**2018-2019 AP American Government/Macroeconomics[[1]](#footnote-1)**

*Rallies, Tuesday and Thursday Lunch Sessions at 12:30 (or 1:00 Late Start)*

Unit 1: Legislation and Logic, Media and Form – Open Device Unit

“Who controls the past controls the future: who controls the present controls the past.” – B.B.

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| Aug. | 29 W | Introduction: [**Rules**](http://www.bornemania.com/gov/rules/htmlclassrules.html) and Forced-Choice Exercise: [**Proposed Rules**](http://www.bornemania.com/gov/projects/rulesproject.shtml) | As Class Begins: Class Contract and  Proposed Rules (*Handouts*) |
|  | 30 Th  *Lunch* | Forced-Choice Concluded  The Legislative Process  **Form Constituent Groups & Legislative Groups**  Each Legislative Group selects a minimum of *2 Legislative Leaders* | Proposed Rules Handout  **AP Focus:** Know what *Marbury v. Madison* (1803) is about. (Look up a summary on Wikipedia.) |
|  | 31 F | Legislative Groups: Discuss and Draft Your Rules  Tonight: *Legislative Leaders Type Up a Draft of Proposed Rules & e-mail it to the teacher before midnight Saturday. The teacher will provide feedback, leaders need to revise and bring revised copies to class on Tuesday for a brief after-school meeting.* | - |
| Sept. | 3 M | Labor Day – NO SCHOOL |  |
|  | 4 T  *Lunch* | Q: OUHSD Policies: Homework and Grades  *(Leaders meet after school at 3:10 with a typed copy of their revised proposed Rules and* ***Get Approval or Revision Demands****)* | Homework (BP 6154 – 2 pp.) and Student Achievement (BP 5121 – first 4 pp. only)  <http://www.oxnardunion.org/board-of-trustees/board-policies/>  NOTE: This link will NOT take you directly to the Document; further search is required.  *Legislative Leaders Bring a Draft of Proposed Rules for Critique in a Meeting After School today at 3:10 pm* |
|  | 5 W | Q: On Shooting an Elephant (Open Document): How **Power** Operates | Orwell: “Shooting an Elephant”  <http://orwell.ru/library/articles/elephant/english/e_eleph> |
|  | 6 Th  *Lunch* | Use Parliamentary Procedure to Vote on [Final Proposals](http://www.bornemania.com/gov/projects/rulesproject.shtml)  **Class Votes**  *Legislative Leaders Count and Re-Count Votes (at lunch or after school, need be)* | *Legislative Leaders Bring a* ***Class Set*** *of Typed Final Copies of Proposed Rules in Ballot Form (Yes/No)*  **Class Contracts Due Today** |
|  | 7 F  *Lunch Rally* | Lunch Session:  §Q: Textbooks - Texas  (*Focus on the Texas Board majority’s actions on the issues of Science, Sociology, Religion, Race, Economics, and History – and try to understand* ***WHY*** *they take such actions*)  **Film (excerpt): The Revisionaries**  (Textbook Sources: Authors, Editors, Reviewers, & Publishers)  **BRING Magruder’s!!!** | §2015 NPR Audio (11 minutes) on Texas S.S. Curriculum: <http://hereandnow.wbur.org/2015/06/25/controversial-textbooks-texas>  §2010 New York Times (James McKinley): “Texas Conservatives Win Curriculum Change”: <http://www.nytimes.com/2010/03/13/education/13texas.html?_r=0>  §Texas and Bad Textbooks: (2012)  <http://www.nybooks.com/articles/archives/2012/jun/21/how-texas-inflicts-bad-textbooks-on-us/> |
|  | 10 M | ∞Q: Textbooks–Fossil Fuel Corporations  **Practice: How to Annotate Written Materials for this Class: Skim, Vocabulary, Annotate, Review**  (Textbook Structure: State Standards)  **BRING Magruder’s !!!** | ∞ **AP Focus:** Know what *Citizens United v. Federal Election Commission* (2010) is about. (Look up a summary on Wikipedia.)  ∞ Center for Public Integrity and State Impact Oklahoma (Jie Jenny Zou): “Oil’s Pipeline to America’s Schools”: (2017) <https://stateimpact.npr.org/oklahoma/2017/06/15/oils-pipeline-to-americas-schools/>  ∞ The Guardian (Milman): California Public School Textbooks Mislead Students (2015) <http://www.theguardian.com/us-news/2015/nov/23/california-public-school-textbooks-mislead-students-climate-study-says>  ∞ Los Angeles Times (Resmovits): “Portland Schools Tried to Change How They Teach Climate Change…” (2016) <http://www.latimes.com/local/education/la-na-portland-schools-climate-change-20160524-snap-story.html> |
|  | 11 T  *Late*  *Lunch* | •Q: Textbooks – Guns, Gays, & Global Climate Destabilization  **BRING Magruder’s !!!** | **AP Focus:** Look up these cases, know the basic arguments of each:  *•U.S. v. Lopez* (1995);  *•D. C. v. Heller* (2008);  *•McDonald v. Chicago* (2010)  **•J-Stor Daily** (Chi Luu): “The debate over the Second Amendment is not just about guns—it’s also about grammar.” <https://daily.jstor.org/revisiting-messy-language-second-amendment/> |
|  | 12 W | Discuss: Diversity, Topical Focus, Point of View, Bias, and Propaganda  † Q: **Types of Bias** in News Media (including Textbooks)  Be 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.*  (Capitalism, Socialism & Communism: Photos, Charts, and Insert Boxes)  **BRING Magruder’s !!!** | †Paul & Elder: Media Bias (*handout*):  <http://kt.ijs.si/markodebeljak/Lectures/Seminar_MPS/2012_on/Seminars_2014_15/Jenya%20Belyaeva/PhDLiterature/ElderL.pdf>  pp. 2 – 8 Media Myths + Objectivity  †FAIR.org: “How to Detect Bias in News Media”: (*Ignore the Examples*)  <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.)  †Media Research Center: ”How to Identify Liberal Media Bias”: (*Ignore the Examples*)  <http://archive.mrc.org/books/identifybias.asp>  (Know the 8 types of bias identified in the article.) |
|  | 13 Th  *Lunch* | Q: Sources of Media Bias  (Capitalism, Socialism & Communism: Text and Overall Narrative)  **BRING Magruder’s !!!** | †Paul & Elder: Media Bias (*handout*):  <http://kt.ijs.si/markodebeljak/Lectures/Seminar_MPS/2012_on/Seminars_2014_15/Jenya%20Belyaeva/PhDLiterature/ElderL.pdf>  pp. 8 – 21 (Skim Examples, Know Key Terms and Concepts) |
|  | 14 F | •Q: News Media & Capitalism  (*All three articles,* *See Study Questions*) | •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.)*  •Bernie Sanders, “How Corporate Media Threatens Our Democracy” in In These Times (2015/2017)  <http://inthesetimes.com/features/bernie-sanders-corporate-media-threatens-our-democracy.html>  •2018 The New Republic (Atkin) “The Media’s Failure to Connect the Dots on Climate Change”  <https://newrepublic.com/article/150124/medias-failure-connect-dots-climate-change> |
|  | 17 M | ∞ Q: The Echo Chamber of “Faux” News Consumption (*all 7 articles*)  **Film: Outfoxed (excerpts - 1):**  Media Bias Techniques  *(Brutally edited version, end at 27:17.**Reference Only: Outfoxed: “Rupert Murdoch’s War on Journalism” (Brutally edited version, end at 27:17)* <https://www.youtube.com/watch?v=9lMg7YnZyg8>  Extra Credit Lunchtime No-Notes Climate Quiz (see the 7 articles at the end of this Unit Syllabus; x <50% results in a score of 0) | NOTE: Explore the following on-line articles, *checking to see if they back-up their sources*.  ∞ Forbes: Fox & MSNBC - Uninformed Viewers (2011) <http://www.forbes.com/sites/kenrapoza/2011/11/21/fox-news-viewers-uninformed-npr-listeners-not-poll-suggests/>  ∞ Business Insider: “Watching Fox News” (2012)  <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>  ∞2016 Forbes (Quora/Poundstone) “A Rigorous Look” [https://www.forbes.com/sites/quora/2016/07/21/a-rigorous-scientific-look-into-the-fox-news-effect/#5b15867a6323](https://www.forbes.com/sites/quora/2016/07/21/a-rigorous-scientific-look-into-the-fox-news-effect/)  ∞ 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>  ∞2018 Washington Post (Drezner) “The Fox News Effect” <https://www.washingtonpost.com/news/posteverything/wp/2018/01/17/the-fox-news-effect/?utm_term=.5a28f0501fbf> |
|  | 18 T  *Lunch* | The Echo Chamber  **Film: Outfoxed (excerpts - 2):**  ‡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; check the links each supplies to support its claims.*) | ‡ SFGate (Susanne Rust): “Plastic Bag Lobbying Group Influences Curriculum” (2011)  <http://www.sfgate.com/green/article/Plastic-bag-lobbying-group-influences-curriculum-2334747.php>  ‡Mercury News (Jessica Calefati): California Bag Ban: Voters to weigh industry’s fate at the ballot box (2016)  <http://www.mercurynews.com/2016/09/16/california-bag-ban-voters-to-weigh-industrys-fate-at-the-ballot-box/>  ‡ Bloomberg View (Ponnuru): “Disgusting Consequences” (2013) <http://www.bloombergview.com/articles/2013-02-04/the-disgusting-consequences-of-liberal-plastic-bag-bans>  ‡Fox News (Malor): “Bag Ban Kills” (2013) <http://nation.foxnews.com/plastic-bags-ban/2013/02/06/san-franciscos-plastic-bag-ban-kills-about-5-people-year>  ‡Washington Post (Plumer): Plastic Bags Making People Sick? Perhaps Not. (2013) <http://www.washingtonpost.com/blogs/wonkblog/wp/2013/02/16/is-san-franciscos-ban-on-plastic-bags-making-people-sick-perhaps-not/> |
|  | 19 W  *Lunch* | Lunch Session:  **The Fallacy Game! (Competition)**  Writing Well with Logic vs. Logical Fallacies  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!*)** | 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*)** |
|  | 20 Th | Writing Well with Citations vs. How to Lie with Footnotes and Other Tricks | 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: Mann and Wainwright, Climate Leviathan, (2018) pp. 16 – 18, 23 – 31, 99 – 103, 134 – 139, and 157 – 165 (*handout only – not necessary to read*)  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>  **Back to School Night** |
|  | 21 F  *Min.* | Writing Well vs. How to Say Nothing  Q: Political Language | Orwell: “Politics and the English Language”:  <http://www.orwell.ru/library/essays/politics/english/e_polit/> |
|  | 24 M | **Unit 2** Begins…  Lecture - Comparative Taxonomies of Systems of Government: **Anarchy vs. Totalitarianism** | **Reminder: Media Analysis Papers Due Oct. 1** |

