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

|  |  |  |  |
| --- | --- | --- | --- |
| Jan. | 31 T | Review the Past Semester**LUNCH SESSION**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 + Table 2.1(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; Are You a Mexican? | Article I, sec. 1 – 4+ Amendments 16 and 17(**BRING CONSTITUTIONS**!)AGCC pp. 239 – 251 + Table 7.2(Congress: Organization & Membership) |
|  | 3 F | Q: How a Bill Goes to Committee to Die, or Pass & Plague the Populace; The Tale of Tom Watson | Article I, sec. 4 – 7 + AGCC pp. 251 – 258 + pp. 260 – 264 + pp. 265 - 271 (skim, but know key terms) + Tables 7.3 (skim) & 7.5 and Figure 7.3 (Congressional Decision Making and Law-Making)\*\*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> |
|   | 6 M | **Film: A Perfect Candidate - 1** (Meet the Candidates)**LUNCH SESSION**Q: Powers of Congress (or not)California’s Rolling Blackouts of 1999 and FERC | Article I, sec. 8 - 10 + AGCC pp. 477 – 481 (Types of Elections) +AGCC pp. 507 – 522 (Political Campaigns, Staff, & Media) |
|  | 7 T*Late* | **Film: A Perfect Candidate – 2**(Campaign & Election and Gerrymandering)**LUNCH SESSION**Q: Parties & Elections | AGCC pp. 447 – 455 (incl. Table 12.2) and 474 – 477 + 492 – 497 (Party Identification & Voting Patterns + Congressional Elections) |
|  | 8 W | Q: The Presidency: Campaigns, Qualifications, and Powers | Article II + Amendments 12, 20, 22, and 25 + AGCC pp. 481 – 488 + 279 – 291 (incl. Table 8.2 – first 5 only) (Presidential Elections & The Presidency) |
|  | 9 Th | **Film: Unprecedented** **LUNCH SESSION**Q: The Federal USCCR ReportJustice vs. Fairness | USCCR Executive Summary:<http://www.usccr.gov/pubs/vote2000/report/exesum.htm>Jim Hightower: “How Florida Democrats Torpedoed Gore” (2000) 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> |
|  | 10 F | 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 – 349 + pp. 366 – 380 + **do research to update Table 10.3** (Judiciary + The Supreme Court) |
|  | 13 M | **Lincoln’s Day – NO SCHOOL** | - |
|  | 14 T | \*Q: States Rights & Powers, Amending the Constitution, Wedge Issues, & the E.R.A.; States’ Rights, the Supreme Law, & Religious Tests “An Amendment to Be” | Article IVAmendments 9 – 10 and 14AGCC pp. 95 – 107 (Federalism) + Fig. 3.3Article V - VII + Amendments 18, 21, 27 + AGCC pp. 57 – 63 + p. 58 “On Campus” (Amending the Constitution) |
|  | 15 W | Amendment 1, & & 8: Right to Petition, Civil Courts and Tort “Deform” **Film: Hot Coffee****LUNCH SESSION**Q: Tricks of the Trade and the Federal Judiciary | **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>AGCC pp. 350 – 362 + Fig. 10.1 and skim Fig. 10.2 Federal Judiciary) |
|  | 16 Th | **A Civil Action – 1****LUNCH SESSION** | AGCC: pp. 322 – 330, & 334 - 337 + skim Fig. 9.4 (Federal Bureaucracy) |
|  | 17 F | **A Civil Action – 2****LUNCH SESSION**Q: Federal Bureaucracy & Environmental Regulation | AGCC pp. 685 – 690 (Environmental Regulation) |
|  | 20 M | **Presidents’ Day – NO SCHOOL** | -  |
|  | 21 T | **Film: Gasland II – Part 1****LUNCH SESSION** | Will Potter: “Are You Now, or Have You Ever Been a Vegetarian?” from Green is the New Red (*handout*)  |
|  | 22 W | **Film: Gasland II – Part 2****LUNCH SESSION** Q: Have You Ever Been a Vegetarian?” + Civil Liberties | AGCC: pp. 157 – 162 + 175 - 192 (Civil Liberties in the Bill of Rights) |
|  | 23 Th | Q: Amendment 1 – Religion & Speech: Establishment vs. Free Exercise; Public Schools, God, and the Pledge of Allegiance  | AGCC: pp. 162 - 175 (First Amendment Protections)Amendment 1 + The Pledge:<http://www.ushistory.org/documents/pledge.htm> |
|  | 24 F*Min.* | Q: The Mystery of Government + Suffrage & Civil Rights**LUNCH SESSION** | “The Mystery of Government” from Parliament of Whores by P.J. O’Rourke (*handout*)Amndts. 13, 15, 19, 23, 24, & 26AGCC: pp. 199 – 207 + 210 - 216 (Civil Rights & Suffrage) |
|  | 25 Sa | **AP Review** (11:00 – whenever)Bring $5 if you want pizza | Grand Overview |
|  | 27M | **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

