**2017 - 2018 AP Gov/Econ Syllabus[[1]](#footnote-1)**

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

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| Aug. | 29 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 |
|  | 30 W | Forced-Choice Concluded The Legislative Process: Form Constituent Groups & Legislative Groups; Select Legislative Leaders**LUNCH SESSION to Draft Rules** | Proposed Rules Handout  |
|   | 31 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 |
|  Sep. | 1 F*Rally* | Discussion of [**Proposed Legislation**](http://www.bornemania.com/gov/projects/rulesproject.shtml) (Bring class set)**LUNCH SESSION to Craft Rules**  | *Leaders distribute class set of Proposed Rules Draft* |
|  | 4 M | \*\*\*Labor Day (Thank a Union)NO SCHOOL\*\*\* | - |
|  | 5 T *Late* | 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> |
|  | 6 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 **Vote** on the [Final Proposals](http://www.bornemania.com/gov/projects/rulesproject.shtml); Parliamentary Procedure to Modify, then Count and Re-Count Votes | *Leaders Bring Finalized Rules (full class set) with vote preference marks*†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.) |
|  | 7 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 Franken’s chapters, just understand basic principles.)* |
|  | 8 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)** |
|  | 11 M | •Q1: Sociocentric Thinking, Protecting the Sponsors, and Protecting the Audience (Open Document)Media Bias Techniques **LUNCH SESSION (Lunchweek!)****Film: Outfoxed (excerpts - 1):** ∞Q2: Uninformed Viewers (Open Document) | •Media Bias (*handout*): <http://www.criticalthinking.org/files/MediaBias2006-DC.pdf>pp. 8 – 21 (Examples) NOTE: Explore the following on-line articles, checking to see if they back-up their sources.∞2011 Forbes: Fox & MSNBC - Uninformed Viewers <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>Chuck Conconi, “Trump has helped make money for the ‘fake news media’ he so abhors” in The Hill (2017)<http://thehill.com/blogs/pundits-blog/media/348107-trump-has-helped-make-money-for-the-fake-news-media-he-so-abhors> |
|  | 12 T | ‡Q: A Media Echo-Chamber (How it “Works”) i.e. Converting Opinion into News (*Open Document – all 5 articles: be attentive to the points of view of each author and the differences and similarities among these documents*)For reference only:[https://ballotpedia.org/California\_Proposition\_67,\_Plastic\_Bag\_Ban\_Veto\_Referendum\_(2016](https://ballotpedia.org/California_Proposition_67%2C_Plastic_Bag_Ban_Veto_Referendum_%282016))**LUNCH SESSION (Lunchweek!)****Film: Outfoxed (excerpts - 2)** | ‡2011 SFGate (Susanne Rust): “Plastic Bag Lobbying Group Influences Curriculum”<http://www.sfgate.com/green/article/Plastic-bag-lobbying-group-influences-curriculum-2334747.php>‡2016 Mercury News (Jessica Calefati): California Bag Ban: Voters to weigh industry’s fate at the ballot box<http://www.mercurynews.com/2016/09/16/california-bag-ban-voters-to-weigh-industrys-fate-at-the-ballot-box/>‡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/> |
|  | 13 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>\*2012 Texas and Bad Textbooks:<http://www.nybooks.com/articles/archives/2012/jun/21/how-texas-inflicts-bad-textbooks-on-us/> |
|  | 14 Th | Influence on Textbooks – Part 2 – Textbook Publishers, Corporate and other Special Interests (Guns, Gays, & Global Climate Destabilization)**(FEATURING Magruder’s!)****LUNCH SESSION (Lunchweek!)** | •2015 The Guardian (Milman): California Public School Textbooks Mislead Students <http://www.theguardian.com/us-news/2015/nov/23/california-public-school-textbooks-mislead-students-climate-study-says>•2017 Center for Public Integrity (Jie Jenny Zou): “Oil’s Pipeline to America’s Schools”: <https://www.theguardian.com/us-news/2017/jun/15/big-oil-classrooms-pipeline-oklahoma-education>•2016 Los Angeles Times (Resmovits): “Portland Schools Tried to Change How They Teach Climate Change…” <http://www.latimes.com/local/education/la-na-portland-schools-climate-change-20160524-snap-story.html> |
|  | 15 F | •Q: Influences on Textbooks – Part 3 – (All 4 Open Documents) Capitalism, Socialism, and Communism **(FEATURING Magruder’s)****LUNCH SESSION (Lunchweek!)** | •1995 Surely, You’re Joking, Mr. Feynman! (excerpts): <http://www.textbookleague.org/103feyn.htm> |
|  | 18 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 list*)** |
|  | 19 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/> |
|  | 20 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*) |
|  | 21 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*) |
|  | 22 F | **Citations: Reasons & Formats**Q: How to Lie with Footnotes and Journals (Open Document) | Al Franken: Lies and the Lying Liars Who Tell Them, “Ch. 2 – Ann Coulter: Nutcase” - <http://ethosworld.com/library/Franken-Lies-And-the-Lying-Liars-Who-Tell-Them.pdf>Citation Example Handout (Guadalupe) |
|  | 25 M | Thinking, Speaking & Writing; Discussion First, Quiz SecondQ: Bad Thinking & Bad Writing (Open Document)**Lunch Session: Language Analysis** | Orwell: “Politics and the English Language”:<http://www.orwell.ru/library/essays/politics/english/e_polit/>**Good Night and Good Luck!** (2005) or **Nightcrawler** (2014) Extra Credit Media Analysis Due |
|  | 26 T | Q: Corporate Media**A Review of All the Films and Articles in Unit 1 & Explanation of Take-Home TestEx. Cr. Lunch Quiz on Media and Global Climate Destabilization****(less than 50% = 0)** | 2016 Pew Research Center (Mitchell et al.) “The Modern News Consumer: 1. Pathways to News”<http://www.journalism.org/2016/07/07/pathways-to-news/>2016 Pew Research Center (Mitchell et al.) “The Modern News Consumer: 6. Young Adults”<http://www.journalism.org/2016/07/07/young-adults/>2017 In These Times (Bernie Sanders): “How Corporate Media Threatens Our Democracy” <http://inthesetimes.com/features/bernie-sanders-corporate-media-threatens-our-democracy.html> |