**Logical Fallacies** (for the Fallacy Game, use the ones in **bold**)  
  
*Non-Sequiteur* (it doesn’t follow: this covers pretty much all logical fallacies); **Red Herring** (distraction: “Squirrel!”)

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

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

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

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

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

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

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

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

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

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

**Gambler’s Fallacy** (heads!);

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

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

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

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

**Articles on Texas, Curriculum, and Textbooks:**

What person or organization produced and published each of these articles?

Who, in each article, are the “main players” that are influencing education?

In what way (how, or with what powers and techniques) are the “main players” trying to influence education? *Why* are they doing this?

What is the viewpoint of the author of each article on these influences/influencers?

What is the purpose of each article? (How do you know this, or what indicates this?)

**Articles on Fox News & Uninformed Viewers** What person or organization produced and published each of these articles?

Who, in each article, is portrayed as in favor of or against Fox News?

What is the viewpoint of the author of each article on Fox News or other news outlets?

What is the purpose of each article? (How do you know this, or what indicates this?)

**Articles on Plastic Bags:**

What person or organization produced and published each of these articles?

Who, in each article, is portrayed as in favor of or against the plastic bag bans?

What is the viewpoint of the author of each article on plastic bag bans?

What is the purpose of each article? (How do you know this, or what indicates this?)

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

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

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

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

|  |  |
| --- | --- |
| \*\*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) |

**Extra Credit Movie Review Format (Fiction or Documenatry):**

**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

**2018-2019 Fall AP Seminar – Media Analysis Paper (MAP):**

Writing a Paper about a Current Event – Focusing on Format

**The Purpose:** Observe how different media cover the very same event or topic differently (or similarly).

**The Process:**

1. Choose a **particular event** or **specific issue** that has been *or that you feel SHOULD have been* covered in the US **national** news media in the past 16 months, but NOT one that directly, personally involves you directly. Check with me if you are unsure about your topical choice.

2. For this paper you will be citing at least **six** (6) different media sources. There are requirements for what these are, however.

A. Two sources (articles) must be from recognized US national corporate media sources which have been published in the previous 16 months. The prime candidates for this are: ABC, CBS, CNN, FOX, NBC, MSNBC, NYT, and WaPo. (See me if you are unsure if your source qualifies.) If this was an issue that you feel \*should\* have been covered but was ignored, you will need to demonstrate that it was ignored and double up your other sources.

B. Another pair of sources will come from either non-US sites (BBC, Al-Jazeera, The Guardian, etc.), OR local (sites Ventura Star, Sacramento Bee, SF Gate, etc.) OR explicitly partisan sites (Breitbart, Slate, Salon, Vox, Democracy Now!, FOX, MSNBC, etc.), OR publically funded sites (BBC, NPR, PBS, etc.), OR subjective sites (blogs, opinions, vlogs, etc.) OR peer-reviewed scientific, educational, or charitable sites (any formal academic journals, Media Matters, Skeptical Science, Greenpeace, etc.). One foreign *language* source may be used if you wish. *It is recommended that students consult with the teacher on which sources they use.*

C. A final pair of sources can be from any other different sort of media source (documentary film, You-Tube video, radio broadcast, TV broadcast, cable mini-series, a live performance, printed flyer, Twitter feeds, facebook threads, etc.) about the same topic, which must have been published in the previous 12 months. If available, links to these should be provided in the Works Cited, though printed transcriptions are welcomed.

3. Put all of these sources in the Appendix, either with printed articles or links that you can replicate when I evaluate your paper. For lengthy printed articles (10+ pp.), you may excerpt. For on-line video links you MUST be able to move to the specific time in the video (hour, minute, second) which you are citing, and all the video must be accessible.

4. Remember to keep the focus of your paper on the WAY in which different media present the topic or event. You are not writing about the event itself. You are writing about how it is covered.

**The Evaluation:** Focus will be on formatting (footnotes and citation, title page, page numbering, etc.), and coherence, critical observation, and clear argumentation.

**First off, inform yourself on the basics of the event/issue:**How is the topic/event defined? Is there a past history to this issue/event? (You will not need to provide a history paper, but a clear familiarity with the history of the topic is essential.)

What are the related key concepts involved in addressing the issue/event? (Are there different sides to the issue/event? If so, what are they? How does this issue/event affect other, related issues/events?)

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

Word limit: 1,000 (min.) – 1,500 (max.). You **may** use 1.5 spacing, but do NOT single space. Smallest margins allowed are .75 inches. You MUST use citations (consult with the teacher on style preference), and these count as part of the word limit. A *cover page* is required and does not count towards the word limit. A *sources cited* page is also required but does not count towards the word limit. Appendices also do not count towards your word limit.