\* \* \*

AGCC pp. 239 – 245 + 250 - 251 (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, ”gentleman’s club”, role of Vice-President in the Senate, president pro tempore

\* \* \*

AGCC pp. 251 – 258 (Congress: Organization & Membership)

Committees: 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”

AGCC pp. 260 – 264 + 265 - 271 (skim) (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.

\* \* \*

AGCC pp. 477 – 481 (Types of Elections)

 Electorate, mandate, primaries (open, closed), runoff elections, general elections, ballot measures, initiatives, referendum, recall

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

\* \* \*

AGCC pp. 447 – 455 (incl. Table 12.2) and 474 – 477 (Party Identification & Voting Patterns)

 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

\* \* \*

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), congressional “fast track” authority, executive agreement, veto power, line-item veto, “Commander in Chief”, War Powers Act (disregarded), + (presidential pardon, p. 292)

\* \* \*

AGCC pp. 347 –350 (The Judiciary)

 Authorization for Use of Military Force, Guantanamo Bay, Department of Justice

AGCC pp. 366 – 380 + do research to update Table 10.3 (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. 95 – 107 + Fig. 3.3 (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.

AGCC pp. 57 – 63 + p. 58 “On Campus” (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

\* \* \* \* \*

AGCC pp. 350 – 362 + Fig. 10.1 and skim Fig. 10.2 (Federal Judiciary)

 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. 322 – 330, 334 - 337 + skim Fig. 9.4 (Federal Bureaucracy)

 Bureaucracy, US Postal Service, General Schedule (GS) Levels , Schedule C presidential appointees, difficulty of filling some federal positions, outsourcing and privatization, Occupational Safety and Health Administration (OSHA), Department of Homeland Security, cabinet departments, government corporations, independent agencies, regulatory commissions, clientele agencies, Amtrak, Federal Deposit Insurance Corporation (FDIC), Tennessee Valley Authority (TVA), National Aeronautics and Space Administration (NASA), Environmental Protection Agency (EPA), National Labor Relations Board (NLRB), Federal Communications Commission (FCC), Securities and Exchange Commission (SEC), administrative discretion, rule making, administrative adjudication, Internal Revenue Service (IRS), the power of the purse

\* \* \*

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. 157 – 162 (Civil Liberties Overview)

 Civil liberties vs. civil rights, 9th & 10th Amendments, 14th Amendment, due process clause, incorporation doctrine,

AGCC pp. 175 - 192 (Civil Liberties: Bill of Rights)

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;* gay rights, the right to die

\* \* \*

AGCC pp. 162 – 175 (First Amendment Protections)

The 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,

\* \* \*
AGCC: pp. 199 – 207 + 210 - 216 (Civil Rights & Suffrage)

 William Lloyd Garrison, Elizabeth Cady Stanton, Lucretia Mott, Frederick Douglass, Harriet Beecher Stowe; *Dred Scott v Sanford* (1857); Jim Crow Laws; poll taxes, grandfather clause; *Plessy v Ferguson* (1896); NAACP, W.E.B. DuBois, Susan B. Anthony; … Brown v Board of Education (1954); school desegregation, Rosa Parks, Reverend Martin Luther King Jr.; Civil Rights Act of 1964, EEOC

