2016 - 2017 AP Gov/Econ Syllabus[[1]](#footnote-1)

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

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| --- | --- | --- | --- |
| Aug. | 30 T | Introduction: [**Rules**](http://www.bornemania.com/gov/rules/htmlclassrules.html) and Forced-Choice Exercise: [**Proposed Rules**](http://www.bornemania.com/gov/projects/rulesproject.shtml) | Proposed Rules HandoutClass Rules Agreement |
|   | 31 W | Forced-Choice Concluded The Legislative Process: Form Constituent Groups & Legislative Groups; Select Legislative Leaders**LUNCH SESSION to Craft Rules** | Proposed Rules Handout  |
| Sept. | 1 Th | Q: OUHSD Policies: Homework and Grades (Open Document)(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/>NOTE: The link will NOT take you directly to the Document, further search is required |
|  | 2 F*Rally* | Discussion of [**Proposed Legislation**](http://www.bornemania.com/gov/projects/rulesproject.shtml) (Bring class set) | (Bring Finalized Rules with vote preference markings) |
|  | 5 M | Labor Day (Thank a Union)NO SCHOOL | - |
|  | 6 T | Q: On Shooting an Elephant (Open Document): How **Power** OperatesReading Techniques (Skim, Vocab., Read, Review)  | Orwell: “Shooting an Elephant”<http://orwell.ru/library/articles/elephant/english/e_eleph> |
|  | 7 W | †Q: **Types of Bias** in News MediaThis is a ONE NOTECARD QUIZBe sure you understand all 17 types of bias described in the two articles. You do not need to know the examples used in the articles. *You do* ***not*** *need to print out these articles.***LUNCH SESSION to Finalize Class Rules** | †Media Research Center: ”How to Identify Liberal Media Bias”:<http://archive.mrc.org/books/identifybias.asp>(Know the 8 types of bias identified in the article.)†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/>(Know the 9 types of bias identified in the article.) |
|  | 8 Th | °Q: Why We Need to be Informed & **Causes for Bias** Within the Media and the Problem of “Objectivity” (Open Document) | °Paul & Elder: Media Bias (*handout*): <http://www.criticalthinking.org/files/MediaBias2006-DC.pdf>pp. 2 – 8 Media Myths + Objectivity°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!” to “I’m Funnier Than Kharap Juta” <http://ethosworld.com/library/Franken-Lies-And-the-Lying-Liars-Who-Tell-Them.pdf>(*You do* ***not*** *need to print out these chapters, just understand basic principles.)* |
|  | 9 F | \*4th Per Senior AssemblyVote on [**Final Proposals**](http://www.bornemania.com/gov/projects/rulesproject.shtml) **during****LUNCH SESSION for Voting** | **Class Contracts Due Today (Lunch)** |
|  | 12 M | •Q1: Sociocentric Thinking, Protecting the Sponsors, and Protecting the Audience (Open Document)∞Q2: Uninformed Viewers (Open Document)Media Bias Techniques **LUNCH SESSION (Lunchweek!)****Film: Outfoxed (excerpts - 1):**  | •Media Bias (*handout*): <http://www.criticalthinking.org/files/MediaBias2006-DC.pdf>pp. 8 – 21 (Examples) ∞Forbes: 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> |
|  | 13 T*Late* | \*Q: A Media Echo-Chamber (How it “Works”) i.e. Converting Opinion into News (*Open Document – all 4: be attentive to differences and similarities among these documents*)**LUNCH SESSION (Lunchweek!)****Film: Outfoxed (excerpts - 2)** | \*2014 Bloomberg News (Nash): “California Grocers Lobby for Plastic Bag Ban”: <http://www.bloomberg.com/news/articles/2014-06-30/california-grocers-lobby-for-first-state-plastic-bag-ban>\*2013 Bloomberg View (Ponnuru): “Disgusting Consequences”: <http://www.bloombergview.com/articles/2013-02-04/the-disgusting-consequences-of-liberal-plastic-bag-bans> \*2013 Fox News (Malor): “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 (Plumer): Plastic Bags Making People Sick? Perhaps Not. <http://www.washingtonpost.com/blogs/wonkblog/wp/2013/02/16/is-san-franciscos-ban-on-plastic-bags-making-people-sick-perhaps-not/> |
|  | 14 W | ‡Q: Texts and TexasInfluence on Textbooks – Part 1Analysis of the Sources; the Texas Schoolboard & The California State Standards (Open Document)**(FEATURING Magruder’s!)** **LUNCH SESSION (Lunchweek!) Film: The Revisionaries (excerpt)** | ‡\*2010 New York Times (James McKinley): “Texas Conservatives Win Curriculum Change”:<http://www.nytimes.com/2010/03/13/education/13texas.html>‡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/> |
|  | 15 Th | Influence on Textbooks – Part 2 – Textbooks in the Marketplace, Corporate and other Special Interests (Guns, Gays, & Global Climate Destabilization)**(FEATURING Magruder’s!)****LUNCH SESSION (Lunchweek!)** | •2011 Californiawatch (Susanne Rust): “Plastics Industry Edited Environmental Textbooks”<http://californiawatch.org/environment/plastics-industry-edited-environmental-textbook-12123>•2015 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> |
|  | 16 F | •Q: Influences on Textbooks – Part 3 – Textbook Publishers (Open Document) – PLUS!Capitalism, Socialism, and Communism **(FEATURING Magruder’s)****LUNCH SESSION (Lunchweek!)** | •Surely, You’re Joking, Mr. Feynman! (excerpted from 1985): <http://www.textbookleague.org/103feyn.htm> |
|  | 19 M | Philosophy vs. Rhetoric, Argument vs. Persuasion, & Logical Fallacies (*see specific list below - You do* ***not*** *need to print out these articles. Use the terms in* ***Bold!*)****LUNCH SESSION:****The Fallacy Game! (Competition)** | Logical Fallacies: <http://www.logicalfallacies.info/>And/Or - <http://www.theness.com/index.php/how-to-argue/>And/Or – <https://yourlogicalfallacyis.com/>**Prepare 10 Fallacies for the Fallacy Game! (*from the syllabus list below*)** |
|  | 20 T*Late* | (Complete the Fallacy Game)**Film: The Control Room – 1** | View the **first 30 minutes** of Bill Moyers’ “Buying the War: How Big Media Failed Us” (*Use Study Guide*)<http://billmoyers.com/content/buying-the-war/> |
|  | 21 W | **Film: The Control Room – 2** | View the **middle 30 minutes** of Bill Moyers’ “Buying the War: How Big Media Failed Us” (*Use Study Guide*)<http://billmoyers.com/content/buying-the-war/> |
|  | 22 Th | **Film: The Control Room – 3****LUNCH SESSION:Finish & Discuss the Film**Q: “Buying the War” + “The Control Room” | View the **final 30 minutes** of Bill Moyers’ “Buying the War: How Big Media Failed Us” (*Use Study Guide*)<http://billmoyers.com/content/buying-the-war/>**Back to School Night** |
|  | 23 F*min.* | **Citations: Reasons & Formats**Q: How to Lie with Footnotes (Open Document) | Look for logical fallacies in 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>  |
|  | 26 M | Thinking, Speaking & Writing Q: Bad Thinking & Bad Writing (Open Document)**LUNCH SESSION:****Problems of Political Writing** | Orwell: “Politics and the English Language”:<https://www.mtholyoke.edu/acad/intrel/orwell46.htm>Citation Example Handout (Guadalupe)**Good Night and Good Luck!** (2005) or **Nightcrawler** (2014) Extra Credit Media Analysis Due |
|  | 27 T | **A Review of All the Films and Articles in Unit 1 & Explanation of Take-Home Test** | - |