No need for a fancy intro. **Get to the point: no fluff.** Simple transitions help, if needed.

You will be graded (not on the basis of your agreement with the teacher, but) on your cogent arguments and clear use of evidence. Build your case. Format counts for half of your paper.

**Evaluation Criteria:**

14 pts. – 2 points for each of the following:

Title page format (Catchy + Formal Title, Name, Date, Period, Course)

Page formatting (include page numbers and use the specifications given above)

Spelling

Capitalization (avoid under- and over-capitalization)

Grammar (especially subject-verb agreement and pronoun references)

Punctuation (avoid fragments and run-ons)

Neatness (proper spacing, avoid widow lines, etc.)

(The first error in each does not count. -0.5 for each error after that. Each of these seven categories is ranked as 0, 0.5, 1, 1.5, or 2)

12 pts. – minimum of six (6) proper citations from the 6 different sources (2 pts. each, 1 for Footnote and 1 for Works Cited); Chicago style is strongly recommended for Social Science.

25 pts. (potentially 30) – clarity of thought and strength of argument in each ¶

¶ 1 Introduction to the Topic (definitions and identifying key concepts)

¶ 2 How has the topic been reported in the national media?

¶ 3 How has the topic been reported in the local, partisan, or subjective media?

¶ 4 How has media coverage (or lack thereof) affected this topic? Has coverage been effective? How has media type impacted coverage? How has coverage changed over time?

¶ 5 Your Personal Viewpoint (on the topic and on the media coverage of the topic)

Students will then make hour and a half to two-hour appointments with me (at lunch or after school) in sets of 3 in which we go over your papers (approximately 30 minutes spent on each paper). Failure to show for an appointment will result in a grade of 0%.   
  
Sample Topics (but you would need to find a specific event to focus on):

Prosecution and Incarceration of Animal Rights Activists in the US *in the past year*

Student Test Scores Across the US in the Past Year

Drug Addiction in the US *in the past 12 months*

The recent extinction of a particular species

President Trump’s Recent Tweet about Something

Cost of the US Military in the Past Year

The shooting of *an* individual by police in the previous 12 months

A “Natural” Disaster’s Aftermath

A Protest or March in the past 12 months

Reception of a controversial or shocking Scientific Paper recently

Note: Your Second Paper, over Spring Break, will focus on Structure/Content. Format will be assumed to have been mastered for that Spring Semester (Individual Research) Paper.

**2018 Fall AP Unit 2a – Ancient Greece**

“Know Thyself” – Delphic Principle

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| Sept. | 24 M | Lecture - Comparative Taxonomies of Systems of Government: **Anarchy vs. Totalitarianism** | **Reminder: Media Analysis Papers Due Oct. 1** |
|  | 25 T  *Late*  *Lunch* | Lecture: Political Taxonomy - **Autocracies and Aristocracies** and **Democracies**  **Q: Comparative Taxonomies** | MAG pp. 4 – 8 (textbook)  Rousseau’s The Social Contract: Bk. III, Ch. 3 & 7 (*bring your Rousseau!*)  Aristotle’s Politics: Book IV, Parts I & II  Jowett Translation of Aristotle  (This version is acceptable, but a more current translation will be easier): <http://classics.mit.edu/Aristotle/politics.4.four.html>  **AP Focus:** Brutus I (Anti-Federalist Papers): <http://teachingamericanhistory.org/library/document/brutus-i/> |
|  | 26 W | The Greek Context  **Greek History!**  **(Extra Credit Competition)** | Skim: World History by Spielvogel and Duiker (WHbS&D) pp. 99–107, 110–112, and p. 123 |
|  | 27 Th  *Lunch* | The Positions of the Athenians vs. The Positions of the Melians  Q: *Does* Might Make Right? | Thucydides: The Melian Debates <http://lygdamus.com/resources/New%20PDFS/Melian.pdf> |
|  | 28 F | Q: Socrates’ Apology – 1  What is Said vs. What is Meant  for study questions see:  <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>  sec. 17a - 24b |
| Oct. | 1 M | Q: Socrates’ Apology – 2  The Gadfly  for study questions see:  <http://old.bornemania.com/civ/projects/apology2.html> | Apology Continued  sec. 24b/c - 35d |
|  | 2 T  *Lunch* | Q: Socrates’ Apology – 3  Who Most Respects Justice?  for study questions see:  <http://old.bornemania.com/civ/projects/apology3.html> | Apology Concluded  sec. 35e - 42a |
|  | 3 W | 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”.*  **Is It 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*) |
|  | 4 Th  *Lunch* | Q: Plato’s Republic:  Allegory of the Cave  *Be sure you can visualize the Cave*  **Cave Painting!** | Plato’s Republic Book VII, sec. 514a – 517c (*handout)* |
|  | 5 F | Q: Plato’s Republic:  The Role of the Philosopher | Plato’s Republic Book VII, sec. 517c – 521b (*handout*) |
|  | 8 M | Q: Plato’s Republic:  The Ship of State + Federalist #78 | Plato’s Republic Book VII, sec. 488b – 497a (*handout)*  **AP Focus:** Federalist #78 –  <http://teachingamericanhistory.org/library/document/federalist-no-78/> |
|  | 9 T  *Late*  *Lunch* | Q: Plato’s Magnificent Myth + Plotinus  The Magnificent Myth & Plotinus | 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> |
|  | 10 W  *Min.* | Review of Socrates, Plato and the Classical Greek Context  **Papers Due!** | - |
|  | 11 Th  *Lunch* | Q: Aristotle’s Politics - 1: What Systems are Best? Why Should We Study Politics?  Idealism vs. Realism | Review: Aristotle’s Politics: Book IV, Parts I & II  Jowett Translation of Aristotle  (This version is acceptable, but a more current translation will be easier): <http://classics.mit.edu/Aristotle/politics.4.four.html>  10 Aristotle Quotes from Politics: <http://www.novelguide.com/aristotles-politics/top-ten-quotes> |
|  | 12 F  *Rally* | Q: Aristotle’s Politics - 2: Variants of Systems and the Role of Class | Aristotle’s Politics: Book IV, Parts X, V, IV & XI (in that order, recommended. *Don’t get too caught up in the ten different classes in a democracy.*) |
|  | 15 M | Q: Name that Philosopher!  (*A No-Notes Greco-Roman Review Quiz*)  Melians (Thucydides)  Athenians (Thucydides)  Socrates (Apology)  Glaucon (Republic)  Plato (Republic)  Plotinus (Enneads)  Aristotle (Politics)  Diogenes (himself, and no one else)  Epicureans (Epicurus/Lucretus)  Stoics (Cicero)  **On to Rome!** | **Diogenes of Sinope** (*handout*)  **Stoic and Epicurean Quotes** *(handout)*  WHbS&D: Roman Republic  pp. 123 (review) + 130 – 138  **Iphegenia** (1977) Extra Credit Film Analysis Due |