**Extra Credit Movie Review Format:**

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

 ¶1 A summary, explaining main characters, plot points, & themes

 ¶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>

**Chicago Style Guideline Recommendations:**

Chicago Manual of Style Online: <http://www.chicagomanualofstyle.org/tools_citationguide.html>

Citation Machine (Chicago Style): <http://www.citationmachine.net/chicago/cite-a-book>

Creating Footnotes in Chicago: <https://www.ivcc.edu/stylebooks/stylebook5.aspx?id=14646>

**7 Articles for Ex. Cr. Global Climate Destabilization Quiz**

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| \*\*2015 CNN (Fantz): “What is Global Warming?” <http://www.cnn.com/2015/08/03/us/obama-greenhouse-gas-climate-plan/> | \*\*2015 Physics.org: “Iconic Graph at Center of Climate Debate” <http://phys.org/news/2015-02-iconic-graph-center-climate-debate.html> |
| \*\*2014 Newsweek (Bekiempis): “How the Media Fails to Cover Climate Science”<http://www.newsweek.com/2014/07/04/how-media-fails-cover-climate-science-256311.html> | \*\*2014 Huffington Post (Mirkinson): “TV News Misses Yet Another Opportunity to Cover Climate Change”<http://www.huffingtonpost.com/2014/09/22/peoples-climate-march-media-coverage_n_5860502.html> |
| \*\*2016 Policy Mic (Singer): “Climate Change Never Came Up” <https://mic.com/articles/157354/climate-change-never-came-up-during-the-2016-presidential-debates-why#.45X8R2H3M> | \*\*2017 Guardian (Nuccitelli) covering the Media Matters Study (Kalhoeffer): “How Broadcast Networks Covered Climate Change in 2016” <https://www.theguardian.com/environment/climate-consensus-97-per-cent/2017/mar/27/pbs-is-the-only-network-reporting-on-climate-change-trump-wants-to-cut-it> |
| \*\*2016 Huffington Post (Williams): “Big Oil Ads Beat Out Climate News on CNN”<http://www.huffingtonpost.com/entry/cnn-climate-change-big-oil_us_571fa61ce4b0f309baeeca99> | ***Optional Reference*** *for Climate Science Questions :* [*http://www.skepticalscience.com*](http://www.skepticalscience.com) |