Study Questions for Unit 1 Readings:

**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?

Unit 1 Vocabulary:

|  |  |
| --- | --- |
| **Media Research Center: ”How to Identify Liberal Media Bias”:**Bias by CommissionBias by OmissionBias by Story SelectionBias by PlacementBias by the Selection of SourcesBias by SpinBias by LabelingBias by Policy Endorsement or Condemnation | **FAIR.org: “How to Detect Bias in News Media”:**Bias by Unreliable or Biased SourcesBias by Skewed Points of ViewBias by Double StandardsBias by Lack of Diversity\*Bias by Unchallenged AssumptionsBias by Use of StereotypesBias by Loaded LanguageBias by Lack of ContextBias by Headlines vs. Stories |
| **Propaganda (Operative Class Definition)** intended to alter views or actions of a target audience can be identified with a particular ideology, product, or organization relies primarily on psychological or emotional manipulation of the target | **From “The Revisionaries”** American Exceptionalism Separation of Church & State**From “Outfoxed”** Guiding Memos Chirons News Alerts |

**Assessment of the Unit 1 Readings**

**Philosophical Positions Practical Demonstrations or Examples**

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

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

\* Philosophical work which can also be used as a practical demonstration **Extra Credit Movie Review Format:**

**5 Paragraph, *Typed* Write-Up (10 pts. possible):**

 ¶1 A summary of the film, explaining main characters, plot points, and themes in 250 words max.

 ¶2 Strengths or Positives about the film

 ¶3 Weaknesses or Negatives about the film

 ¶4 What does this film have to do with *this class*? I am looking for *specific quotes and references*, with a minimum of 5 cited, footnoted references comparing the film to specific issues brought up by the film.

 ¶5 Your own personal take on the film

**References to Iran, Iraq, Afghanistan & the US up to 2008:**

<http://www.bornemania.com/index.php/ohs-classes/cp-american-government-4/documents/26-timeline-links>

<http://www.motherjones.com/politics/2011/12/leadup-iraq-war-timeline>

<http://www.motherjones.com/bush_war_timeline>

\* \* \* \* \*

**Reference to Citation Format:**<http://www.citationmachine.net/>

**Logical Fallacies** (for the Fallacy Game, use the ones in **bold**)

*Non-Sequiteur* (it doesn’t follow: this covers pretty much all logical fallacies); **Red Herring** (distraction: “Squirrel!”)

***Ad Hominem*** (attack *source* or *person*); **Guilt by Association**/Genetic Fallacy (***Reductio ad Hitlerum***: Hitler did it, therefore it is bad)

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

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

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

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

**Begging the Question**/Circular Reasoning (“We know it’s true, because it says so.”)/Faulty Premises and Tautology (the conclusion is the same as the definition); **Loaded Questions** (“Have you stopped beating your wife yet?”)

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

**False Dichotomy**/False Dilemma/Black or White (“either This, or That!”)

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

**Hasty Generalization** vs. **Sweeping Generalization** (inappropriately attributing characteristics of the individual to the group or vice versa); Errors of Composition and Division (pieces and wholes); **Anecdotal Evidence** (“well, I have a friend who…”); **Cherry Picking**

**Gambler’s Fallacy** (heads!);

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

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

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

**Political Language**: Sloganeering (appeal to emotion); Obfuscation; Meaningless Words; Dying Metaphors; Pretentious Diction; Ambiguous Language; Politically Correct Speech

