>

**Socrates’ Apology (by Plato)**

(See the study questions linked on the web-page:

**Biblical Passages (both in Hebrew Scriptures and the New Testament)**  
What attitudes towards Government are exhibited in each?

**2015 Fall AP Unit 3 – The Social Contract**

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| Nov. | 9 M | Q: Plague and Disillusionment | WHbS&D: Black Death & Church Decline pp. 371 – 374  Plague pp. 356 – 361  The Third Estate pp. 376  Machiavelli pp. 370 - 371 |
|  | 10 T | **Activity: The Paper Chain Game** | - |
|  | 11 W | Veterans’ Day – NO SCHOOL |  |
|  | 12 Th | Q: Machiavelli’s The Prince – 1  Machiavelli or The Prince?  What is the Goal? | Machiavelli’s The Prince, Chapters 5, 14 – 18, 23, and 25 (*handout)* |
|  | 13 F | 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> |
|  | 16 M | 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)  (*handout)* |
|  | 17 T  Late | 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)  (*handout)* |
|  | 18 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)* |
|  | 19 Th | The Reformation  Two Views on “The Sword”  **LUNCH SESSION**  **Winter Reading Book Selection** | WHbS&D: The Reformation - pp. 428 – 435 + Sattler’s Schleichtheim Articles + Hubmaier’s “On the Sword” (*handout)* |
|  | 20 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.) |
|  | 23 – 27  M - F | THANKSGIVING BREAK  (1 Book & 2 Films) | The Book of Merlyn  **Film: Blackfish**  **Film: The Cove** |
| Nov. | 30 M | Q: *Homo Impoliticus* + Blackfish | The Book of Merlyn Ch. 1 - 11 |
| Dec. | 1 T | Q: What then Must We Do? +  The Cove  **LUNCH SESSION** | The Book of Merlyn Ch. 12 - 20 |
|  | 2 W | 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> |
|  | 3 Th | Q: Locke Concluded | Locke’s 2nd Treatise on Gov’t.: Ch. IX, sec. 123 -131 |
|  | 4 F | Q: Historical Overview: The Rise of Mercantilism & Colonial Discontent; Descartes & Pascal | WHbS&D: The Enlightenment pp. 528 – 533 |
|  | 7 M | Q: Lagerkvist’s The Dwarf  **LUNCH SESSION** | Par Lagerkvist’s The Dwarf – Part 1 |
|  | X | Q: Lagerkvist’s The Dwarf | Par Lagerkvist’s The Dwarf – Part 2 |
|  | 8 T Late | 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> |
|  | 9 W | Q: Rousseau’s Social Contract 1  Rousseau’s Biography  Civilization’s Discontents  **Film: Walkabout (Opening)**  **LUNCH SESSION** | Foreword pp. 9 - 25 |
|  | 10 Th | Q: Rousseau’s Social Contract 2  Might & Right; Slavery & Animals  **LUNCH SESSION** | Rousseau’s SC, Bk. I, Intro + Ch. 1 – 4 (10) |
|  | 11 F  Rally | Q: Rousseau’s Social Contract 3  The Sovereign | Rousseau’s SC, Bk. I, Ch. 5 – 9 + Bk. II, Ch. 1 - 3 (15)  ***Optional Rally + After School Film Session: Walkabout*** |
|  | 14 M | Q: Rousseau’s Social Contract 4  Limits, Law, & Government | Rousseau’s SC, Bk. II, Ch. 4 – 6 + Bk. III, Ch. 1 (16) |
|  | 15 T  *Late* | Q: The Lawgiver & the People, Corruption and Revolution | Rousseau’s SC, Bk. II, Ch. 7 – 11 (14) |
|  | 16 W | Q: Rousseau’s Social Contract 5  Good vs. Bad Government | Rousseau’s SC, Bk. III, Ch. 9 – 11 + 15 – 18 + Bk. IV Ch. 1(15) |
|  | 17 Th | Q: Rousseau’s Social Contract 6  The Civil Religion | Rousseau’s SC, Bk. IV, 8 – 9 (13) |
|  | 18 F | Q: Rousseau’s Social Contract 7  Putting it All Together | Foreword pp. 25 – 43 |
|  |  | Winter Break | Winter Reading: Voltaire’s Candide + Paper Writing |