**2018 Fall AP Unit 2b -Roman & Judeo-Christian Perspectives on Government**

“Do unto others as you would have them do unto you” Luke 6:31

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| Oct. | 16 T  *Lunch* | ***Roman and Judeo-Christian History Jeopardy!*** | WHbS&D: Judeo-Christian Foundations pp. 24 – 28, 151 - 158 |
|  | 17 W | 5 Jewish Texts on Governments -  Q: The Abrahamic Covenant (Genesis), Mosaic Law (Exodus), Anarchic Tribalism (Judges), Monarchy (Samuel) & Assassination (Judith) | Genesis 17: 1 – 27; Exodus 20:1 - 17; Judges 19:1 – 21:25; and I Samuel 8: 1 – 22; Judith ch. 2, 12 & 13  *(Use any contemporary version; 17th century translations are* ***not*** *acceptable, e.g. King James’)*  For Judith, ch. 2 & 13 any version will do although I suggest using Bible Gateway:  <https://www.biblegateway.com/passage/?search=Judith+2&version=NRSVACE> |
|  | 18 Th  *Lunch* | 5 Christian Views of Government - Q: Rejection (Temptation), Separation (Caesar’s Coin), Tension (The Passion), Submission (Paul’s Romans), & Righteous Suffering (I Peter) | 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’)* |
|  | 19 F | Q: Medieval European History | WHbD&S 320 – 323, 325 – 327, & 329 – 330 |
|  | 22 M | Q: Aquinas: Monarchy vs. Tyranny | Thomas Aquinas: *De Regno*, ch. 3, 4 & 7 (Kings vs. Tyrants)  <http://dhspriory.org/thomas/DeRegno.htm#3> |
|  | 23 T  *Late*  *Lunch* | Q: The Magna Carta (1215) Intro and Translation Note + 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> |
|  | 24 W | 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> |
|  | 25 Th  *Lunch* | Dealing with an Evil Prince  Q: Christine de Pizan’s Book of Peace | Christine de Pizan: The Book of Peace, pp. 126 – 132 *(handout*) |
|  | 26 F | **Unit 2 Review** |  |
|  | 29 M | **Unit 2 Test – Quote Parallels: Open Notes, Books & Documents** | - |
|  | 30 T | **Unit 2 Test – Part II (Discussion)**  ***Optional Lunch Session: Argue Your Positions!*** | **-** |

**2018 Fall AP Unit 3 – From**

**The Prince to The Social Contract**

“Man is born free, and everywhere he is in chains.” – J. J. Rousseau

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| Oct. | 31 W | Plague and Disillusionment | WHbS&D: Black Death & Church Decline pp. 371 – 374  Plague pp. 356 – 361  The Third Estate p. 376  Machiavelli pp. 370 - 371 |
|  | 1 Th | **Activity: The Paper Chain Game** | - |
| Nov. | 2 F | Q: Machiavelli’s The Prince  Machiavelli or The Prince?  What is the Goal? | Machiavelli’s The Prince, Ch. 5, 14 – 18, 23, and 25 (*handout); additional* no-notes quiz on Ch. 17 |
|  | 5 M | Historical Overview: from the Wars of Reformation to the Elizabethan Era | WHbS&D:  The Reformation - pp. 428 – 435 |
|  | 6 T  *Late*  *Lunch* | Q: The Reality of Suffering: Dostoevsky’s “Rebellion” from The Brothers Karamazov - 1 | Rebellion  (B.K., Part I, Book 5, Ch. 4)  (*handout)* |
|  | 7 W | The Purpose of Government: Dostoevsky’s “Grand Inquisitor” from Brothers Karamazov - 2A | The Grand Inquisitor  (B.K., Part I, Book 5, Ch. 5)  (*handout)* |
|  | 8 Th  *Lunch* | Q: The Purpose of Government: Dostoevsky’s “Grand Inquisitor” from Brothers Karamazov - 2B | *The Grand Inquisitor*  *(B.K., Part I, Book 5, Ch. 5)* |
|  | 9 F | The English Civil War, the Restoration, and The Glorious Revolution | WHbS&D:  The English Church pp. 438 – 439; The English Civil Warre pp. 450 – 453 |
|  | 12 M | Veterans’ Day – NO SCHOOL |  |
|  | 13 T  *Lunch* | Q: The Dwarf - 1 (Discussion) | Lagerqvist’s The Dwarf - 1 |
|  | 14 W | Q: The Dwarf - 2 (8 Chapters from “The Prince” & 8 characters from “The Dwarf” | Lagerqvist’s The Dwarf - 2 |
|  | 15 Th  *Lunch* | Hobbes’ Leviathan (summary) | 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.) |
|  | 16 F | Hobbes’ Sovereign and the World’s Future | Mann and Wainwright, Climate Leviathan (2018) pp. 16–18 & 23-31 |
|  | 19-23 | Thanksgiving Holiday – NO SCHOOL | Read ALL of The Book of Merlyn + View any 2 of these documentaries:  **Film: Blackfish**  **Film: The Cove**  **Film: Project NIM**  **Film: Jane (about Jane Goodall)** |
|  | 26 M | Q: No-notes Quiz on Films and Open Book Quiz on The Book of Merlyn | Films + The Book of Merlyn |
|  | 27 T  *Late*  *Lunch* | Q: The Book of Merlyn | The Book of Merlyn |
|  | 28 W | Q: Historical Overview: The Rise of Mercantilism & Colonial Discontent;  Descartes (1596-1650) & Pascal (1623 – 1662) | WHbS&D: The Enlightenment pp. 528 – 533 |
|  | 29 Th  *Lunch* | Q: Locke’s 2nd Treatise on Gov’t  <http://constitution.org/jl/2ndtreat.htm>  **Discussion: Majoritarian Democracy + What is “Natural”?** | Locke’s 2nd Treatise on Gov’t.  Ch. VIII, sec. 95 – 99 + Ch. IX, sec. 123 -131  <http://www.constitution.org/jl/2ndtreat.htm> |
|  | 30 F | Q: Montesquieu’s Spirit of the Laws and Becaria’s On Crimes and Punishments | 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> |
| Dec. | 3 M | Federalist #51 (Checks & Balances) & #70 (The Executive) | **AP Focus:** Federalist #51 –  <http://teachingamericanhistory.org/library/document/federalist-no-51/>  **AP Focus:** Federalist #70 -  <http://teachingamericanhistory.org/library/document/federalist-no-70/> |
|  | 4 T  *Lunch* | Q: Rousseau’s Social Contract 1  Rousseau’s Biography  Civilization’s Discontents: The Discourse on Inequality | Foreword pp. 9 - 25 |
|  | 5 W | Q: Rousseau’s Social Contract 2  Might & Right; Slavery & Animals  **Film: Walkabout (Opening)** | Rousseau’s SC, Bk. I, Intro + Ch. 1 – 4 (10) |
|  | 6 Th  *Lunch* | Q: Rousseau’s Social Contract 3  The Sovereign | Rousseau’s SC, Bk. I, Ch. 5 – 9 + Bk. II, Ch. 1 - 3 (15) |
|  | 7 F | **Q: AP Reading: Federalist #10** | **AP Focus:** Federalist #10  <http://teachingamericanhistory.org/library/document/federalist-no-10/>  ***After School Film Ex. Cr. Session: Walkabout*** |
|  | 10 M | Q: Rousseau’s Social Contract 4  Limits, Law, & Government | Rousseau’s SC, Bk. II, Ch. 4 – 6 + Bk. III, Ch. 1 (16) |
|  | 11 T  *Late*  *Lunch* | Q: The Lawgiver & the People, Corruption and Revolution | Rousseau’s SC, Bk. II, Ch. 7 – 11 (14) |
|  | 12 W | Q: Rousseau’s Social Contract 5  Good vs. Bad Government | Rousseau’s SC, Bk. III, Ch. 9 – 11 + 15 – 18 + Bk. IV Ch. 1(15) |
|  | 13 Th  *Lunch* | Q: Rousseau’s Social Contract 6  The Civil Religion | Rousseau’s SC, Bk. IV, 8 – 9 (13) |
|  | 14 F  *Rally* | Q: Rousseau’s Social Contract 7  Putting it All Together | Foreword pp. 25 – 43 |
|  | 17 M | Q: Kant’s “What is Enlightenment?” – Part 1 | **Kant: What is Enlightenment?** <http://theliterarylink.com/kant.html> |
|  | 18 T  *Late*  *Lunch* | Kant’s “What is Enlightenment?” 2 | Mann and Wainwright, Climate Leviathan (2018) pp. 134 – 137 |
|  | 19 W | **Unit 3 Review** | **-** |
|  | 20 Th  *Lunch* | **Unit 3 Test (Chronologies + Philosopher Identification) +** | **-** |
|  | 21 F | **Unit 3 Test Discussion**  ***Optional LUNCH SESSION***  ***(Fight for your Points!)*** | **-** |
|  | 12/24 – 1/4 | “Winter” Break – NO SCHOOL | Voltaire’s Candide (You may want to sneak preview the Candide excerpt videos for January 5 once you’ve finished it.) |