**2016 Fall AP Unit 2 – Greco-Roman & Judeo-Christian Perspectives on Government**

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| --- | --- | --- | --- |
| Sept. | 28 W | Review: **The Philosopher’s Chart** Lecture: Political Taxonomy + Anarchy vs. Totalitarianism**LUNCH SESSION** | - |
|  | 29 Th | Lecture - Comparative Taxonomies of Systems of Government: Autocracies and Aristocracies | Paper Appointments 1 - 6(After School) |
|  | 30 F | Lecture - Comparative Taxonomies of Systems of Government: DemocraciesQ: Systems of Government**LUNCH SESSION : Completing the Systems Chart** | 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> Paper Appointments 7 - 12(After School) |
| Oct.  | 3 M  | The Greek Context **LUNCH SESSION:** **Greek History! (Competition)** | **Writing Assignment Due!**Skim: World History by Spielvogel and Duiker (WHbS&D) pp. 99–107, 110–112  |
| XXX | 4 T |  | - |
|  | 5 W | Q: Socrates’ Apology – 1What is Said vs. What is Meant<http://old.bornemania.com/civ/projects/apology1.html> | Plato: “Socrates’ Apology”, trans. Hugh Tredennick (1954) *handout*Alternate version of Socrates’ Apology by Plato (trans. G.M.A. Grube )<http://www2.hawaii.edu/~freeman/courses/phil100/04.%20Apology.pdf>for study questions see:<http://old.bornemania.com/civ/projects/apology.shtml>sec. 17a - 24bPaper Appointments 13 - 18(After School) |
|  | 6 Th | Q: Socrates’ Apology – 2The Gadfly<http://old.bornemania.com/civ/projects/apology2.html> | Apology Continuedsec. 24b/c - 35dPaper Appointments 19 - 24(After School) |
|  | 7 F | Q: Socrates’ Apology – 3Who Most Respects Justice?<http://old.bornemania.com/civ/projects/apology3.html>**LUNCH SESSION:****Life’s Conclusion** | Apology Concludedsec. 35e - 42a Paper Appointments 25 - 30(After School) |
|  | 10 M | Q: Plato’s Republic: The Ring of Gyges*Know the meanings of these terms in the passage: “Good”, “Bad”, “Lawful, Right, & Just”, “Perfectly Unjust” and “inability to do wrong”.***LUNCH SESSION:****Better To Be Just or Unjust?** | Plato’s Republic Book II, sec. 358e – 362c (*pause to make sure you understand this much*) + 362d – 365c (*handout*)Paper Appointments 31 - 36(After School) |
|  | 11 T*Late* | Q: Plato’s Republic: Allegory of the Cave*Be sure you can visualize the Cave***LUNCH SESSION:****Cave Painting!** | Plato’s Republic Book VII, sec. 514a – 517c (*handout)* |
|  | 12 W | Q: Plato’s Republic: The Role of the Philosopher | Plato’s Republic Book VII, sec. 517c – 521b (*handout*)***Optional Lunchtime Film Quiz: The Matrix (1999)*** |
|  | 13 Th | Q: Plato’s Republic: The Ship of State | Plato’s Republic Book VII, sec. 488b – 497a (*handout)* |
|  | 14 F | Q: Plato’s Republic: The Magnificent Myth & Plotinus**LUNCH SESSION: Plato Summary** | Plato’s Republic Book III, sec. 412b – 415d + 456a – 457b) (*handout*) + Plotinus: On the Intellectual Beauty from the Fifth Ennead, Eighth Tractate, section 1:<http://sacred-texts.com/cla/plotenn/enn478.htm> |
|  | 17 M | Q: Aristotle’s Politics: Tyrannies & Oligarchies | Aristotle’s Politics: Book IV, Parts I & II (review) + X & V + Aristotle Quotes:<http://www.novelguide.com/aristotles-politics/top-ten-quotes> |
|  | 18 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)*Don’t get too caught up in the ten different classes in a democracy.* |
|  | 19 W | The Roman Republic & LegacyPolybius: “On the Roman Constitution” + Stoics & Epicureans+**LUNCH SESSION:Q: Roman History!** **(Team Competition)** | WHbS&D: Roman Republic pp. 123 + 130 – 138+Polybius: On the Roman Constitution <http://thelatinlibrary.com/law/polybius.html>+ Stoic and Epicurean Quotes *(handout)* |
|  | 20 Th | Q: From the Hebrews to the Rise of Christianity and the Fall of Rome | WHbS&D: pp. 24 – 28, 151 - 158 |
|  | 21 F*Rally* | 4 Jewish Texts on Governments -Q: The Abrahamic Covenant, Mosaic Law, Anarchic Tribalism, and Monarchy**LUNCH SESSION:****What do YOU want? #1** | Genesis 17: 1 – 27; Exodus 20:1 - 17; Judges 19:1 – 21:25; and I Samuel 8: 1 – 22*(Use any contemporary version; 17th century translations are not acceptable, e.g. King James’)* |
|  | 24 M | 4 Christian Views of Government - Q: Rejection, Separation, Tension, Submission, & Righteous Suffering**LUNCH SESSION:****What do YOU want? #2** | Luke 4: 1 – 13; Matthew 22:15 – 22; Mark 14:1 – 16:8; + Romans 13: 1 – 10; & I Peter 2:11 – 3:9*(Use any contemporary version; 17th century translations are not acceptable, e.g. King James’)* |
|  | 25 T*Late* | Q: Medieval European History**LUNCH SESSION:****Medieval Europe (Competition)** | WHbD&S 320 – 323, 325 – 327, & 329 – 330  |
|  | 26 W | Q: Aquinas: Monarchy vs. Tyranny | Thomas Aquinas: *De Regno*, ch. 3, 4 & 7 (Kings vs. Tyrants)<http://dhspriory.org/thomas/DeRegno.htm#3> |
|  | 27 ThLate | 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>  |
|  | 28 F | The Magna Carta Today | Chomsky on Magna Carta:“How the Magna Carta Became a Minor Carta” <https://www.theguardian.com/commentisfree/2012/jul/24/magna-carta-minor-carta-noam-chomsky#comment-17326060> |
|  |  | **Practice Test!** |  |
|  | 31 M | **Unit 2 Test – Part 1 (Quote Parallels)****LUNCH SESSION (Discussion)** | - |
| Nov.  | 1 T | **Unit 2 Test – Part II (Discussion)** |  |

Key Terms & Study Questions for Unit 2:

**Magruder’s, Aristotle, & Rousseau**

From Magruder’s: What are the four theories of the origins of government presented?

For all three readings: 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>

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

**Noam Chomsky on the Magna Carta:**

“How the Magna Carta Became a Minor Carta”

 Magna Carta

 William Blackstone

 Henry Vane

 Charter of Liberties

Charter of Forests

 Habeas Corpus Act

 Robin Hood

 privatization

 terra nullius

 Tragedy of the Commons

 Thorstein Veblen

 “fashionable consumption”