**2015 Fall AP Unit 4 – Three Revolutions: American, Intellectual, and Capitalist**

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| Jan. | 4 M | Q: Voltaire’s Candide Ch. I – XVI  From Ignorance to Alienation | Voltaire’s Candide (Ch. I – XVI) |
|  | 5 T  Late | Q: Voltaire’s Candide Ch. XVII - XXX  From Utopia to Pessimism? | Voltaire’s Candide (Ch. XVI - XXX) |
|  | 6 W | Origins of the American Revolution | WHbS&D: 549–552 + 557 – 560 |
|  | 7 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) |
|  | 8 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> |
|  | 11 M | Declaration: Gripes and [Complaint](http://www.bornemania.com/gov/declaration/complaint.shtml) Against Parliament  Q: Occupy Declaration Charades  **LUNCH SESSION** | **Bring** [**Declaration**](http://www.bornemania.com/gov/declaration/index.shtml)+ 2012 Occupy Wall Street Declaration:  <http://www.nycga.net/resources/documents/declaration/> |
|  | 12 T  Late | Rev. Martin Luther King Jr.: Letter from a Birmingham Jail  **LUNCH SESSION** | 1963 Rev. M. L. King Jr.: Letter from a Birmingham Jail: <http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html>  + Vocabulary and Quotes Lists |
|  | 13 W | Q: Kant’s “What is Enlightenment?” – Part 1 | **Kant: What is Enlightenment?** [**http://theliterarylink.com/kant.html**](http://theliterarylink.com/kant.html) |
|  | 14 Th | Kant’s “What is Enlightenment?” 2 | **-** |
|  | 15 F | Adam Smith: Wealth of Nations,  Q: Bk. 1, ch. 4 – On Money (excerpts); ¶ by ¶ paraphrase **+ Film** (excerpt) **Capitalism, A Love Story** *(What is Moore’s Thesis?)*  **LUNCH SESSION** | 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. |
| \*\*\* | 18 M | Rev. Dr. MLKJr. Day | - |
|  | 19 T  *Late* | XXXXX | XXXXXX |
|  | 20 W | Adam Smith: Wealth of Nations,  Q: Bk. 1, ch. 5 & 8 (excerpts) – Real and Nominal Price; Slavery  **LUNCH SESSION** | WoN Bk. 1, ch. 5 ¶ 1 – 9, 11, 15, 17 – 21, 23, and 40 +  WoN Bk. I, ch. 8 ¶ 11 – 15, 26, 35, and 40 - 43 |
|  | 21 Th | Adam Smith: Wealth of Nations,  Q: Bk. 4, ch. 2.17 – 2.33 (5) – The Profit Motive/Invisible Hand | WoN Bk. 4, ch. 2, ¶ 1 – 12, 15 – 16 ¶ 22 – 24, 31 - 42 |
|  | 22 F | Q: Free-Market Solutions to Problems of Poverty  Swift’s “A Modest Proposal” | Swift’s “A Modest Proposal”  <http://andromeda.rutgers.edu/~jlynch/Texts/modest.html> |
|  | 25 M | Review | **-** |
|  | 27 W | **First Semester Final : Open Readings Quote ID + Parallels** | - |