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

|  |  |  |  |
| --- | --- | --- | --- |
| Feb.  | 28 T*Late* | Unit 5 Constitution Test Review +**Are You a (19th c.) Socialist?** (Forced Choice Exercise)**LUNCH SESSION** |  |
| Mar. | 1 W | 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> |
|  | 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 +* | 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 | 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>(2012) Chris Hedges “The Cancer in Occupy” (Black Bloc) <http://www.truthdig.com/report/item/our_invisible_revolution_20131028> |
|  | 8 W | Q: French Revolution I | 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: French Revolution II | Research Marat or de SadeS&D: French Revolution Phase II pp. 570 – 577 |
|  | *10 F**Rally* | Q: Weiss: Marat & de Sade **LUNCH SESSION** | Read: Marat/Sade (Handout) |
|  | 13 M | Q: Marat/Sade: Who would have said it?**Film: Marat/Sade****LUNCH SESSION** | - |
|  | 14 T*Late* | **Film: Marat/Sade +** **LUNCH SESSION**Q: Chomsky: What I’d Like to See | Chomsky (2013) “What I’d Like to see on front pages of newspapers” [Note that 6 questions will be from Part 1 and 6 questions from Part 2: Part 1 – from beginning to “Instead, I’d like to turn to another question …” (p. 7 of 19); Part 2 – is the rest of it.]<http://www.belfasttelegraph.co.uk/opinion/noam-chomsky-what-id-like-to-see-on-front-pages-of-newspapers-29654898.html> |
|   | 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 DayNO SCHOOL | - |
|  | 21 T | Q: Randian “Objectivism” **Film: Fierce Green Fire - 1** | 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)** |
|  | 22 W | **Film: Fierce Green Fire - 2** | 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> |
|  | 23 Th | **Film: Inequality for All - 1** | 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 | **Film: Inequality for All - 2** | Thomas Picketty:“Intro” to Capital in the 21st Century **(handout)** pp. 1 - 16 |
|  | 27 M | **Film: Years of Living Dangerously, Episode 3** | Thomas Picketty:“Intro” to Capital in the 21st Century **(handout)** pp. 20 - 35 |
|  | 28 T | Q: Rand, Offer, and Picketty Objectivism & Just World Theory**LUNCH SESSION** | Bourdieu Excerpts (handout) |
|  | 29 W | Q: Bourdieu’s Critique – Bourdieu Concl. + Review**LUNCH SESSION** | Bourdieu Redux |
|  | 30 Th | The Tragedy of the CommonsQ: Garrett Hardin: Concise Tragedy of the Commons (1990) Quality of Life vs. Quantity of Life  | *In Memorium* for Hardin:<http://senate.universityofcalifornia.edu/inmemoriam/garretthardin.htm>Hardin’s (1990) “Tragedy of the Commons” <http://www.econlib.org/library/Enc/TragedyoftheCommons.html>Skim for Names in “Tragedy of the Commons” (1968) – find any version on-line |
|  | 31 F | Q: Garrett Hardin: Tragedy of the Commons (1968) – Part I (Introduction, What Shall We Maximize?, Tragedy of Freedom in a Commons, and Pollution) **LUNCH SESSION** | “Tragedy of the Commons” (1968) – look up any version on-line |
| Apr. | 1 Sa | AP Review from 12:30 – 3:30Pay $5 and RSVP for pizza at noonAP Make-Up Test | Reviewing the Articles |
|  | 3 M(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** |
|  | 4 T*Late*(U7) | **Unit 6: 12 Quote Identifications + Identify each one, then match to a 1st and 2nd Semester Philosopher**  | - |
|  | 5 W(U7) | **Unit 6 Discussion (Required)** | - |

**Study Questions for “A Modest Proposal”**

 What year was the Proposal written?

 What country is it written about and what were the political conditions in that country at the time it was written?

It is helpful to summarize the main point of each of the 33 paragraphs of the proposal. You might want to do that first, then re-read the whole proposal with the following questions in mind:

 It is important to distinguish between the “author’s” view and Swift’s actual views. With that in mind…

 What are the problems the “author” is seeking to address?

 What are the specific legal and economic components of the proposal?

 What alternatives to his proposal does the “author” suggest?