 Edward Bernays

 immense PR industry

 Article 39

**2016 Fall AP Unit 3 – The Social Contract**

|  |  |  |  |
| --- | --- | --- | --- |
| Nov. | 2 W | Q: Plague and Disillusionment | WHbS&D: Black Death & Church Decline pp. 371 – 374Plague pp. 356 – 361The Third Estate pp. 376Machiavelli pp. 370 - 371 |
|  | 3 Th | **Activity: The Paper Chain Game** |  - |
|  | 4 F | Q: Machiavelli’s The Prince – 1Machiavelli or The Prince?What is the Goal? | Machiavelli’s The Prince, Chapters 5, 14 – 18, 23, and 25 (*handout)* |
|  | 7 M | Machiavelli’s The Prince – 2Is This the Way the World Is? | Machiavelli’s The Prince, Review Chapters 5, 14 – 18, 23, and 25 +  |
|  | 8 T*Late* | 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)* |
|  | 9 W | 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)* |
|  | 10 Th | Q: The Purpose of Government: Dostoevsky’s “Grand Inquisitor” from Brothers Karamazov - 2B | *The Grand Inquisitor**(B.K., Part I, Book 5, Ch. 5)* |
|  | 11 F | Veterans’ Day – NO SCHOOL | **Read: Lagerqvist’s The Dwarf** |
|  | 14 M | Q: The Dwarf - 1 (Discussion)**LUNCH SESSION: Quiz** | Lagerqvist’s The Dwarf pp. 5 – 157 (the Feast with the Enemy) |
|  | 15 T*Late* | Q: The Dwarf - 2 (Discussion) | Lagerqvist’s The Dwarf pp. 157 - 228 (The End) |
|  | 16 W | The ReformationTwo Views on “The Sword” | WHbS&D: The Reformation - pp. 428 – 435 + Sattler’s Schleichtheim Articles + Hubmaier’s “On the Sword” (*handout)* |
|  | 17 Th | 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](http://plato.stanford.edu/entries/hobbes-moral/)(Counts as a primary source material, though it is not.) |
|  | 18 F | Philosopher Review: Issues (Current Events) | - |
|  | 23 – 27M - F | THANKSGIVING BREAK (1 Book & 2 Films) | The Book of Merlyn**Film: Blackfish****Film: The Cove** |
| Nov. | 28 M | Q: *Homo Impoliticus* + Blackfish | The Book of Merlyn Ch. 1 - 11 |
|  |  | Q: What then Must We Do? + The Cove | The Book of Merlyn Ch. 12 - 20 |
|  | 29 T | 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> |
|  | 30 W | Q: Locke Concluded | Locke’s 2nd Treatise on Gov’t.: Ch. IX, sec. 123 -131 |
| Dec. | 1 Th | Q: Historical Overview: The Rise of Mercantilism & Colonial Discontent; Descartes & Pascal | WHbS&D: The Enlightenment pp. 528 – 533 |
|  | 2 F | 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> |
|  | 5 M | Q: Rousseau’s Social Contract 1Rousseau’s Biography Civilization’s Discontents**Film: Walkabout (Opening)****LUNCH SESSION** | Foreword pp. 9 - 25 |
|  | 6 T*Late* | Q: Rousseau’s Social Contract 2Might & Right; Slavery & Animals**LUNCH SESSION** | Rousseau’s SC, Bk. I, Intro + Ch. 1 – 4 (10) |
|  | 7 W | Q: Rousseau’s Social Contract 3The Sovereign*Ex. Cr. LUNCH SESSION: Film Quiz & Discussion: Monty Python and the Holy Grail (1974) It’s a Wonderful Life (1946)* | Rousseau’s SC, Bk. I, Ch. 5 – 9 + Bk. II, Ch. 1 - 3 (15) |
|  | 8 Th | Q: Rousseau’s Social Contract 4Limits, Law, & Government | Rousseau’s SC, Bk. II, Ch. 4 – 6 + Bk. III, Ch. 1 (16) |
|  | 9 F*Rally* | Q: The Lawgiver & the People, Corruption and Revolution | Rousseau’s SC, Bk. II, Ch. 7 – 11 (14)***Optional Rally + After School Film Session: Walkabout*** |
|  | 12 M  | Q: Rousseau’s Social Contract 5Good vs. Bad Government | Rousseau’s SC, Bk. III, Ch. 9 – 11 + 15 – 18 + Bk. IV Ch. 1(15) |
|  | 13 T*Late* | Q: Rousseau’s Social Contract 6The Civil Religion | Rousseau’s SC, Bk. IV, 8 – 9 (13) |
|  | 14 W | Q: Rousseau’s Social Contract 7Putting it All Together | Foreword pp. 25 – 43 |
|  | 15 Th | **Unit 3 Test (Philosopher Identification)** | - |
|  | 16 F | **Unit 3 Test Discussion** | **-**  |
|  |  | Winter Break | Winter Reading: Voltaire’s Candide (You may want to sneak preview the Candide excerpt videos for January 5 once you’ve finished it.)  |

**2016 Fall AP Unit 4 –Revolutions: Intellectual, American, and Capitalist**

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| --- | --- | --- | --- |
| Jan. | 3 T*Late* | Q: Voltaire’s Candide Ch. I – XVIFrom Ignorance to Alienation | Voltaire’s Candide (Ch. I – XVI) |
|  | 4 W | Q: Voltaire’s Candide XVII - XXXFrom Utopia to Pessimism? | Voltaire’s Candide (Ch. XVI - XXX) |
|  | 5 Th | Q: Rights of Woman & Critique of Voltaire’s View of Women**LUNCH SESSION Listening:**The Overture to Candide:<https://www.youtube.com/watch?v=422-yb8TXj8>(listen for themes of love, adventure, and sarcastic mockery)“Best of All Possible Worlds” (Bernstein & Sondheim’s Candide): <https://www.youtube.com/watch?v=Vmc72fCJivA>“Oh, Happy We!” (Bernstein & Sondheim’s Candide): <https://www.youtube.com/watch?v=dF9IjzXHuA8>“Glitter and Be Gay” (Bernstein & Sondheim’s Candide): <https://www.youtube.com/watch?v=ZyDOBnUQvUI>“Make Our Garden Grow” (Bernstein & Sondheim’s Candide): <https://www.youtube.com/watch?v=-DROkQJc_F0> | De Gouges: Declaration of Rights of Woman & the Female Citizen<http://csivc.csi.cuny.edu/americanstudies/files/lavender/decwom2.html>Read texts before watching videos:“Best of All Possible Worlds II” (Bernstein & Sondheim’s Candide): <http://lyrics.astraweb.com/display/759/candide_ost..musical_ost..the_best_of_all_possible_worlds.html> “Oh, Happy We!” (Bernstein & Sondheim’s Candide): <http://www.stlyrics.com/lyrics/candide/ohhappywe.htm>“Glitter and Be Gay” (Bernstein & Sondheim’s Candide): <http://www.stlyrics.com/lyrics/candide/glitterandbegay.htm>“Make Our Garden Grow” (Bernstein & Sondheim’s Candide): <http://www.stlyrics.com/lyrics/candide/finalemakeourgardengrow.htm> |
|  | 6 F | Q: Kant’s “What is Enlightenment?” – Part 1 | **Kant: What is Enlightenment?** [**http://theliterarylink.com/kant.html**](http://theliterarylink.com/kant.html) |
|  | 9 M | Kant’s “What is Enlightenment?” 2  | **-** |
|  | 10 T*Late* | Origins of the American Revolution*Ex. Cr. LUNCH SESSION: Film Quiz & Discussion: 1776 (1972)* | WHbS&D: 549–552 + 557 – 560 |
|  | 11 W | Declaration of Independence: The [First Sentence](http://www.bornemania.com/gov/declaration/opening.shtml) **LUNCH SESSION** | Bring [Declaration](http://www.bornemania.com/gov/declaration/index.shtml) |
|  | 12 Th | 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> |
|  | 13 F | 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/> |
| \*\*\* | 16 M | Rev. Dr. MLKJr. Day | Read the first half: Rev. M. L. King Jr.: Letter from a Birmingham Jail |
|  | 17 T*Late* | Rev. Martin Luther King Jr.: Letter from a Birmingham Jail **LUNCH SESSION** | Finish Reading 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 |
|  | 18 W | 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. |
|  | 19 Th | 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 |
|  | 20 F | 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 |
|  | 23 M | 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> |
|  | 24 T | **Final Exam – Part 1** | **-** |
|  | 26 Th | **Final Exam – Part 2 (Discussion)****Verbal Participation Required** | - |