**2018 Fall AP Unit 4 –Revolutions: Intellectual, American, Social, and Capitalist**

“All is for the best in this best of all possible worlds.” - Pangloss

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| Jan. | 7 M | Q: 8 Characters in Voltaire’s Candide: Optimism, Pessimism, Fatalism, Cynicism, Opportunism, Pragmatism, Denialism, Escapism, (Political) Quietism, Stupidity, and Apathy | Voltaire’s Candide - 1 |
|  | 8 T  *Late*  *Lunch* | Q: Voltaire’s Candide XVII - XXX  From Utopia to Pessimism?  Critique of Voltaire’s View of Women + Candide Musical Quiz  The Overture to Candide: <https://www.youtube.com/watch?v=422-yb8TXj8>(listen for themes of adventure, satire, and love + combinations)  “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)w/Strallin:  <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 - 2    Read texts before watching videos:  “Best of All Possible Worlds II” (Bernstein & Sondheim’s Candide): <https://www.stlyrics.com/lyrics/candide/thebestofallpossibleworlds.htm>  “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>  (Compare Chenoweth:Airhead, Damrau:Acting, and Dessay:Angry)  “Make Our Garden Grow” (Bernstein & Sondheim’s Candide):  <http://www.lyricsera.com/58730-lyrics-make-our-garden-grow.html> |
|  | 9 W | The Declaration of Independence:  [First Sentence](http://www.bornemania.com/gov/declaration/opening.shtml)  Q: Origins of the American Revolution | WHbS&D: 549–552 + 557 – 560  **Bring Declaration (don’t read it yet):** <http://www.bornemania.com/index.php?option=com_content&view=article&id=18:declaration-of-independence&catid=18&Itemid=125> |
|  | 10 Th  *Lunch* | Declaration of Independence: Meaning of the Justification | **Bring Declaration:**+ Rough Draft of the Declaration of Independence <http://www.loc.gov/exhibits/declara/ruffdrft.html> |
|  | 11 F | Declaration: Gripes and [Complaint](http://www.bornemania.com/gov/declaration/complaint.shtml) Against Parliament | **Bring Declaration:** + 2012 Occupy Wall Street Declaration:  <http://www.nycga.net/resources/documents/declaration/> |
|  | 14 M | Adam Smith: Wealth of Nations,  Q: Bk. 1, ch. 4 – On Money (excerpts); ¶ by ¶ paraphrase **+**  **Film** (excerpt) **Capitalism, A Love Story** *(What is Moore’s Thesis?)* | 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. |
|  | 15 T  *Late*  *Lunch* | Adam Smith: Wealth of Nations,  Q: Bk. 1, ch. 5 & 8 (excerpts) – Real and Nominal Price; Slavery | WoN Bk. 1, ch. 5 ¶ 1 – 9, 11, 15, 17 – 21, 23, and 40 +  WoN Bk. I, ch. 8 ¶ 11 – 15, 26, 35, and 40 - 43 |
|  | 16 W | 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 |
|  | 17 Th  *Lunch* | Rev. Martin Luther King Jr.: Letter from a Birmingham Jail  Q: Non-Violent Strategy | Read Rev. M. L. King Jr.: “Letter from a Birmingham Jail” (1963): <http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html> |
|  | 18 F | Remembering Rev. Dr. MLKJr.’s Critique of Capitalism and Communism  Q: MLKJr.’s Critique | Martin Luther King Jr.’s “Pilgrimage to Nonviolence” (1960)  <https://kinginstitute.stanford.edu/king-papers/documents/pilgrimage-nonviolence>  Rev. Martin Luther King Jr.’s “Where Do We Go From Here?” Address at the 11th Annual SCLC (1967)  <https://kinginstitute.stanford.edu/king-papers/documents/where-do-we-go-here-address-delivered-eleventh-annual-sclc-convention> |
|  | 21 M | MLKJr. Day – NO SCHOOL | - |
|  | 22 T  *Lunch* | **Final Exam – Part 1** | **-** |
|  | 23 W  *Min.* | Final Exams Per. 1 & 2 | - |
|  | 24 Th  *Min.* | Final Exams Per. 3 & 4 | - |
|  | 25 F  *Min.* | Final Exams Per. 5 & 6  **Final Exam – Part 2**  ***Optional Ex. Cr. After-School Session: Argue Your Positions!*** | **-** |
|  | 28 M | Teacher Prep. Day – NO SCHOOL |  |

**2019 Spring AP Unit 5 – A Kind of Revolution:**

*Monday, Wednesday and Friday Lunch Sessions at 12:30 until AP Exams*

The American Constitutional Revolution (1789)[[2]](#footnote-2)