**2016 Spring AP Unit 5 – A Kind of Revolution: The American Constitutional Revolution (1789)**

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| Feb. | 1 M | 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, and Bill of Rights | American Government: Continuity and Change (AGCC) by O’Connor & Sabato pp. 38 – 45 + 53 – 57 (Articles of Confederation, Writing & Ratification of the Constitution) |
|  | 2 T | Q: Two Contrasting Views of the Constitution: Bancroft & Beard  **Film: The Preamble**  Basic Structure of the Constitution | Howard Zinn:  “Ch. 5 - A Kind of Revolution” from A People’s History of the United States pp. 90 - 102 (handout) |
|  | 3 W | Q: House and Senate – Census & Apportionment; Congressional Positions and Committees; Incumbency; Legislative Process  **LUNCH SESSION** | Article I, sec. 1 – 7 +  Amendments 16 and 17  AGCC pp. 239 – 258 (Congress: Organization & Membership)  YouTube: Schoolhouse Rock: “I’m Just a Bill”: <https://www.youtube.com/watch?v=tyeJ55o3El0>  You Tube: “ALEC Rock”: <https://www.youtube.com/watch?v=NXUPDAMc_6o> |
|  | 4 Th | Q: Powers of Congress (or not) **Film: A Perfect Candidate - 1**  (Meet the Candidates)  **LUNCH SESSION** | Article I, sec. 8 - 10 +  AGCC pp. 507 – 522 (Political Campaigns, Staff, & Media) |
|  | 5 F | **Film: A Perfect Candidate – 2**  (Campaign & Election)  **LUNCH SESSION** | AGCC pp. 447 – 455 + 492 – 497 (Party Identification & Congressional Elections) |
|  |  | **Lincoln’s Day – NO SCHOOL** | Aca Deca Ex. Cr. |
|  | 9 T  *Late* | Q: The Presidency: Campaigns, Qualifications, and Powers | Article II + Amendments 12, 20, 22, and 25 +  AGCC pp. 481 – 492 + 279 - 291 |
|  | 10 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)  AGCC pp. 347 - 356 |
|  | 11 Th | Q: States Rights & Powers, Amending the Constitution, Wedge Issues, & the E.R.A.; States’ Rights, the Supreme Law, & Religious Tests | Article IV - VII + Amendments 18, 21, 27 + AGCC pp. 57 – 63 (Amending the Constitution)  Vimeo: “Amendment to Be”  <https://vimeo.com/24701987> |
|  | 12 F | Amendment 1 - 8: Right to Petition, Civil Courts and Tort “Deform”   Q: Tricks of the Trade  **Film: Hot Coffee**  **+ LUNCH SESSION** | **Ask your Parents:** *What do they know about the McDonald’s Hot Coffee Case? (Do NOT research)*  Read: “Tricks of the Trade: How Insurance Companies Deny, Delay, Confuse and Refuse”  <http://insurancebadbehavior.org/articles/InsuranceTactics.pdf> |
|  |  | **Presidents’ Day – NO SCHOOL** | - |
|  | 16 T | **A Civil Action – 1** | AGCC pp. 350 - 362 |
|  | 17 W | **A Civil Action – 2**  **LUNCH SESSION** | AGCC pp. 685 - 690 |
|  | 18 Th | Balancing the Rights of the Individual and Society  Equal Protection, Due Process, Citizenship & Suffrage: Race, Class, Gender, Age & Washington D.C. | Amndts. 14, 15, 19, 23, 24, & 26  AGCC pp. 95 - 107 |
|  | 19 F | Q: The Mystery of Government  Regulatory Capture  **Film: Years of Living Dangerously – Episode 6**  **LUNCH SESSION** | “The Mystery of Government” from Parliament of Whores by P.J. O’Rourke (handout) |
|  | 22 M | Q: Legislative Mechanics and Powers & Corporate Influence  **Film: Gasland II – Part 1**  **LUNCH SESSION** | Article I: sec. 5 – 10  AGCC pp. 260 – 271 (Congressional Decision Making and Law-Making) |
|  | 23 T  *Late* | Q: Have You Ever Been a Vegetarian?”  **Film: Gasland II – Part 2** | Will Potter: “Are You Now, or Have You Ever Been a Vegetarian?” from Green is the New Red (handout) |
|  | 24 W | **Film: Gasland II – Part 3**  **LUNCH SESSION** | - |
|  | 25 Th | **Unit 5 Test: Discussion/Review**  **(not Required)** | - |
|  | 26 F | **Unit 5 AP Multiple-Choice Test** | - |