**2017 Fall AP Unit 2a – Ancient Greece**

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| Sept. | 27 W | Lecture - Comparative Taxonomies of Systems of Government: **Anarchy vs. Totalitarianism**  | (*Just work on your papers!)* |
|  | 28 Th | Lecture: Political Taxonomy - **Autocracies and Aristocracies** **LUNCH SESSION:****Q: Comparative Taxonomies**Lecture: Political Taxonomy - **Democracies** | 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>**Back to School Night** |
|  | 29 F*Min.* | **Q: Different Writing Approaches**Review: **The Philosopher’s Chart** Grading Sign-Up | 4 Distinct Writing Approaches:<https://vimeo.com/199878528> |
| Oct.  | 2 M  | The Greek Context **Greek History!** **(Extra Credit Competition)** | **Unit 1 Test Paper Due!**Skim: World History by Spielvogel and Duiker (WHbS&D) pp. 99–107, 110–112 Paper Appointments 1 - 6(After School) |
|  | 3 T*Late* | The Positions of the Athenians vs. The Positions of the MeliansQ: Does Might Make Right? | The Melian Debates:<http://lygdamus.com/resources/New%20PDFS/Melian.pdf>Paper Appointments 7 - 12(After School) |
|  | 4 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) |
|  | 5 Th | Q: Socrates’ Apology – 2The Gadfly<http://old.bornemania.com/civ/projects/apology2.html> | Apology Continuedsec. 24b/c - 35dPaper Appointments 19 - 24(After School) |
|  | 6 F*Rally* | Q: Socrates’ Apology – 3Who Most Respects Justice?<http://old.bornemania.com/civ/projects/apology3.html>**LUNCH SESSION:****Socrates in Review** | Apology Concludedsec. 35e - 42a  |
|  | 9 M | Q: Plato’s Republic: Glaucon & 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 25 - 30(After School) |
|  | 10 T | 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)*Paper Appointments 31 - 36(After School) |
|  | 11 W*Min.* | Q: Plato’s Republic: The Role of the Philosopher | Plato’s Republic Book VII, sec. 517c – 521b (*handout*) |
|  | 12 Th | Q: Plato’s Republic: The Ship of State | Plato’s Republic Book VII, sec. 488b – 497a (*handout)* |
|  | 13 F | Q: Plato’s Republic: The Magnificent Myth & Plotinus**LUNCH SESSION: Plato Review** | 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> |
|  | 16 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> |
|  | 17 T*Late* | Q: Aristotle’s Politics: Democracies and Economic ClassesPlato vs. Aristotle (A Review) – Idealism vs. Realism **LUNCH SESSION:** **Greek Philosophy Review** | Aristotle’s Politics: Book IV, Parts IV, & XI (Democracies & Classes)*Don’t get too caught up in the ten different classes in a democracy.***Iphegenia** (1977) Extra Credit Media Analysis Due |

**2017 Fall AP Unit 2b -Roman & Judeo-Christian Perspectives on Government**

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|  | 18 W | Roman History, Stoics & Epicureans | WHbS&D: Roman Republic pp. 123 + 130 – 138+**Stoic and Epicurean Quotes** *(handout)* |
|  | 19 Th | Q: From the Hebrews to the Rise of Christianity and the Fall of Rome**LUNCH SESSION:Q: Roman and Judeo-Christian History & Philosophy!** **(Team Competition)** | WHbS&D: pp. 24 – 28, 151 - 158 |
|  | 20 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’)* |
|  | 23 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’)* |
|  | 24 T*Late* | Q: Medieval European History | WHbD&S 320 – 323, 325 – 327, & 329 – 330  |
|  | 25 W | Q: Aquinas: Monarchy vs. Tyranny | Thomas Aquinas: *De Regno*, ch. 3, 4 & 7 (Kings vs. Tyrants)<http://dhspriory.org/thomas/DeRegno.htm#3> |
|  | 26 Th | 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>  |
|  | 27 F | Q: The Magna Carta Today | Chomsky on Magna Carta:“How the Magna Carta Became a Minor Carta” Parts I and II <https://www.theguardian.com/commentisfree/2012/jul/24/magna-carta-minor-carta-noam-chomsky>and <https://www.theguardian.com/commentisfree/2012/jul/25/magna-carta-minor-carta-noam-chomsky> |
|  | 30 M | Dealing with an Evil PrinceQ: Christine de Pizan’s Book of Peace | Christine de Pizan: The Book of Peace, pp. 126 – 132 (handout)**Monty Python’s Life of Brian**  (1979) Extra Credit Media Analysis Due |
|  | 31 T | **Unit 2 Test – Part 1 (Chronologies and Quote Parallels – Open Notes, Books & Docs)****LUNCH SESSION (Discussion)** | - |
| Nov.  | 1 W | **Unit 2 Test – Part II (Discussion)** | - |