**2017 Spring AP Unit 5 – A Kind of Revolution: The American Constitutional Revolution (1789)**

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| Jan. | 31 T | 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 (Background & Constitutional Convention) |
| Feb. | 1 W | 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) |
|   | 2 Th | Q: House and Senate – Census & Apportionment; Congressional Positions and Committees; Incumbency; Legislative Process; Tom Watson**LUNCH SESSION** | Article I, sec. 1 – 7 + Amendments 16 and 17(BRING CONSTITUTIONS!)AGCC pp. 239 – 258 (Congress: Organization & Membership)\*\*YouTube: Schoolhouse Rock: “I’m Just a Bill”: <https://www.youtube.com/watch?v=tyeJ55o3El0> |
|   | 3 F | 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) |
|  | 6 M | **Film: A Perfect Candidate – 2**(Campaign & Election and Gerrymandering)**LUNCH SESSION** | AGCC pp. 447 – 455 + 492 – 497 (Party Identification & Congressional Elections) |
|  | 7 T*Late* | Q: The Presidency: Campaigns, Qualifications, and Powers | Article II + Amendments 12, 20, 22, and 25 + AGCC pp. 481 – 488 + 279 – 291 (Presidential Elections & The Presidency) |
|  | 8 W | Q: The Federal USCCR ReportJustice vs. Fairness**Film: Unprecedented** **LUNCH SESSION** | Zinn: Ch. 25 from A People’s History of the United States: “The 2000 Election and the ‘War on Terrorism’ (pp. 675 – 682, *handout*)USCCR Executive Summary:<http://www.usccr.gov/pubs/vote2000/report/exesum.htm>(2000) “How Florida Democrats torpedoed Gore” (Hightower) in Salon.com: <http://www.salon.com/2000/11/28/hightower/>In case you missed it: <http://watchdocumentary.org/watch/unprecedented-the-2000-presidential-election-video_0697dd63f.html> |
|  | 9 Th | Q: The Judiciary         *Marbury v Madison* (1803) The Principle of Judicial Review*Ex. Cr. LUNCH SESSION: Film Quiz & Discussion: Mr. Smith Goes to Washington (1939) and Twelve Angry Men (1957)* | Article III + Amendment 11 + “Doing the Most Important Kind of Nothing” from Parliament of Whores by P.J. O’Rourke (*handout*)AGCC pp. 347 – 350 + pp. 366 – 380  |
|  | 10 F | \*Q: States Rights & Powers, Amending the Constitution, Wedge Issues, & the E.R.A.; States’ Rights, the Supreme Law, & Religious Tests + Q: Ex.Cr. Videos | Article IV - VII + Amendments 18, 21, 27 + AGCC pp. 57 – 63 (Amending the Constitution)\*\*Vimeo: “Amendment to Be”<https://vimeo.com/24701987> |
|  | 13 M | **Lincoln’s Day – NO SCHOOL** | **Aca Deca Ex. Cr. @ Pacifica**HBO Documentary Film: “Hacking Democracy” (2006) <https://www.youtube.com/watch?v=M7W7rHxTsH0>Farhad Manjoo in Salon.com: “Hacking Democracy”(Review) <http://www.salon.com/2006/11/02/hacking/>Map of Voting Equipment: <https://ballotpedia.org/Voting_equipment_by_state> |
|  | 14 T | Q: Hacking DemocracyAmendment 1 - Religion: Establishment vs. Free Exercise; Public Schools, God, and the Pledge of Allegiance (Gobitis, Barnette, and both Newdows) | AGCC: pp. 157 – 192 (Civil Liberties)Amendment 1The Pledge:<http://www.ushistory.org/documents/pledge.htm> |
|  | 15 W | 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> |
|  | 16 Th | **A Civil Action – 1****LUNCH SESSION** | AGCC pp. 350 – 362 (More on the Judiciary) |
|  | 17 F | **A Civil Action – 2****LUNCH SESSION** | AGCC pp. 685 – 690 (Environmental Regulation) |
|  | 20 M | **Presidents’ Day – NO SCHOOL** | Amendments 9 – 10 and 14AGCC pp. 95 – 107 (Federalism) |
|  | 21 T | **Film: Gasland II – Part 1****LUNCH SESSION** | AGCC pp. 260 – 271 (Congressional Decision Making and Law-Making) |
|  | 22 W | Q: Have You Ever Been a Vegetarian?” **Film: Gasland II – Part 2****LUNCH SESSION** | Will Potter: “Are You Now, or Have You Ever Been a Vegetarian?” from Green is the New Red (*handout*)\*\*You Tube: “ALEC Rock”: <https://www.youtube.com/watch?v=NXUPDAMc_6o> |
|  | 23 Th | Balancing the Rights of the Individual and Society Equal Protection, Due Process & Citizenship | ACLU:“Limon vs. Kansas Summary”[http://www.aclu.org/lgbt-rights\_hiv-aids/limon-v-kansas-case-background&](http://www.aclu.org/lgbt-rights_hiv-aids/limon-v-kansas-case-background%26) 2015 Forbes: “Gay Americans can Marry But Lack the Nationwide Right to Work”<http://fortune.com/2015/06/26/gay-americans-can-marry-but-lack-workplace-protections/>TBD |
|  | 24 F*Min.* | Q: The Mystery of Government | “The Mystery of Government” from Parliament of Whores by P.J. O’Rourke (*handout*) |
|  | 25 Sa | AP Review (11:00 – whenever) |  |
|  | 27M | Suffrage: Race, Class, Gender, Age & Washington D.C. | Amndts. 13, 15, 19, 23, 24, & 26Ex. Cr. Film Reviews Due: **Chicago** (2002) |
|  | 28 T*Late* | **Unit 5 AP Multiple-Choice Test** | - |