2014 AP Unit 6: Critiques of Oligarchy & Capitalism

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| Feb. | 29 M | Unit 5 Constitution Test Review | - |
| Mar. | 1 T  *Late* | 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> |
|  | 2 W | Q: Domhof: Who Rules America?  *The 1%* | Domhof: Who Rules America?  (from “Wealth Distribution through “Income & Power”) |
|  | 3 Th | Q: Domhof: Who Rules America?  *Progressive Taxes, Transfer Payments, Income Ratios, & CEO’s +*  **Film: Inequality for All - 1** | Domhof: Who Rules America?  (“Do Taxes Redistribute Income?” to the end) |
|  | 4 F | Q: The Influence of Money on the Entire Political System: We are No Longer a Functional Democracy  **Film: Inequality for All – 2** | Economic Elite Domination: <http://talkingpointsmemo.com/dc/princeton-scholar-demise-of-democracy-america-tpm-interview> |
|  | 7 M | Q: French Revolution Phase I **LUNCH SESSION** | 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://csivc.csi.cuny.edu/americanstudies/files/lavender/decwom2.html> |
|  | 8 T  *Late* | Q: Radical Revolution & Reaction | S&D French Revolution Phase II pp. 570 – 577 +  Research Marat or de Sade |
|  | 9 W | Q: Weiss: Marat & de Sade  **LUNCH SESSION** | Read: Marat/Sade Handout |
|  | 10 Th | **Film: Marat/Sade** | - |
|  | 11 F | **Film: Marat/Sade +**  **LUNCH SESSION** | - |
|  | 14 M | Introduction to Marx + Engels: Materialism and History | Karl Marx – Quotes & Excerpts (handout) |
|  | 15 T | 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> |
|  | 16 W | Frederick Engels’ 1847 Principles of Communism : ¶ 15 – 25 | Engels’ Principles: Sec. 15 - 25 |
|  | 17 Th | 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> |
|  | 18 F | Randian “Objectivism” | 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)** |
|  | 21 M | Globalization, Wealth and The ‘Just World’ Theory | 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>  Just-World Theory: “Suffering? You Deserve It!” by Chris Hedges and Avner Offer  <http://www.truthdig.com/report/item/suffering_well_you_deserve_it_20140302> |
|  | 22 T | A History of Economic Theory | Thomas Pickety:“Introduction” to Capital in the 21st Century **(handout)** pp. 1 - 16 |
|  | 23 W | The Concentration of Capital through Investment over Growth | Thomas Pickety:“Introduction” to Capital in the 21st Century **(handout)** pp. 20 - 35 |
|  | 24 Th | **Film: Inside Job – Intro: 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 F | Quiz on Dickinson and Inside Job  ***After School Film Session: Inside Job*** | finish reading 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> |
|  |  | **Spring Break** | **Read Atwood** (Oryx and Crake OR Year of the Flood) – Papers Will be Due on Appointment Basis |
| Apr. | 4 M | Bourdieu’s Critique: Economism, Symbolic Capital, & Poverty | Bourdieu Excerpts (handout) |
|  | 5 T  *Late* | **Film: Can You Bribe a 9th Grader to Succeed? (Bribery & The Experiment)** from **Freakonomics**  **LUNCH SESSION** | Bourdieu Redux |
| \*\*\* | 6 W | The Tragedy of the Commons  Q: 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”**  **LUNCH SESSION** | *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>  Skim “Tragedy of the Commons” (1968) – find any version on-line  look at Names (not content) |
| \*\*\* | 7 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 |
| \*\*\* | 8 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: Idiocracy**  **LUNCH SESSION** | “Tragedy of the Commons” (1968)  **Worksheet Due** |
|  | 11 M | Unit 6 Quote Identification (Required) | **-** |
|  | 12 T  *Late* | Unit 6 Discussion (Required) | - |