 What “objections” to his own proposal does the “author” anticipate?

 What “objections” would Swift himself actually raise about the modest proposal?

 What objections might you raise about the modest proposal? On what grounds would you make these objections?

 Adam Smith’s Wealth of Nations was written 50 years after “A Modest Proposal”. In what ways does Smith’s work agree with the author? In what ways does Smith’s work agree with Swift?

**Vocabulary for Domhoff’s “Who Rules America?”**

|  |  |
| --- | --- |
| Wealth DistributionIncome DistributionWealthIncome-producing assestsMarketable assestsReal estateStacksBondsConsumer durablesDebtsMortgagesNet worth | Financial wealthIncome Wages and salariesThe Top 1%Median IncomePoverty LineProgressive TaxationIncome InequalitySales TaxesProperty TaxesPayroll TaxesInheritance and Estate Taxes |

**Study Questions for Domhoff’s “Who Rules America?”**:

Explain the following pairs of words:

*marketable assets* and *Consumer durables*

 wealth disparity and income disparity

In Table 2, compare the 2010 statistics for the top 1% in terms of Net Worth and Financial Wealth. Explain WHY the top 1% have a greater percent of US total financial wealth than they have total net worth.

Compare the two pie graphs of Figure 1. Given that the value of housing dropped dramatically across the US during Great Recession beginning in 2008, which of the two graphs would have changed dramatically and why?

Either by wealth percentile or race, by 2010 which group relies MOST heavily on the value of their primary residence to determine their wealth?

Between what years did the top 1% make the greatest gains in their % of the share of wealth? (Table 4 & Fig. 5)

Between what years did the top 1% have the greatest losses in their % of the share of wealth?

(Table 4 & Fig. 5)

Where (in what countries) is the concentration of wealth the greatest among the top 10%? (You may wish to reference both Table 5 and Table 8 in addition to the text

What important details does Table 9 reveal? (What is its purpose?)

Explain the significance information shown in the comparison of Fig. 9 and Fig. 10.

**Study Questions for Kapur (Gilens & Page), Cassidy, & Hedges (on Berkman):**
What is the thesis for each article?

What is/could be the refutation of each article?

To what degree is each article fact-based or opinion based?

Is America an “oligarchy” or in danger of becoming one?

**Student Study Guide for Marat/Sade**

Marat-Sade is a German musical-play, (full English title: ***The Persecution and Assassination of Jean-Paul Marat as Performed by the Inmates of the Asylum of Charenton Under the Direction of the Marquis de Sade***) written by Peter Weiss in 1963 and soon translated into English (in 1964), and produced by the Royal Shakespeare Company in 1965, won several Tony Awards in 1966, and was filmed in 1967.

In the Introduction, 8 Characters (plus a group of singers) are introduced. Be sure you can identify the characters’ characteristics as well as their relative player’s /performer’s characteristics.

|  |  |  |
| --- | --- | --- |
| 1. Coulmier2. de Sade3. Herald | 4. Marat5. Simonne6. Corday | 7. Duperret8. Roux+ The Singers |

What are the two values that Coulmier claims are the basis for their curative treatments?

What was Rossignol’s career before being put in the asylum?

In what year does the play take place?

Who is in charge of the play? (Who wrote and directed it?)

What, for Corday, is the essence of Rousseau’s message?

Why is Corday determined to kill Marat and why is this ironic?

In section “C”, Marat frequently refers to “You.” Who is “you”?

What saves the condemned aristocrats from eternal boredom?

How does de Sade feel about “Nature” and why?

Why was Damiens put to death? How does de Sade feel about his death?

How does de Sade feel about the guillotine and why?

Does Marat have compassion? For whom/what?

How does Marat combat Nature’s indifference?

Why does de Sade lose interest in the Revolution?

When Marat says, “No restless ideas/can break down the walls./I never believed the pen alone /could destroy institutions…”, which philosopher is he rebutting?

What’s Marat’s greatest objection to the Rights of Man and of the Citizen?

In section “E”, Marat states why the rich give in occasionally to higher taxes or payments. Why do they, according to Marat?

According to Marat, why do the rich promote consumerism (buying and having things)?