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| Jan. | 29 T | »Q: **The Critical Period**:  The Articles of Confederation and the Constitutional Convention | »American Government: Continuity and Change (AGCC) by O’Connor & Sabato pp. 38 – 45 (all)  »**AP Focus:** Articles of Confederation – <http://www.ushistory.org/documents/confederation.htm> |
|  | 30 W  *Lunch* | •Q: Two Contrasting Views of the Constitution: Bancroft & Beard  **Film: The Preamble**  Basic Structure of the Constitution | •American Government: Continuity and Change (AGCC) by O’Connor & Sabato pp. 53 – 57 + Table 2.1 (p. 55)  •Howard Zinn:  “Ch. 5 - A Kind of Revolution” from A People’s History of the United States pp. 90 - 102 (*handout*) |
|  | 31 Th | §Q: House and Senate – Qualifications; Census and Race (Are You a Mexican?); Apportionment and Gerrymandering; Income Tax & Senatorial Elections  (**BRING CONSTITUTIONS**!) | §Article I, sec. 1 – 4 +  §Amendments 16 and 17  §**AP Focus:** *Baker v. Carr* (1961)  §**AP Focus:** *Shaw v Reno* (1993)  §AGCC pp. 239 – 251 + Table 7.2 (p. 243) + 124 – 125, 492 – 497 |
| Feb. | 1 F  *Lunch* | \*\*Q: How a Bill Goes to Committee to Die, or Pass & Plague the Populace; The Tragic Tale of Tom Watson; ALEC; Budgets, Rules, and Confirmations | \*\*Article I, sec. 5 – 7 +  \*\*AGCC pp. 260 - 271 (skim, but know key terms) + Tables 7.3 (p. 252 skim) & 7.5 (p. 257) and Figure 7.3 (p. 258)  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>  **Ex. Cr. After School Film! 3:30 – 6:30**  **“A Perfect Candidate” (1996)** |
|  | 4 M  *Lunch* | ‡ Q: The Horse Race | ‡AGCC pp. 252 – 258, 477 – 481, and 507 – 522 (Congressional Elections) |
|  | 5 T  *Late* | °Q: Powers of Congress (or not)  California’s Rolling Blackouts of 1999 and FERC; Oversight, Confirmation, Impeachment, & Budgets | °Article I, sec. 8  AGCC pp. 271 – 275 and 677 - 680  °**AP Focus:** *Gibbons v Ogden* (1824) p.105  °**AP Focus:** *U.S. v Lopez* (1995) |
|  | 6 W  *Lunch* | ›Q: The Presidency: Campaigns, Qualifications, and Powers | ›Article II + Amendments 12, 20, 22, & 25  ›AGCC pp. 279 – 291 (incl. Table 8.2 – first 5 only) + 481 – 488 (Presidential Elections & The Presidency) |
|  | 7 Th | ‡Q: Party Affiliation, Parties,  We Take the Quiz! <https://www.politicalcompass.org/> | ‡AGCC pp. 447 – 455 (incl. Table 12.2) and 474 – 477  (Party Identification & Voting Patterns |
|  | 8 F  *Lunch* | Q: The Judiciary  The Principle of Judicial Review | Article III + Amendment 11 +  AGCC pp. 347 – 356 + Table 10.3 p. 366 **(research to update)**  (The Supreme Court)  **AP Focus:** *Marbury v Madison* (1803) pp. 355 – 356  **Ex. Cr. After School Film! 3:30 – 6:30**  **“Unprecedented” (2002)** |
|  | 11 M | Lincoln’s Day – NO SCHOOL |  |
|  | 12 T | ◊Q: Inferior Courts  **Film: Hot Coffee**  **For those who miss the film in class:**  Bonnie Bertram, “Storm Still Brews Over Scalding Coffee” in the New York Times (2013) <http://www.nytimes.com/2013/10/28/booming/storm-still-brews-over-scalding-coffee.html?_r=0> | **Ask your Parents:** *What do they know about the McDonald’s Hot Coffee Case? (Do NOT research)*  ◊Amendment 1 & 8: Right to Petition, Civil Courts and Tort “Deform”  ◊AGCC: pp. 356 – 362 (Federal Judiciary) |
|  | 13 W  *Lunch* | §Q: Federalism | §Article I, sec. 9 – 10 + Article IV  §Amendments 9 – 10  §AGCC pp. 95 – 107 (Federalism) + Fig. 3.3  §Becky Streipe, “What Happens When a State Law Contradicts a Federal Law?” in How Stuff Works (2012) <http://people.howstuffworks.com/state-law-contradicts-federal-law.htm/printable>  **Ex. Cr. After School Film! 3:30 – 6:30**  **“A Civil Action” (PG-13, 1998)** |
|  | 14 Th | \*Q: State Law vs. Federal Law  Supremacy Clause, States’ Rights, Wedge Issues, Constitutional Amendments, the E.R.A., & Religious Tests | \*Article V - VII + Amendments 18, 21, 27 +  \*AGCC pp. 57 – 63 (Amending the Constitution)  + p. 58 “On Campus”  + p. 61 “American Values”  + p. 62 “Politics Now”  \***AP Focus:** *McCulloch v Maryland* (1819) pp. 104-105  **\*AP Focus:** *Obergefell v Hodges* (2015)  \*You Tube: The Simpsons “I’m an Amendment to Be” <https://www.youtube.com/watch?v=pSANTRnEBgg> |
|  | 15 F  *Lunch* | •Q: Amendment 1 – Religion: Establishment vs. Free Exercise; Flag Salutes in Public Schools, God, and the Pledge of Allegiance | •AGCC: pp. 162 - 165 (First Amendment Protections)  •Amendment 1 – Religion  The Pledge: <http://www.ushistory.org/documents/pledge.htm>  •**AP Focus:** *Engel v Vitale* (1962)  •**AP Focus:** *Abington v Schempp* (1963)  •**AP Focus:** *Wisconsin v Yoder* (1972)  •**AP Focus:** *Elk Grove v Newdow* (2004)  **Ex. Cr. After School Film! 3:30 – 6:30**  **“Gasland – Part II” (NR, 2014)** |
|  | 18 M | Presidents’ Day – NO SCHOOL | - |
|  | 19 T | °Q: Amendment 1 – Speech & Press: Slander, Libel, Hate Speech, Fighting Words, “Clear & Present Danger”, Symbolic Speech, Peaceable Assembly, Trigger Warnings, and Safe Spaces | °Amendment 1 – Speech, Press, Assembly, & Petition  °On The Media: Defending the Indefensible (start at 2:44) an Interview with Mark Randazza (2018) : *15 minutes* <https://www.wnycstudios.org/story/defending-indefensible>  °Chris Bodenner, “The Surprising Revolt at the Most Liberal College in the Country” in The Atlantic (2017)  <https://www.theatlantic.com/education/archive/2017/11/the-surprising-revolt-at-reed/544682/>  °Van Jones at the University of Chicago (2017): *5 minutes*  <http://politics.uchicago.edu/news/entry/clip-van-jones-on-safe-spaces-on-college-campuses>  °AGCC: pp. 166 – 175 (First Amendment Protections)  °**AP Focus:** *Tinker v Des Moines* (1969)  °**AP Focus:** *New York Times v US* (1971)  °**AP Focus:** *Schenck v US* (1919) |
|  | 20 W  *Lunch* | ›Q: Amendments 4, 5, and 14  Search & Seizure, Warrants, Privacy, Abortion, Citizenship (*Jus Soli*), Due Process, Equal Protection, and the Nationalization of the Bill of Rights | ›ACLU: “Limon vs. Kansas – Case Summary” (2005)  <http://www.aclu.org/lgbt-rights_hiv-aids/limon-v-kansas-case-background&>  ›“Gay Rights in the US, State by State” in The Guardian (2015)  <https://www.theguardian.com/world/interactive/2012/may/08/gay-rights-united-states>  Focus on the following seven states and three regions: CA, TX, MI, MN, NY, UT, and MS; the Southwest, the Northeast, and the Southeast.  ›Privatization of Information:  <https://www.theguardian.com/us-news/2018/jul/11/california-mall-license-plate-surveillance-ice-immigration>  ›**AP Focus:** *Roe v Wade* (1972)  ›AGCC: pp. 157 – 162 + 187 - 192 (Civil Liberties in the Bill of Rights), incl. Table 5.1 |
|  | 21 Th  *A/B* | \*Q: Guantanamo  The Constitution is Dead, Dead, Dead. | \*Amendments 6 – 8  \*AGCC: pp. 176 - 186 (Rights of the Accused)  \*Andrew Cohen, “Some Constitutional Amendments are More Equal Than Others” in The Atlantic (2012)  <https://www.theatlantic.com/national/archive/2012/07/some-constitutional-amendments-are-more-equal-than-others/260322/> +  \*Jacob Hornberger, “Guantanamo and the Bill of Rights” in the Future of Freedom Foundation (2013)  <https://www.fff.org/2013/05/09/guantanamo-and-the-bill-of-rights/>  **\*AP Focus:** *Mapp v Ohio* (1961)  \***AP Focus:** *Gideon v Wainwright* (1963)  **\*AP Focus:** *Miranda v Arizona* (1966) |
|  | 22 F  *Lunch* | §Q: “Minority” Rights, Suffrage, Civil Rights, and Corporate Personhood  Unit 5 Test Review | §Amendments 13, 15, 19, 23, 24, & 26  ›AGCC: pp. 218 – 231 (“Minority” Rights)  §**AP Focus:** *Brown v Board of Ed* (1954)  **§AP Focus:** *Dred Scott v Sandford* (1857)  **§AP Focus:** *Plessy v Ferguson* (1896)  §**AP Focus:** *Citizens United v. Federal Election Commission* (2010) - review  §Gabrielle Levy, “How *Citizens United* Has Changed Politics in 5 Years” in US News & World Report (2015) <https://www.usnews.com/news/articles/2015/01/21/5-years-later-citizens-united-has-remade-us-politics>  **Ex. Cr. After School Film! 3:30 – 6:30**  **“Dark Money” (2018)** |
|  | 25 M  *Lunch* | **Unit 5 AP Multiple-Choice Test** | Reminder: Prepare “Wealth Distribution” Assignment for Tuesday |

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

“Capitalism is the Exploitation of Man by Man;

Under Communism it is the other way around.”