**2016 Fall AP Unit 3 – From**

**The Prince to The Social Contract**

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| Nov. | 2 Th | Q: Plague and Disillusionment**Review of Medieval European History & Philosophy!** **(Team Competition)** | WHbS&D: Black Death & Church Decline pp. 371 – 374Plague pp. 356 – 361The Third Estate pp. 376Machiavelli pp. 370 - 371 |
|  | 3 F*Rally* | **Activity: The Paper Chain Game** |  - |
|  | 6 M | Q: Machiavelli’s The Prince – 1Machiavelli or The Prince?What is the Goal?**LUNCH SESSION (Lunchweek!): Is This the Way the World Is?** | Machiavelli’s The Prince, Chapters 5, 14 – 18, 23, and 25 (*handout)* |
|  | 7 T*Late* | Q: The Reality of Suffering: Dostoevsky’s “Rebellion” from The Brothers Karamazov - 1**LUNCH SESSION (Lunchweek!)** (required) | Rebellion(B.K., Part I, Book 5, Ch. 4)(*handout)* |
|  | 8 W | The Purpose of Government: Dostoevsky’s “Grand Inquisitor” from Brothers Karamazov - 2A**LUNCH SESSION (Lunchweek!)** (required) | The Grand Inquisitor(B.K., Part I, Book 5, Ch. 5)(*handout)* |
|  | 9 Th | Q: The Purpose of Government: Dostoevsky’s “Grand Inquisitor” from Brothers Karamazov - 2B**LUNCH SESSION (Lunchweek!)****Film: White Bear (42 min.)** | *The Grand Inquisitor**(B.K., Part I, Book 5, Ch. 5)* |
|  | 10 F | Veterans’ Day – NO SCHOOL | **Read: Lagerqvist’s The Dwarf** |
|  | 13 M | Q: The Dwarf - 1 (Discussion)**LUNCH SESSION: Quiz** | Lagerqvist’s The Dwarf pp. 5 – 157 (the Feast with the Enemy) |
|  | 14 T*Late* | Q: The Dwarf - 2 (8 Chapters from “The Prince” & 8 characters from “The Dwarf” – **Group Activity**) | Lagerqvist’s The Dwarf pp. 157 - 228 (The End) |
|  | 15 W | Q: Historical Overview: from the Wars of Reformation to the Elizabethan Era  | WHbS&D: The Reformation - pp. 428 – 435The English Church pp. 438 – 439  |
|  | 16 Th | The English Civil War, the Restoration, and the Glorious Revolution +Hobbes’ Leviathan (summary)**LUNCH SESSION:Review of English Reformation History & Philosophy!** **(Team Competition)** | WHbS&D: The English Civil Warre 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.) |
|  | 17 F | Current Event Philosopher Review | - |
|  | 23 – 27M - F | THANKSGIVING BREAK (1 Book & 2 Films) | The Book of Merlyn**Film: Blackfish****Film: The Cove** |
| Nov. | 27 M | Q: *Homo Impoliticus* + Blackfish | The Book of Merlyn Ch. 1 - 11 |
|  | 28 T | Q: What then Must We Do? + The Cove | The Book of Merlyn Ch. 12 - 20 |