American Government: Continuity and Change (AGCC)

by O’Connor & Sabato

AGCC pp. 38 – 45 + 53 – 57 (Prelude to the Constitution & the Constitutional Convention)

Articles of Confederation, Shay’s Rebellion, and the Constitutional Convention (Virginia Plan, New Jersey Plan, Connecticut [“Great’] Compromise, 3/5 Compromise), Federalists vs. Anti-Federalists, Federalist #10, factions, Ratification, and Bill of Rights

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AGCC pp. 239 – 258 (Congress: Organization & Membership)

 House Whip, Speaker of the House, Congressional approval ratings, bicameral legislature, requirements for each house, 435, U.S. Census, apportionment, redistricting, bill, “Necessary and Proper” (Elastic) Clause, impeachment, majority v. minority party, key differences between the House and Senate (Table 7.2), committees, house caucuses (not to be confused with electoral caucuses), majority v. minority leader, role of Vice-President in the Senate, president pro tempore; standing, joint, conference committee, and special committees; House Rules Committee, Appropriations Committee, Ways and Means Committee (House of Reps.), pork and earmarks, seniority (no more), increasing partisanship, lobbyists, constituents, incumbency, “The Millionaires’ Club”

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AGCC pp. 507 – 522 (Political Campaigns, Staff, & Media)

 Campaigns, gubernatorial, nomination campaign, general election, wedge issues, slogans, campaign staff, canvassing, direct mailer, press secretary, campaign and media consultants, negative ads, spot ads, “spin”, sound bites, candidate debates

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AGCC pp. 447 – 455 (Party Identification)

 Effects of: geography, gender, race, age, socio-economic status, religion, marital status and ideology

AGCC pp. 492 – 497 (Congressional Elections)

 Incumbency, redistricting, gerrymandering, Voting Rights Act (of 1965), midterm elections v. presidential elections

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AGCC pp. 481 – 488 (Presidential Elections)

 Presidential primaries, national convention delegates, winner-take-all primary, proportional representation primary, caucus, front-loading the primary calendar, Iowa & New Hampshire, national party convention, superdelegates, 1968 Chicago Democratic National Convention, Electoral College, electors + (reapportionment, p. 489)

GCC pp. 279 – 291 (The Presidency)

 Presidential qualifications and term limits, impeachment, rules of succession (know the first four), presidential appointments, presidential cabinet, International Criminal Court (ICC), executive agreement, veto power, line-item veto, “Commander in Chief”, War Powers Act (disregarded), + (presidential pardon, p. 292)

\* \* \*

AGCC pp. 347 – 362 (The Judiciary)

 Authorization for Use of Military Force, Guantanamo Bay, Department of Justice, James Madison, Alexander Hamilton, Federalist #78, judicial review, *Marbury v. Madison*, the Marshall Court, trial courts, appellate courts, original jurisdiction, appellate jurisdiction, criminal law, government prosecution, civil law, plaintiff, defendant, jury composition, peremptory challenges, litigants, constitutional courts, legislative courts, district courts, court of appeals, D.C. Circuit Court of Appeals, brief, precedents, *stare decisis*

AGCC pp. 366 – 380 (The Supreme Court)

 Nomination, nomination criteria, FDR & Reagan’s appointees, Sandra Day O’Connor, Clarence Thomas, Chief Justice Roberts, American Bar Association (ABA), Senate Judiciary Committee Hearings, decline to answer, writ of *certiorari*, the “Rule of Four”, *amicus curiae* briefs, *stare decisis*, majority opinion v. plurality opinion

\* \* \*

AGCC pp. 57 – 63 (Amending the Constitution)

 The Framers, Article V, proposing amendments, ratifying amendments, Eighteenth Amendment (Prohibition), Twenty-First Amendment, Equal Rights Amendment (ERA), judicial interpretation (of Amendments), flag burning, same-sex marriage

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AGCC pp. 157 – 192 (Civil Liberties)

 Civil liberties vs. civil rights, 9th & 10th Amendments, 14th Amendment, due process clause, incorporation doctrine, establishment clause, free exercise clause, prior restraint, writ of habeas corpus, *Schenck v US*, “clear and present danger”, direct incitement test, symbolic speech, *Tinker v. Des Moines*, Federal Flag Protection Act of 1989, libel & slander, fighting words, 4th Amendment, search and seizure, Patriot Act, 5th Amendment, *Miranda v. Arizona*, double jeopardy, exclusionary rule, *Mapp v. Ohio*, 6th Amendment, *Gideon v. Wainwright*, *Furman v. Georgia* followed by *Gregg v. Georgia*, *Roe v. Wade*

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AGCC pp. 685 – 690 (Environmental Regulation)

 Clean Air & Water Acts, Environmental Protection Agency (EPA), Arctic National Wildlife Refuge (ANWR), Love Canal, Superfund, Acid Rain, Kyoto Protocol, Clear Skies Initiatives

\* \* \*

AGCC pp. 95 – 107 (Federalism)

 Federalist #51, Hurricane Katrina, Federal Emergency Management Agency (FEMA), U.S. Army Corps of Engineers, National Guard, Secretary of Homeland Security, federalism (federal system of government), confederation, unitary system, centralized power, enumerated powers, Elastic Clause (Necessary & Proper Clause), implied powers, Supremacy Clause, *McCulloch v. Maryland*, 10th Amendment, states’ reserve powers, concurrent powers, bill of attainder, ex post facto law, Full Faith and Credit Clause, Privileges and Immunities Clause, extradition, interstate compacts, *Gibbons v. Ogden*, Commerce Clause, *Dred Scott v. Sandford*, the Civil War Amendments (13th, 14th, 15th), *Plessy v. Ferguson*, 16th and 17th Amendments.