In 12 words or less, what is the main point that de Sade is making about the desires of the poor in terms of the Revolution?

What, according to de Sade (in section “F”), is the ONLY thing the poor can get from the Revolution?

In the context of “G”, what does de Sade make clear is the thing he values most? (1 word)

For de Sade, why won’t political revolution ever be significant?

As presented in “H”, summarize the two positions de Sade has presented in ONE WORD each. (x vs. y)

**Study Questions for Chomsky: “What I’d Like to See on Front Pages of Newspapers”**
Pre-Questions:

Chomsky will describe three different types of democracy at the beginning of the article. What are they and how do they differ?
 What are the strengths and weaknesses of this article?

 Chomsky first became famous as a philosopher of linguistics. How is his sensitivity to language reflected in the language he uses in the article?

 Which philosophers does Chomsky align most closely to? Which does he most oppose?

[Note that 6 questions will be from Part 1 and 6 questions from Part 2:

Part 1 – from beginning to “Instead, I’d like to turn to another question …” (p. 7 of 19); Part 2 – is the rest of it.]

Why does Chomsky focus on the US and not China or the EU or Latin America…?

What does RECD (“Wrecked”) stand for?

What, for Chomsky, demonstrated the way in which RECD functions? What, for Chomsky, is the proof that we are in a RECD democracy in the US?

According to Chomsky the US has only one political party. What is it?

Chomsky outlines a third form of democracy aside from the lofty rhetorical democracy of Obama’s speeches and the RECD form of democracy which Chomsky holds is actually operative in the US and Europe. In one word, what is the basic principle of this third form of democracy which he ties to Wilson, FDR, and Kennedy?

This aspect of modern democracy has its roots in the 1640’s in what conflict?

This attitude, embedded in liberal or progressive democracy is reflected most strongly in the writings of which Philosopher that we have read?

Chomsky’s use of quotes by Madison and John Jay show that his own view of the founding fathers is closely tied to that of which other philosopher or scholar that we have examined? (Two potential correct answers)

Chomsky cites the imprisonment of Bradley/Chelsea Manning and the exile of Edward Snowden as examples of another important component of RECD. What is this other, significant component of RECD?

Chomsky’s rejection of RECD as well as the liberal progressive democracy he critiques place him closest to supporting which philosopher that we have read? (There are three good choices)

The principles of RECD most closely align themselves to the philosophical views of which philosopher that we’ve read? (There are two good choices.)

What is the purpose of political PR campaigns? (12 words or less)

What institutions are actually in control of RECD?

What is “systemic risk” and why is it an “externality” in economic theory?

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\* Part 2 \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

What are the TWO potential catastrophes which Chomsky sees as logical outcomes of RECD?

What is the role of “primitive” societies in terms of the first catastrophe and how does it differ from the role of the US?

Explain “balanced teaching”.

Is Chomsky’s article itself an example of “balanced teaching”?

Why does Chomsky refer to Obama’s “operation to murder Osama bin Laden” as “murder”? Why doesn’t he say “kill”?

What event does Chomsky speculate might have triggered nuclear war during the Obama administration’s first term?

Chomsky begins the entire article by critiquing the media response to “Obama‘s remarkable global terror campaign”. In one word and one word only, what constitutes Obama’s campaign of international terrorism?

What is the impact of this terror campaign conducted by Obama?

The young man from Yemen whose village was attacked had the opportunity to explain the result to Congress. What was the result and how did Congress (and the Obama administration) respond?

The government claims it is conducting the war on terror to protect Americans. What does Chomsky conclude from the press coverage on the war on terror in terms of the free press?

Why does Chomsky refer to Kennedy’s refusal of Kruschev’s offer that Kennedy publically remove his missiles from Turkey as “probably the most horrendous decision in human history”?

What are the three “threats” the US currently perceives? (Name the three countries.) What is the nature of each of these “threats”?

Chomsky points out the way in which the Magna Carta’s Charter of the Forests worked for “protection of the commons”. What philosophy or position is in opposition to the protection of the commons?

**Study Guide: Ayn Rand – One of the 3 Greatest Philosophers of All Time**

Imagine a list of philosophers, policies, and ideas. Which would Rand approve of or not?