|  | 29W | Q: Historical Overview: The Rise of Mercantilism & Colonial Discontent; Descartes & Pascal **LUNCH SESSION:Enlightenment History & Philosophy!** **(Team Competition)** | WHbS&D: The Enlightenment pp. 528 – 533 |
|  | 30 Th | Q: Locke’s 2nd Treatise on Gov’t <http://constitution.org/jl/2ndtreat.htm>**Discussion: Majoritarian Democracy + What is “Natural”?****LUNCH SESSION** | Locke’s 2nd Treatise on Gov’t.Ch. VIII, sec. 95 – 99 + Ch. IX, sec. 123 -131<http://www.constitution.org/jl/2ndtreat.htm> |
| Dec. | 1 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> |
|  | 4 M | Q: Rousseau’s Social Contract 1Rousseau’s Biography Civilization’s Discontents**Film: Walkabout (Opening)****LUNCH SESSION** | Foreword pp. 9 - 25 |
|  | 5 T*Late* | Q: Rousseau’s Social Contract 2Might & Right; Slavery & Animals**LUNCH SESSION** | Rousseau’s SC, Bk. I, Intro + Ch. 1 – 4 (10) |
|  | 6 W | Q: Rousseau’s Social Contract 3The Sovereign | Rousseau’s SC, Bk. I, Ch. 5 – 9 + Bk. II, Ch. 1 - 3 (15) |
|  | 7 Th | Q: Rousseau’s Social Contract 4Limits, Law, & Government | Rousseau’s SC, Bk. II, Ch. 4 – 6 + Bk. III, Ch. 1 (16) |
|  | 8 F | Q: The Lawgiver & the People, Corruption and Revolution | Rousseau’s SC, Bk. II, Ch. 7 – 11 (14)***After School Film Session: Walkabout*** |
|  | 11 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) |
|  | 12 T*Late* | Q: Rousseau’s Social Contract 6The Civil Religion | Rousseau’s SC, Bk. IV, 8 – 9 (13) |
|  | 13 W | Q: Rousseau’s Social Contract 7Putting it All Together | Foreword pp. 25 – 43 |
|  | 14 Th | Q: Kant’s “What is Enlightenment?” – Part 1**LUNCH SESSION** | **Kant: What is Enlightenment?** [**http://theliterarylink.com/kant.html**](http://theliterarylink.com/kant.html) |
|  | 15 F*Rally* | Kant’s “What is Enlightenment?” 2  | **-** |
|  | 18 M | **Philosopher Review**  | **99 Homes** (2015) or **Two Days, One Night** (2014) Ex.Cr. Media Analysis Due - focus on the Social Contract |
|  | 19 T | **Paper Writing Review** | **-** |
|  | 20 W | **Unit 3 Test (Chronologies + Philosopher Identification) +****LUNCH SESSION** | **-** |
|  | 21 Th | **Unit 3 Test Discussion** | **-** |
|  |  | **Winter Break** | Winter Reading: Before you write your paper, read:John Minichillo in McSweeney’s, “What Your Professor’s Remarks on Your College English Paper Really Mean” (2016)<https://www.mcsweeneys.net/articles/what-your-professors-remarks-on-your-college-english-paper-really-mean>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, Feminist, American, and Capitalist**