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AGCC pp. 260 – 271 (Congressional Decision Making and Law-Making)

 Party whips, filibuster, judicial nominations, special interest groups, committee assignments, subcommittees, partisanship, divided government, gridlock, constituents, wedge issues, logrolling, special-interest caucuses, lobbyists, pressure groups, political action committees (PACs), congressional staffs, staffers, nonideological bills, influence buying, Government Accountability Office (GAO), Congressional Budget Office (CBO), bill drafting, bill introduction, bill consideration, bill enactment, House Committtee on Rules, floor leaders, conference committee, sunshine laws, markup, floor debate, House budget bills, to deliberate, holding a bill, tabling a bill, cloture, pocket veto, “most favored nation” trade status, North American Free Trade Agreement (NAFTA), and recess.

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**2017 AP Unit 6: Critiques of Capitalism & Communism**

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| Mar. | 1 W | Unit 5 Constitution Test Review +**Are You a (19th c.) Socialist?** (Forced Choice Exercise)**LUNCH SESSION** | - |
|  | 2 Th | Q: Domhof: Who Rules America?*Income, Wealth, Financial Wealth, Assets, Wealth Distribution, Net Worth, Taxes (Inheritance and Estate), & Home Ownership*Discuss: Wealth Distribution**LUNCH SESSION** | **Turn in “Wealth Distribution” Homework (you & an adult)**Domhof: Who Rules America? “Wealth, Income, & Power”(through “Home Ownership”)**STOP after “Home Ownership”**<http://www2.ucsc.edu/whorulesamerica/power/wealth.html> |
|  | 3 F | Q: Domhof: Who Rules America?*The 1%* | Domhof: Who Rules America?(from “Wealth Distribution through “Income & Power”) |
|  | 6 M | Q: Domhof: Who Rules America?*Progressive Taxes, Transfer Payments, Income Ratios, & CEO’s +***Film: Inequality for All (Part 1)** | Domhof: Who Rules America?(“Do Taxes Redistribute Income?” to the end) |
|  | 7 T*Late* | Q: The Influence of Money on the Entire Political System: We are No Longer a Functional Democracy**Film: Inequality for All (Part 2)****LUNCH SESSION** | Kapur: “Economic Elite Domination”: <http://talkingpointsmemo.com/dc/princeton-scholar-demise-of-democracy-america-tpm-interview>John Cassidy: “Is America an Oligarchy?”: <http://www.newyorker.com/news/john-cassidy/is-america-an-oligarchy>Chris Hedges: “Our Invisible Revolution” (Berkman’s Anarchism): <http://www.truthdig.com/report/item/our_invisible_revolution_20131028> |
|  | 8 W | 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>  |
|  | 9 Th | Q: Radical Revolution & Reaction | S&D French Revolution Phase II pp. 570 – 577 + Partner Research Marat or de Sade |
|  | *10 F**Rally* | Q: Weiss: Marat & de Sade **LUNCH SESSION** | Read: Marat/Sade (Handout) |
|  | 13 M | **Film: Marat/Sade** | - |
|  | 14 T*Late* | **Film: Marat/Sade +** **LUNCH SESSION** | - |
|   | 15 W | Introduction to Hegel, Marx & Engels: Dialectic, Materialism and History  | Hegel, Marx & Engels – Quotes & Excerpts (handout)  |
|  | 16 Th | Q: 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>  |
|  | 17 F | Q: Frederick Engels’ 1847 Principles of Communism : ¶ 15 – 25 | Engels’ Principles: Sec. 15 - 25 |
|  | 20 M | Staff Development Day | - |
|  | 21 T | Q: 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> |
|  | 22 W | Q: Randian “Objectivism” *Ex. Cr. LUNCH SESSION: Film Quiz & Discussion: Metropolis (1927) and Inside Job (2010)* | 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)** |
|  | 23 Th | Q: Globalization, Wealth and The ‘Just World’ Theory**Film: Inside Job – Intro: Iceland****LUNCH SESSION** | 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> |
|  | 24 F | Q: A History of Economic Theory**Film: Requiem for the American Dream – Intro and Principles 1 & 2****LUNCH SESSION** | Thomas Picketty:“Intro” to Capital in the 21st Century **(handout)** pp. 1 - 16 |
|  | 27 M | Q: The Concentration of Capital through Investment over Growth**Film: Requiem for the American Dream – Intro and Principles 1 & 2****LUNCH SESSION** | Thomas Picketty:“Intro” to Capital in the 21st Century **(handout)** pp. 20 - 35 |
|  | 28 T | Q: Bourdieu’s Critique - Economism, Symbolic Capital, & Poverty | Bourdieu Excerpts (handout) |
|  | 29 W | Bourdieu Concl. + Review | Bourdieu Redux |
|  | 30 Th | **Unit 6 Quote Identification + Match to 1st and 2nd Semesters (Required)** | - |
|  | 31 F | **Unit 6 Discussion (Required)** | - |
| Apr.  | 3 M(U7) | The Tragedy of the CommonsQ: Garrett Hardin: Concise Tragedy of the Commons (1990) Quality of Life vs. Quantity of 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-linelook at Names (not content) |
|  | 4 T*Late*(U7) | Q: Garrett Hardin: Tragedy of the Commons (1968) – Part I (Introduction, What Shall We Maximize?, Tragedy of Freedom in a Commons, and Pollution) Q LUNCH SESSION | “Tragedy of the Commons” (1968) – look up any version on-line |
|  | 5 W(U7) | 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** |
|  | 6 Th(U7) | XQ: Terrifying Math**Film: How to Let Go of the World – Part 1****(Borneman Absent)** | Bill McKibben in Rolling Stone: “The Terrifying New Math of Global Warming”<http://www.rollingstone.com/politics/news/global-warmings-terrifying-new-math-20120719> |
|  | 7 F(U7) | XQ: The Denial of Science**Film: How to Let Go of the World** **- Part 2****(Borneman Absent)** | Chris Mooney in Mother Jones: The Science of Why We Don’t Believe Science:<http://www.motherjones.com/politics/2011/03/denial-science-chris-mooney> |
|  | M 10 – F 14 | **Spring Break** | Read Atwood (Oryx and Crake AND Year of the Flood) Watch BBC Documentary (2011): “Surviving Progress” |