**Study Guide: The Logic of Practice – by Pierre Bourdieu**

Essential Vocabulary:
economism

ethnocentrism

‘archaic’ economy (with ‘archaic’ deliberately in quotes)

three forms of capital – know their names and what they are

‘objective’ reality (with ‘objective’ deliberately in quotes)

economic externalities (understand the concept)

economic competence

the law of naked self-interest

*homo economicus*

reductionism (reductive)

Why does Bourdieu call Economism “ethnocentric”? (12 words or less)

What is the classical economic term for those things “which have no price because it has too much or too little”? (p. 113)

How does an Economistic society view “Nature”?

In Marat/Sade the chorus sings, “We are the poor, and the poor stay poor!” Bourdieu provides a simple explanation for this. What is it? What happens to Big Lotto winners and why? How does Bourdieu explain this?

Name the three kinds of capital Bourdieu posits. How are they different?

Bourdieu gives two contrasting examples of how symbolic or social capital can impact or interact with the market. Give one of them (the examples) in your own words in 12 words or less. In what ways does symbolic capital move to economic or religious capital and vice versa? Give examples from our society.

In one word and one word only, what is the rational reasoning behind buying a second team of oxen after the harvest even though the farmer did not have a good grain crop?

In what ways do high school students transfer symbolic capital into economic capital and vice-versa?

Explain how Smith and Marx would view a Buddhist’s significant donation to the construction of a pagoda and how this would contrast to Bourdieu’s explanation of the same act?

Whereas Smith and Marx see the value of things as being determined by their labor costs, Bourdieu points out that most people (in any society) see the value of things as being rooted… where?

The very last line of the reading excerpt gives Bourdieu’s theory of the origin of what?

**Study Guide: Capital in the 21st Century by Thomas Picketty**

Key Terms:

|  |  |
| --- | --- |
| capitalismDemocracyThomas MalthusArthur YoungDavid RicardoKarl MarxSimon KuznetsKuznets curve | ConvergenceDivergenceInherited wealthr > gDemographic transition |

What proved Ricardo wrong?
What proved Marx wrong?

What was the problem with basis of the idea that “A rising tide raises all boats”?

Explain Figure I.2

Picketty argues that economists’ obsession with mathematics and theoretical and ideological speculation has had what effect on the study of economics up to this point?

2017 AP Unit 7 – The Natural Contract

Science, Nature, Ethics and Politics

NOTE: ALL CLASSES\* WILL BE HELD OUTDOORS

(bring chairs or blankets and writing tablets to accommodate)
\*Unit Test 7 will not be outdoors

|  |  |  |  |
| --- | --- | --- | --- |
|  | 6 Th(U7) | XQ: Terrifying Math**Film: Surviving Progress - 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: Surviving Progress - 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)  |
|  | 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 | Natural Contract: pp. 27 – 40 |
|  | 24 M | Michel Serres: The Natural Contract 4The Political, Of Governing, History (Anew), The Religious, Love**Film (2012): Surviving Progress - 1****Q LUNCH SESSION** | Natural Contract: pp. 40 – 50  |
|  | 25 T | Serres & Latour (Conclusions) + **Film (2012): Surviving Progress - 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 | AP Review from 12:30 – 3:30Pay $5 and RSVP for pizza at noon | Reviewing the Amendments |
| May | 1 M | Pope Francis: Laudato Si:Technology, Anthropocentrism, and Ecology**Film (2016): How to Let Go of the World** **- Part 1****Q LUNCH SESSION****AP Enviro & Psychology Exams** | Pope Francis: Laudato Si, ¶ 101 – 120, 129, 133 - 162 (see link above) |
|  | 2 T*Late* | Pope Francis: Laudato Si:Looking Forward**Film (2016): How to Let Go of the World** **- Part 2****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); Full Credit for accurate identification, partial credit arguable** | - |
|  | 8 M | **Unit 7 Exam Discussion****AP Physics Exam (Exemption)** | - |

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

|  |  |  |  |
| --- | --- | --- | --- |
| 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****LUNCH SESSION: Eisenhower’s Farewell Address** | 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!!!** |  |