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| Jan. | 8 M | Q: 8 Characters in Voltaire’s Candide: Optimism, Self-Deception, Fatalism, Cynicism, Pessimism, Pragmatism, Opportunism, Quietism**LUNCH SESSION (Lunchweek!)** | Voltaire’s Candide **WINTER BREAK PAPERS DUE!!!** |
|  | 9 T *Late* | Q: Voltaire’s Candide XVII - XXXFrom Utopia to Pessimism?**LUNCH SESSION (Lunchweek!)** Q: Rights of Woman & Critique of Voltaire’s View of Women + Candide Musical QuizThe 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> | Voltaire’s Candide (Ch. XVI - XXX) +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.lyricsera.com/58730-lyrics-make-our-garden-grow.html> |
|  | 10 W | The Declaration of Independence: [First Sentence](http://www.bornemania.com/gov/declaration/opening.shtml) **LUNCH SESSION: (Lunchweek!)**  Q: Origins of the American Revolution | WHbS&D: 549–552 + 557 – 560Bring [Declaration](http://www.bornemania.com/gov/declaration/index.shtml) |
|  | 11 Th | Declaration of Independence: Meaning of the Justification**LUNCH SESSION: (Lunchweek!)** | **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> |
|  | 12 F | Declaration: Gripes and [Complaint](http://www.bornemania.com/gov/declaration/complaint.shtml) Against Parliament Q: Occupy Declaration Pictocharadonary**LUNCH SESSION: (Lunchweek!)** | **Bring** [**Declaration**](http://www.bornemania.com/gov/declaration/index.shtml)+ 2012 Occupy Wall Street Declaration: <http://www.nycga.net/resources/documents/declaration/> |
| \*\*\* | 15 M | Rev. Dr. MLKJr. Day | Rev. M. L. King Jr.: “Where Do We Go From Here?” (1967)<http://kingencyclopedia.stanford.edu/encyclopedia/documentsentry/where_do_we_go_from_here_delivered_at_the_11th_annual_sclc_convention/> |
|  | 16 T*Late* | Rev. Martin Luther King Jr.: Letter from a Birmingham Jail Q: The Quotes | Read the first half: Rev. M. L. King Jr.: Letter from a Birmingham Jail (1963)<http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html> + Vocabulary and Quotes Lists |
|  | 17 W | Rev. Martin Luther King Jr.: Letter from a Birmingham Jail Q: The Strategy | Finish Reading 1963 Rev. M. L. King Jr.: Letter from a Birmingham Jail:<http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html>  |
|  | 18 Th | Adam Smith: Wealth of Nations, Q: Bk. 1, ch. 4 – On Money (excerpts); ¶ by ¶ paraphrase **+** **LUNCH SESSION: Film** (excerpt) **Capitalism, A Love Story** *(What is Moore’s Thesis?)* | Adam Smith’s Wealth of Nations - <http://www.econlib.org/library/Smith/smWN.html>WoN Bk. 1, ch. 4 ¶ 1 - 7, 9 - 13 (5) – only second half of ¶ 10. |
|  | 19 F | 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 |
|  | 22 M | 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**Raise the Red Lantern** (1992) or  **To Live** (1994) Extra Credit Media Analysis Due |
|  | T 23 | **Final Exam – Part 1****LUNCH SESSION** | **-** |
|  | 24 - 26 W - F | **Final Exam – Part 2 (Discussion)****Verbal Participation Required** | - |
|  |  |  | Note: There is a Quiz on the first day of class of the 2nd Semester. See the Spring Syllabus for more details:(AGCC) by O’Connor & Sabato pp. 38 – 45 + 53 – 57 + Table 2.1 |