2017 AP Unit 7 – The Natural Contract

Science, Nature, Ethics and Politics

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|  | M 10 – F 14 | **Spring Break** | **Read Atwood** (Oryx and Crake AND Year of the Flood) Watch BBC Documentary (2011): “Surviving Progress” |
|  | 17 M | Q: (no notes) - Serres & Latour Intestinal Time and Unemployed God• Science & Ethics• Language & Storytelling• Reason & Literature**LUNCH: Triple Quiz – McKibben, Mooney & Atwood** | *Handout: Serres & Latour* Hiroshima pp. 15 – 17 (3)Ellipsis pp. 24 – 25 (2)Science pp. 50 – 51 (2) |
|  | 18 T*Late* | Michel Serres: The Natural Contract 1War, Peace; Climate; Wager; War; DialoguePascal’s Wager Redux**LUNCH SESSION** | Natural Contract: pp. 1 – 7 |
|  | 19 W | War and Violence; Law & History; Competition; We | Natural Contract: pp. 10 (all) – 20 |
|  | 20 Th | Michel Serres: The Natural Contract 2Knowing, Beauty, Peace**LUNCH SESSION** | Natural Contract pp. 20 – 25 + Nietzsche’s “Parable of the Madman”: <https://legacy.fordham.edu/halsall/mod/nietzsche-madman.asp> |
|  | 21 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*Ex. Cr. LUNCH SESSION: Film Quiz & Discussion: Project Nim (2011) and Virunga (2014)* | Natural Contract: pp. 27 – 40 |
|  | 24 M | Michel Serres: The Natural Contract 4The Political, Of Governing, History (Anew), The Religious, Love**Film (2016): How to Let Go of the World - 1****Q LUNCH SESSION** | Natural Contract: pp. 40 – 50  |
|  | 25 T | Serres & Latour (Conclusions) + **Film (2016): How to Let Go of the World - 2****LUNCH SESSION** | *Handout: Serres & Latour:* Wisdom & Morality pp. 170 – 177 |
|  | 26 W | Senior Information Meeting – 4th | - |
|  | 27 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**A View of Life and Death****Q LUNCH SESSION** | Natural Contract: pp. 97 – 98 and 111 – 124 |
|  | 28 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> |
|  | 29 Sa | From 10:30 – To whenever:AP Review | - |
| May | 1 M | Pope Francis: Laudato Si:Technology, Anthropocentrism, and Ecology**Film: A Fierce Green Fire – 1 – 3****Q LUNCH SESSION****AP Enviro Exam** | Pope Francis: Laudato Si, ¶ 101 – 120, 129, 133 - 162 (see link above) |
|  | 2 T*Late* | Pope Francis: Laudato Si:Looking Forward**Film: A Fierce Green Fire 4 - 5****Q LUNCH SESSION** | Pope Francis: Laudato Si, ¶ 163 – 167, 170 – 175, 178, 182 – 191, 195 - (214) 215, & 228 - 232(see link above) |
|  | 3 W | **AP English Lit. & Comp. + In-Class Test Prep.** | - |
|  | 4 Th | **AP US Government Exam** | - |
|  | 5 F | **Unit 7 Exam: 60 Quote (20/40) Identification from 1st and 2nd Semesters (Required) – or -** **Review Today, Full Test on Monday (4th + Lunch + After School)** | - |
|  | 8 M | **Unit 7 Exam or Discussion**  |  |

Alternate Serres Projects (for absences/extra credit):

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

2017 AP/CP Spring Final Unit – 1984

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| May | 9 T | Introduction to 1984:How to Read & What to Study | - |
|  | 10 W | Euphemism and Entertainment | One: I - II |
|  | 11 Th | The Value of History | One: III - IV |
| - | 12 F | Political Uses of Language | One: V + Appendix |
|  | 15 M | Privacy and Paranoia   | **TURN IN Atwood Projects!**One: VI – VIII |
|  | 16 T *Late* | Sex and Control | Two: I – IV |
|  | 17 W | Terrorism**Film: If A Tree Falls – 1**From Environmental Awareness to Radicalization | Two: V – VIII |
|  | 18 Th | **Film: If A Tree Falls – 2**Sabotage and Doublethink | Will Potter: Green is the New Red: Ch.3 “The Green Menace” pp. 35 – 42 |
|  | 19 F | **Film: If A Tree Falls – 3**Prosecution/Persecution**In-Class Reading: “War is Peace”****LUNCH SESSION: Q - Green is the New Red** | Will Potter: Green is the New Red: Ch.3 “The Green Menace” pp. 43 – 61Paper Appointments 1 - 6(After School) |
|  | 22 M | War is Peace – **Big Quiz** | Two: IX - Chapter 3: "War is Peace" |
|  | 23 T*Late* | War Is Peace Today | Paper Appointments 7 - 12(After School) |
|  | 24 W | **Film: Why We Fight - 1** | Eisenhower’s 1961 Farewell Address<https://www.ourdocuments.gov/doc.php?doc=90&page=transcript>Paper Appointments 13 - 18(After School) |
|  | 25 Th | **Film: Why We Fight - 2** | Two: IX - Chapter 1: "Ignorance is Strength"Paper Appointments 19 - 24(After School) |
|  | 26 F*Rally* | **Film: Why We Fight - 3** | Two: X - Three: I**Tonight: Senior Night!** |
| \*\*\* | 29 M | Memorial Day – NO SCHOOL | - |
|  | 30 T | Imprisonment without Rights | Three: II (Track torture techniques)Paper Appointments 25 - 28(After School) |
|  | 31 W | **Film: Ghosts of Abu Ghraib 1** | Karen Greenberg (The Nation) through Chapter 2: <http://www.thenation.com/article/abu-ghraib-torture-story-without-hero-or-ending/>Paper Appointments 29 - 32(After School) |
| June | 1 Th | **Film: Ghosts of Abu Ghraib 2****LUNCH SESSION:** **Q Abu Ghraib** | Karen Greenberg (The Nation) Chapters 3 - 6: <http://www.thenation.com/article/abu-ghraib-torture-story-without-hero-or-ending/> |
|  | 2 F | **The End** | Three: III – VIEx. Cr. Film after school: **Brazil** |
|  | 5 M | **LUNCH SESSION: Absolutism vs. Relativism Continued** | - |
|  | 6 T*Late* | Semester 1 Q & A Review | - |
|  | 7 W | Semester 2 Q & A Review | - |
|  | 8 Th | The Children’s StoryPhilosopher Ranking**LAST LUNCH SESSION** | **Evaluations Due** |
|  | 9 F | **Final Exam – Part I (#1 – 50 Multiple Choice)** |  |
|  | 12 M | **Final Exam – Part II (#51 – 100 Multiple Choice)** |  |
|  | 16 F | **Graduation: Friday the 16th!** | - |
|  |  | **SUMMER!!!** |  |

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1. Updated August 23rd, 2016 [↑](#footnote-ref-1)