2014 AP Unit 7 – The Natural Contract

Science, Nature, Ethics and Politics

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| Apr. | 13 W | Q: Terrifying Math  **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> |
|  | 14 Th | Q: The Denial of Science  **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> |
|  | 15 F | Serres & Latour (Background)  Intestinal Time and Unemployed God  • Science & Ethics  • Language & Storytelling  • Reason & Literature  **LUNCH SESSION** | *Handout: Serres & Latour*  Hiroshima pp. 15 – 17 (3)  Ellipsis pp. 24 – 25 (2)  Science pp. 50 – 51 (2) |
|  | 18 M | Michel Serres:  The Natural Contract 1  War, Peace; Climate; Wager; War; Dialogue Pascal’s Wager Redux | Natural Contract: pp. 1 – 7 |
|  | 19 T | War and Violence; Law & History; Competition; We | Natural Contract: pp. 10 (all) – 20 |
|  | 20 W | Michel Serres:  The Natural Contract 2  Knowing, Beauty, Peace | Natural Contract pp. 20 – 25 |
|  | 21 Th | Michel Serres:  The Natural Contract 3  Time 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 |
|  | 22 F | Michel Serres:  The Natural Contract 4  The Political, Of Governing, History (Anew), The Religious, Love  **LUNCH SESSION** | Natural Contract: pp. 40 - 50 |
|  | 25 M | Faculty Inservice – NO SCHOOL |  |
|  | 26 T | Serres & Latour (Conclusions) +  **Film: The Lorax**  **LUNCH SESSION** | *Handout: Serres & Latour:* Wisdom & Morality pp. 170 – 177 |
|  | 27 W | Senior Information Meeting – 4th |  |
|  | 28 Th | Michel Serres:  The Natural Contract 5  Casting Off for the Last Time (Facing Death), Palo Alto (A Premonition), Anne (A Scene of Death), Sequel Beyond the Grave, Earth Ho!, In Distress  **Anderson: “O Superman”**  (Love, Justice, Force, & Mom)  **A View of Life and Death** | Natural Contract: pp. 97 – 98 and 111 – 124  **“O Superman” Handout** |
|  | 29 F | Pope Francis: Laudato Si:  The Problem | Pope Francis: Laudato Si,  ¶ 1 – 3, 7 – 61, and 87 <http://w2.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si.html> |
| May | 2 M | Pope Francis: Laudato Si:  Technology, Anthropocentrism, and Ecology  **Film: A Fierce Green Fire – 1 – 3**  **LUNCH SESSION** | Pope Francis: Laudato Si,  ¶ 101 – 120, 129, 133 - 136  (see link above) |
|  | 3 T  *Late* | Pope Francis: Laudato Si:  Looking Forward  **Film: A Fierce Green Fire 4 - 5**  **LUNCH SESSION** | Pope Francis: Laudato Si,  ¶ 163 – 167, 170 – 175, 182 – 191, and 195 - 201  (see link above) |
|  | 4 W | **AP English Lang. & Test Prep.** | - |
|  | 5 Th | **Unit 7 Exam: Quote Id. Required** | - |
|  | 6 F | **Unit 7 Exam Discussion Required** | - |

2015 AP/CP Spring Final Unit – 1984

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| May | 9 M | Introduction to 1984: How to Read & What to Study | - |
|  | 10 T | **AP US Government** |  |
|  | 11 W | Euphemism and Entertainment | One: I - II |
|  | 12 Th | The Value of History | One: III - IV |
| - | 13 F | Political Uses of Language | One: V + Appendix |
|  | 16 M | Privacy and Paranoia | **TURN IN Atwood Projects!**  One: VI – VIII  Paper Appointments 1 - 6  (After School) |
|  | 17 T  *Late* | Sex and Control | Two: I – IV  Paper Appointments 7 - 12  (After School) |
|  | 18 W | Terrorism  **Film: If A Tree Falls – 1**  From Environmental Awareness to Radicalization | Two: V – VIII  Paper Appointments 13 - 18  (After School) |
|  | 19 Th | **Film: If A Tree Falls – 2**  Sabotage and Doublethink | Potter: Green is the New Red: Ch.3 “The Green Menace” pp. 35 – 42  Paper Appointments 19 - 24  (After School) |
|  | 20 F | **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 |
|  | 23 M | War is Peace – **Big Quiz** | Two: IX - Chapter 3: "War is Peace"  Paper Appointments 25 - 28  (After School) |
|  | 24 T | War Is Peace Today | Paper Appointments 29 - 32  (After School) |
|  | 25 W | **Film: Why We Fight - 1** | Eisenhower’s 1961 Farewell Address <http://en.wikisource.org/wiki/Eisenhower%27s_farewell_address_(press_copy>) |
|  | 26 Th | **Film: Why We Fight - 2** | Two: IX - Chapter 1: "Ignorance is Strength" |
|  | 27 F  *Rally* | **Film: Why We Fight - 3** | Two: X - Three: I  **Tonight: Senior Night!** |
| \*\*\* | 30 M | Memorial Day – NO SCHOOL |  |
|  | 31 T | Imprisonment without Rights | Three: II  (Track torture techniques) |
|  | 1 W | **Film: Ghosts of Abu Ghraib 1** | - |
|  | 2 Th | **Film: Ghosts of Abu Ghraib 2** | **-** |
|  | 3 F | Absolutism and Relativism | Three: III - VI |
|  | 6 M | **The End** | - |
|  | 7 T  *Late* | Semester 1 Q & A Review | - |
|  | 8 W | Semester 2 Q & A Review | - |
|  | 9 Th | The Children’s Story | **Evaluations Due** |
|  | 10 – 14 (F – T) | **Senior Finals +**  **Graduation: Friday the 17th** | - |

1. Updated November 7, 2015 [↑](#footnote-ref-1)