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

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| 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 – 245, 250 - 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** | Article IVAmendments 9 – 10 and 14AGCC pp. 95 – 107 (Federalism) + Fig. 3.3 |
|  | 14 T | Q1: States Rights & PowersQ2: Amending the Constitution, Wedge Issues, & the E.R.A., the Supreme Law, & Religious Tests **LUNCH SESSION** | Article V - VII + Amendments 18, 21, 27 + AGCC pp. 57 – 63 + p. 58 “On Campus” (Amending the Constitution)You Tube: The Simpsons “I’m an Amendment to Be” <https://www.youtube.com/watch?v=pSANTRnEBgg>  |
|  | 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?”  | AGCC: pp. 157 – 162 + 175 - 192 (Civil Liberties in the Bill of Rights), incl. Table 5.1 |
|  | 23 Th | Q: Amendment 1 – Religion & Speech: Establishment vs. Free Exercise; Public Schools, God, and the Pledge of Allegiance + Civil Liberties | 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

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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.

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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

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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

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

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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

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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*

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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

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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

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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**

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| 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)**(2013) Domhof: Who Rules America? “Wealth, Income, & Power” (read 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)****LUNCH SESSION** | 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** | (2014) Kapur: “Economic Elite Domination”: <http://talkingpointsmemo.com/dc/princeton-scholar-demise-of-democracy-america-tpm-interview>(2014) John Cassidy: “Is America an Oligarchy?”: <http://www.newyorker.com/news/john-cassidy/is-america-an-oligarchy>(2013) 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/the_cancer_of_occupy_20120206> |
|  | 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? (No Notes)**Film: Marat/Sade****LUNCH SESSION** | Review: Marat/Sade (Handout)In case you miss the film:<https://www.youtube.com/watch?v=RJc4I6pivqg> |
|  | 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 The End of 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 | **Film: Inside Job – Intro: Iceland**Q: Randian “Objectivism”  | YouTube Viewing: Ayn Rand’s “In Defense of Capitalism” <http://www.youtube.com/watch?v=e7CjdJ1QyxI> and “The Ethics of Altruism”<http://www.youtube.com/watch?v=51pMod2Aaso>(View each at least 2x, take notes & absorb her arguments) **+ Ayn Rand Q & A (handout)** |
|  | 23 Th | **Film: Requiem for the American Dream – Intro and Principles 1 & 2** *1. Reduce Democracy* *2. Shape Ideology***LUNCH SESSION** Q: Globalization, Wealth and The ‘Just World’ Theory | Monterroso’s “Mr. Taylor”In English (handout): <http://www.scribd.com/doc/98293444/Mr-Taylor-by-Augusto-Monterroso>…or in the Spanish Original:<http://www.ciudadseva.com/textos/cuentos/esp/monte/mister.htm>Just-World Theory: “Suffering? You Deserve It!” by Chris Hedges and Avner Offer<http://www.truthdig.com/report/item/suffering_well_you_deserve_it_20140302> |
|  | 24 F | **Film: Requiem for the American Dream –Principles 3 – 6** *3. Redesign the Economy* *4. Shift the Burden* *5. Attack Solidarity* *6. Run the Regulators* | Thomas Picketty:“Intro” to Capital in the 21st Century **(handout)** pp. 1 - 16 |
|  | 25 Sa | **Philosophy Review 11:00 am to …** |  |
|  | 27 M | **Film: Requiem for the American Dream –Principles 7 – 10** *7. Engineer Elections* *8. Keep the Rabble in Line* *9. Manufacture Consent* *10. Marginalize the Population***LUNCH SESSION** Q: The Concentration of Capital through Investment over Growth | 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**LUNCH SESSION** | Bourdieu Redux |
|  | 30 Th | **Unit 6: 12 Quote Identifications + Identify each one, then find agreement with a 1st Semester Philosopher and Disagreement with a 2nd Semester Philosopher**  | - |
|  | 31 F | **Unit 6 Discussion (Required)** | - |
| Apr. | 1 Sa | AP Review from 12:30 – 3:30Pay $5 and RSVP for pizza at noon | Reviewing the Articles |

**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 – BRING SEATS!

|  |  |  |  |
| --- | --- | --- | --- |
| Apr.  | 3 M | 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/_files/inmemoriam/html/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 |
|  | 4 T*Late* | 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 | 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 | Q: Terrifying Math**Film (2012): Fierce Green Fire – 1**  | Bill McKibben in Rolling Stone: “The Terrifying New Math of Global Warming”<http://www.rollingstone.com/politics/news/global-warmings-terrifying-new-math-20120719> |
|  | 7 F | Q: The Denial of Science**Film (2012): Fierce Green Fire- 2****LUNCH SESSION** | 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 #1Intestinal 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: Q: The Natural Contract 1War, Peace; Climate; Wager; War; DialoguePascal’s Wager Redux**LUNCH SESSION** | Natural Contract: pp. 1 – 7 |
|  | 19 W | Q: The Natural Contract 2War and Violence; Law & History; Competition; We | Natural Contract: pp. 10 (all) – 20 |
|  | 20 Th | Michel Serres: Q: The Natural Contract 3Knowing, 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: Q: The Natural Contract 4Time 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: Q: The Natural Contract 5The Political, Of Governing, History (Anew), The Religious, Love**Film (2012): Surviving Progress - 1****Q LUNCH SESSION** | Natural Contract: pp. 40 – 50  |
|  | 25 T | Q: Serres & Latour #2 + **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: Q: The Natural Contract 6Casting 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 | Q: 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 | Q: Pope Francis - Laudato Si:Technology, Anthropocentrism, and Ecology**Film (2016): How to Let Go of the World - Part 1****Q LUNCH SESSION****AP Enviro Exam** | Pope Francis: Laudato Si, ¶ 101 – 120, 129, 133 - 162 (see link above) |
|  | 2 T*Late* | Q: Pope Francis - Laudato Si:Looking Forward**Film (2016): How to Let Go of the World- Part 2****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**  | - |

*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**AP Macroeconomics Exam** | 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!!!** |  |

1. Updated August 10th, 2017 [↑](#footnote-ref-1)