– Soviet Joke

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| Feb. | 26 T  *Late* | \*Q: Domhof: Who Rules America?  *Income, Wealth, Financial Wealth, Assets, Wealth Distribution, Net Worth, Taxes (Inheritance and Estate), & Home Ownership*  Discuss: Wealth Distribution | **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> |
|  | 27 W  *Lunch* | ‡Q: Domhof: Who Rules America?  *The 1%* | ‡Domhof: Who Rules America?  (from “Wealth Distribution through “Income & Power”)  •(2014) Kapur: “Economic Elite Domination”: <http://talkingpointsmemo.com/dc/princeton-scholar-demise-of-democracy-america-tpm-interview> |
|  | 28 Th | •Q: Domhof: Who Rules America?  *Progressive Taxes, Transfer Payments, Income Ratios, & CEO’s* | •Domhof: Who Rules America?  (“Do Taxes Redistribute Income?” to the end)  •(2014) John Cassidy: “Is America an Oligarchy?”:  <http://www.newyorker.com/news/john-cassidy/is-america-an-oligarchy> |
| Mar. | 1 F  *Lunch* | Q: The Influence of Money on the Entire Political System: We are No Longer a Functional Democracy + Violent Anarchism: Berkman and the Black Bloc | (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> |
|  | 4 M  *Lunch* | Ex. Cr. Jeopardy!:  The French Revolution (Full) and de Gouges’ Rights of Woman | S&D: French Revolution Phase I pp. 564 – 570 + S&D: French Revolution Phase II pp. 570 – 577  + Declaration of Rights of Man  <http://avalon.law.yale.edu/18th_century/rightsof.asp>  De Gouges: Declaration of Rights of Woman & the Female Citizen  <http://csivc.csi.cuny.edu/americanstudies/files/lavender/decwom2.html> |
|  | 5 T  *Late* | Q: Weiss: Marat & de Sade | Research Marat or de Sade  Read: Marat/Sade (Handout) |
|  | 6 W  *Lunch* | Q: Marat/Sade: Who would have said it? (No Notes)  **Film: Marat/Sade** | Review: Marat/Sade (Handout)  In case you miss the film:  <https://www.youtube.com/watch?v=RJc4I6pivqg> |
|  | 7 Th | **Film: Marat/Sade** | - |
|  | 8 F  *Min.* | **Are You a (19th c.) Socialist?**  (Forced Choice Exercise) | - |
|  | 11 M  *Lunch* | Insiders’ Critiques of Capitalism | MBAs Suck – by an MBA <https://newrepublic.com/article/148368/ideology-business-school>  Uncritical Capitalist Indoctrination: “Why we should bulldoze the business school” by Martin Parker in The Guardian (April 27, 2018)  <https://www.theguardian.com/news/2018/apr/27/bulldoze-the-business-school> |
|  | 12 T  *Late* | §Q: American Oligarchy | §The New American Aristocracy: <https://www.theatlantic.com/magazine/archive/2018/06/the-birth-of-a-new-american-aristocracy/559130/> |
|  | 13 W  *Lunch* | Green Capitalism?  Introduction to Hegel, Marx & Engels: Dialectic, Materialism and The End of History? | Hegel, Marx & Engels – Quotes & Excerpts (handout)  Mann and Wainwright, Climate Leviathan, (2018) pp. 99 – 103 and  pp. 137 – 139 |
|  | 14 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> |
|  | 15 F  *Rally* | Q: Frederick Engels’ 1847 Principles of Communism : ¶ 15 – 25 | Engels’ Principles: Sec. 15 - 25 |
|  | 18 M | Teacher Hell Day – NO SCHOOL |  |
|  | 19 T  *Sub*. | Q: Exploiting the (Trans-national) Proletariat  **Film: Casino Jack – Treasure Isle** | “Paradise Lost” from Ms. Magazine by Rebecca Clarren <http://www.msmagazine.com/spring2006/paradise_full.asp>  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> |
|  | 20 W  *Sub.* | **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)**  Just-World Theory: “Suffering? You Deserve It!” by Chris Hedges and Avner Offer in TruthDig  <http://www.truthdig.com/report/item/suffering_well_you_deserve_it_20140302> |
|  | 21 Th  *Sub.* | **Film: Requiem for the American Dream – Intro and Principles 1 - 5**  *1. Reduce Democracy*  *2. Shape Ideology*  *3. Redesign the Economy*  *4. Shift the Burden*  *5. Attack Solidarity*  Q: Globalization, Wealth and The ‘Just World’ Theory | Thomas Picketty:“Intro” to Capital in the 21st Century **(handout)** pp. 1 - 16 |
|  | 22 F  *Sub.* | **Film: Requiem for the American Dream –Principles 6 - 10**  *6. Run the Regulators*  *7. Engineer Elections*  *8. Keep the Rabble in Line*  *9. Manufacture Consent*  *10. Marginalize the Population*  Q: The Concentration of Capital through Investment over Growth | Thomas Picketty:“Intro” to Capital in the 21st Century **(handout)** pp. 20 - 35 |
|  | 25 M  *Sub*. | Q: Race and Class  A Marxist Critique of Racial Identity and Exceptionalism | Cedric Johnson: “The Panthers Can’t Save Us Now” in Catalyst (2016)  (skim the 1st 4 ¶ – focus on the final 3 paragraphs of the Introduction;  skim “The Roots of Black Ethnic Politics”; read “The Movement for Black Lives & the Neoliberal Landscape”, “The Problem with Black Exceptionalism”, & “Building Popular Consensus, Organizing for Power” <https://catalyst-journal.com/vol1/no1/panthers-cant-save-us-cedric-johnson> |
|  | 26 T  *Late* | Q: Bourdieu’s Critique – Economism, Symbolic Capital, & Poverty | Bourdieu Excerpts (handout) |
|  | 27 W *Lunch* | Bourdieu Concl. + Review  **LUNCH SESSION** | Bourdieu Redux |
|  | 28 Th | **Unit 6: 12 Quote Identifications + Identify each one, then find agreement with a 1st Semester Philosopher and Disagreement with a 2nd Semester Philosopher** | - |
|  | 29 F  *Lunch* | **Unit 6 Discussion (Required)** | - |

2018 AP Unit 7 – The Natural Contract

Science, Nature, Ethics and Politics – BRING SEATS!

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| April | 1 M  *Lunch* | Complete Test Discussion  Q: Garrett Hardin: In Memorium + Tragedy of the Commons (1990) | *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> |
|  | 2 T | Q: Garrett Hardin: Tragedy of the Commons (1968) | “Tragedy of the Commons” (1968) |
|  | 3 W  *Lunch* | Q: (no notes) - Serres & Latour #1  Intestinal Time and Unemployed God  • Science & Ethics  • Language & Storytelling  • Reason & Literature | Serres and Latour: Conversations on Science, Culture, and Time: <https://monoskop.org/images/f/ff/Serres_Michel_Latour_Bruno_Conversations_on_Science_Culture_and_Time.pdf>  Hiroshima pp. 15 – 17 (3)  Ellipsis pp. 24 – 25 (2)  Science pp. 50 – 51 (2) |
|  | 4 Th | Michel Serres:  Q: The Natural Contract 1  War, Peace; Climate; Wager; War | Michel Serres: The Natural Contract:  <https://monoskop.org/images/d/d0/Serres_Michel_The_Natural_Contract.pdf>  Natural Contract 1: pp. 1 – 7 |
|  | 5 F  *Lunch* | Q: The Natural Contract 2  War and Violence; Law & History; Competition; We | Natural Contract 2: pp. 10 (all) – 20 |
|  | 8 M  *Lunch* | Michel Serres:  Q: The Natural Contract 3  Knowing, Beauty, Peace | Natural Contract 3: pp. 20 – 25 + Nietzsche’s “Parable of the Madman”: <https://legacy.fordham.edu/halsall/mod/nietzsche-madman.asp> |
|  | 9 T  *Late* | Michel Serres:  Q: The Natural Contract 4  Time and Weather, Peasant and Sailor, Long Term and Short Term, The Philosopher of Science, War (Once Again), Reversal, The Jurist: Three Laws Without a World, Declaration of the Rights of Man, Use & Abuse: The Parasite, Equilibria, The Natural Contract | Natural Contract 4: pp. 27 – 40 |
|  | 10 W  *Lunch* | Michel Serres:  Q: The Natural Contract 5  The Political, Of Governing, History (Anew), The Religious, Love | Natural Contract 5: pp. 40 – 50 |
|  | 11 Th | Q: Serres & Latour #2 | Serres and Latour: Conversations on Science, Culture, and Time: <https://monoskop.org/images/f/ff/Serres_Michel_Latour_Bruno_Conversations_on_Science_Culture_and_Time.pdf>  Wisdom & Morality pp. 170 – 177 |
|  | 12 F  *Lunch* | Michel Serres:  Q: The Natural Contract 6  Casting Off for the Last Time (Facing Death), Palo Alto (A Premonition), Anne (A Scene of Death), Sequel Beyond the Grave, Earth Ho!, In Distress  **A View of Life and Death** | Natural Contract 6: pp. 97 – 98 and 111 – 124 |
|  | 15-19 | Spring Break – NO SCHOOL | Read Atwood |
|  | 22 M  *Lunch* | Quiz: Atwood’s Oryx and Crake and The Year of the Flood | - |
|  | 23 T  *Late* | Q: Terrifying Math  **Film (2012): Surviving Progress - 1**  <http://survivingprogress.com/docs/SP_transcription.pdf> | Bill McKibben in Rolling Stone: “The Terrifying New Math of Global Warming”  <http://www.rollingstone.com/politics/news/global-warmings-terrifying-new-math-20120719> |
|  | 24 W  *Lunch* | Q: After Paris  **Film (2012): Surviving Progress - 2**  <http://survivingprogress.com/docs/SP_transcription.pdf> | §Mann and Wainwright, Climate Leviathan (2018) pp. 157 – 165  §Douglas Rushkoff, “Survival of the Richest” in Medium (2018):  <https://medium.com/s/futurehuman/survival-of-the-richest-9ef6cddd0cc1> |
|  | 25 Th | 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> |
|  | 26 F  *Lunch* | Q: Pope Francis - Laudato Si:  Technology, Anthropocentrism, and Ecology  **AP Enviro Exam** | Pope Francis: Laudato Si,  ¶ 101 – 120, 129, 133 - 162  (see link above) |
|  | 29 M  *Lunch* | Q: Pope Francis - Laudato Si:  Looking Forward  **Film (2016): How to Let Go of the World - Part 1** | Pope Francis: Laudato Si,  ¶ 163 – 167, 170 – 175, 178, 182 – 191, 195 - (214) 215, & 228 - 232  (see link above) |
|  | 30 T | **Film (2016): How to Let Go of the World- Part 2** | §Edward Helmore “David Buckel: friends mourn LGBT lawyer who self-immolated” on The Guardian (2018):  <https://www.theguardian.com/us-news/2018/apr/20/david-buckel-lgbt-lawyer-self-immolation-new-york> |
| May | 1 W  *Lunch* | **Film (2016): How to Let Go of the World - Part 3** Q: Different Protests | §Naomi Klein, “How Science is Telling Us All to Revolt” in the New Statesman (2013) <https://www.newstatesman.com/2013/10/science-says-revolt> |
|  | 2 Th | **Unit 7 Exam: 60 Quote (20/40) Identification from 1st and 2nd Semesters (Required)** | - |
|  | 3 F  *Lunch* | **Unit 7 Exam Discussion (*Optional*)** | - |
|  | 6 M | Film: Wall-E | **US Government AP Exam 8:00 a.m.** |

**2019 CP Spring Final Unit – 1984**

“War is Peace” – Big Brother; “Freedom Isn’t Free” – US Military Slogan

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|  | 7 T | Introduction to 1984: How to Read & What to Study  **Bring your copies of 1984!** | **AP Seminar Exam 8:00 a.m.** |
|  | 8 W | Q: Euphemism and Entertainment | One: I - II  **English Lit. & Comp. AP Exam 8:00 a.m.** |
|  | 9 Th | Q: The Value of History | One: III - IV  MOVIE THURSDAY!  **Psychology AP Exam 12 p.m.** |
|  | 10 F | Q: Political Uses of Language | One: V + Appendix  **US History AP Exam 8:00 a.m.** |
|  | 13 M | Q: Privacy and Paranoia | One: VI – VIII |
|  | 14 T | Q: Sex and Control | Two: I – IV  **Calculus AB/BC Exams 8:00 a.m.** |
|  | 15 W | Q: Terrorism | Two: V – VIII  **AP Macroeconomics Exam 12 p.m.** |
|  | 16 Th | **Film: If A Tree Falls – 1**  From Awareness to Radicalization | **Statistics AP Exam 12 p.m.** |
|  | 17 F | **Film: If A Tree Falls – 2**  Sabotage and Doublethink | *Skim*: Two: IX - Chapter 3: "War is Peace" |
|  | 20 M | **Film: If A Tree Falls – 3**  Persecution/Prosecution | *Prep. Vocabulary*: Two: IX - Chapter 3: "War is Peace" |
|  | 21 T  *Late* | Q: War is Peace – **Big Quiz** | *Read*: Two: IX - Chapter 3: "War is Peace" |
|  | 22 W | War Is Peace Today (Discuss) | *For AP Only - Eisenhower’s 1961 Farewell Address*  <https://www.ourdocuments.gov/doc.php?doc=90&page=transcript> |
|  | 23 Th | **Film: Why We Fight – 1**  American History | - |
|  | 24 F  *Rally* | **Film: Why We Fight – 2**  Military Contractors | *Skim*: Two: IX - Chapter 1: "Ignorance is Strength" |
|  | 27 M | Memorial Day – NO SCHOOL |  |
|  | 28 T | **Film: Why We Fight – 3**  One Price of War | *Prep. Vocabulary*: Two: IX - Chapter 1: "Ignorance is Strength" |
|  | 29 W | How Powers Fall (Hope in 1984) | Two: IX - Chapter 1: "Ignorance is Strength" |
|  | 30 Th  *A/B* | Q: Ignorance is Strength & Surveillance | Two: X - Three: I |
|  | 31 F | Q: Imprisonment without Rights | Three: II  (Track torture techniques) |
| June | 3 M | Q: The End  2 + 2 = ? | Three: III – VI |
|  | 4 T  *Late* | **Debate: Absolutism vs. Relativism** | - |
|  | 5 W | The Children’s Story | **Evaluations Due** |
|  | 6 Th | **Final Exam Review** | MOVIE THURSDAY! 3:30 – 7:00  “Brazil” (R, 1985) |
|  | 7 F | Senior Finals 5 & 6 |  |
|  | 10 M | Senior Finals 3 & 4 |  |
|  | 11 T | Senior Finals 1 & 2 | Senior Check-Out 12:30 p.m. |
|  | 12 W  Min. | Finals 1 & 2 | Graduation Practice 8 a.m. - noon |
|  | 13 Th  Min. | Finals 3 & 4 | Graduation Practice 8 a.m. - noon |
|  | 14 F  Min. | Finals 5 & 6  GRADUATION! |  |
|  | 15+ | Summer Vacation! – NO SCHOOL |  |

1. Revised August 26, 2018 [↑](#footnote-ref-1)
2. Revised Dec. 9, 2018 [↑](#footnote-ref-2)