**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* | 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 – see below; do it BEFORE you read)**  ‡(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* | Q: 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** | 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>  **Open House!** |
|  | 8 F  *Min.* | **Are You a (19th c.) Socialist?**  (Forced Choice Exercise) | **-** |
|  | 11 M  *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 |
|  | 12 T  *Late* | 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> |
|  | 13 W  *Lunch* | Q: Frederick Engels’ 1847 Principles of Communism : ¶ 15 – 25 | Engels’ Principles: Sec. 15 – 25 |
|  | 14 Th | Q: Exploiting the (Trans-national) Proletariat  **Film: Casino Jack – Treasure Isle** | “Paradise Lost” from Ms. Magazine by Rebecca Clarren (2006) <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> |
|  | 15 F  *Rally* | **Film: Inside Job – Intro: Iceland**  Q: Randian “Objectivism” \_ Just World Theory | 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> |
|  | 18 M | Teacher Hell Day – NO SCHOOL | - |
|  | 19 T  *Sub*. | Insiders’ Critiques of Capitalism  **Film: Capitalism** (2014) - Ch. 1 “Adam Smith: The Birth of the Free Market?” | John Benjamin: “Business Class” in The New Republic (2018)  <https://newrepublic.com/article/148368/ideology-business-school>  Martin Parker: “Why we should bulldoze the business school” by in The Guardian (April 27, 2018)  <https://www.theguardian.com/news/2018/apr/27/bulldoze-the-business-school> |
|  | 20 W  *Sub* | American Oligarchy  **Film: Capitalism** (2014) - Ch. 2 “The Wealth of Nations: A New Gospel?” | The New American Aristocracy: <https://www.theatlantic.com/magazine/archive/2018/06/the-birth-of-a-new-american-aristocracy/559130/> |
|  | 21 Th  *Sub.* | Empirical Studies of Economics  **Film: Capitalism** (2014) - Ch. 4 “What if Marx Was Right?” | Thomas Picketty:“Intro” to Capital in the 21st Century **(handout)** pp. 1 - 16 |
|  | 22 F  *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. 20 - 35 |
|  | 25 M  *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 | 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 + Lunch* | Q: Business Schools, Oligarchy, Picketty, and Johnson – Various Critiques Review  **LUNCH SESSION** | REVIEW!!! (Readings and Films) |
|  | 27 W *Lunch* | Q: Bourdieu’s Critique – Economism, Symbolic Capital, & Poverty  **LUNCH SESSION** | Bourdieu Excerpts (handout) |
|  | 28 Th | Bourdieu Concl. + Review  **LUNCH SESSION** | Bourdieu Redux |
|  | 29 F  *Lunch* | Massive Review of 1st Semester Phils.  **LUNCH SESSION (I provide Pizza)** | - |
| April | 1 M | **Unit 6: 12 Quote Identifications + Identify each one, then find agreement with a 1st Semester Philosopher and Disagreement with a 2nd Semester Philosopher** | *This Lunch Session is Optional* |

***“Wealth Distribution” Homework –***  
**Part 1 of 4:**

Imagine all the wealth there is in the US. Draw it as a 5 inch-long box (graph paper makes it easier). This box represents 100% of the US wealth. Each inch represents 20% of the wealth in the US.

Now think about **the poorest 20%** of the US population. How much of that box do you THINK they own? 2%? 5%? 10%? (Obviously they can't own more than 20%, since then they wouldn't be the poorest 20% of the population!) So based on your estimate of how much they own, fill in that % of the box on the **left hand side** of the box, and label it "*First Quintile – Lowest 20%*". (So, if you think the lowest 20% have 5% of the wealth, mark off 5% of the box you have created.)

Now think about the next poorest 20% of the US population. Obviously, they have more wealth than the poorest 20%. Based on your estimate of how much they have, mark off that portion of your box. (For example, maybe if you think they have 10% of the US wealth, mark off 10% of the total of the 5-inch US wealth box, which would be about a half an inch.) Label it "*Second Quintile*".

Now think about the middle 20% and how much of the total wealth they have. Mark off their portion of the box, and label it ("*Middle Quintile, Middle 20%*"). Now do the same for the next highest 20% and then, finally, for the top 20% - mark off how much of the total wealth you think they have (this will be all the way on the right hand side of the box). Whatever numbers you come up with, it will add up to an even 100%. (For example - maybe you think America actually has 5% for the poorest, 10% for the next poorest, 15% for the middle, 20% for the upper-middle quintile, and, to make it all add up to 100%... 50% of the wealth for the top 20% of the population.) Important Note: DO NOT RESEARCH THIS DATA - just give your own estimate.

**Part 2 of 4:**

Do the same thing, but do it for how you think it \*should\* be. If you think the wealth distribution you estimated is exactly the way wealth distribution should be, then recreate the same identical box that you have for Part 1. If, however, you think like a Communist and believe that everyone should have exactly the same amount of wealth, make each of the 5 quintiles equal to 20%. If you think there should be some other ideal distribution of wealth, then adjust your boxes accordingly. It should all add up to 100% again, of course.

**Part 3 of 4:**

Have a parent or guardian do the same thing you did in Part 1 - have them estimate the way in which the wealth in the US is ACTUALLY divided. Again do NOT have them research. Just have them make their estimates.

**Part 4 of 4:**

Have them draw what they personally think is the ideal wealth distribution. Similar to Part 2 - if they think everything is fine, as is, their box in Part 3 will be identical to their box in Part 4. If they are Communists, then each 20% of the population will get an equal 20% of the wealth. If they think the poor actually have too MUCH wealth in the US, have them shrink the amount they designate to the lower 20% and adjust accordingly.

THEN read the Domhof. Be prepared to turn in your graphs in class tomorrow.

**2018 AP Unit 7 – The Natural Contract**

**Science, Nature, Ethics and Politics – BRING SEATS!**

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| April | 2 T | Q: Garrett Hardin: Tragedy of the Commons (1968) | *In Memorium* for Hardin:  <http://senate.universityofcalifornia.edu/_files/inmemoriam/html/garretthardin.htm>  “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 AP/CP Spring Final Unit – 1984**

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

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| May | 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  **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 | Privacy and Paranoia  **Book I Jeopardy** | 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 & Review*: 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 | *Skim*: Two: IX - Chapter 1: "Ignorance is Strength" |
|  | 24 F  *Rally* | **Film: Why We Fight – 2**  Military Contractors | *Prep. Vocabulary*: Two: IX - Chapter 1: "Ignorance is Strength" |
|  | 27 M | Memorial Day – NO SCHOOL |  |
|  | 28 T | **Film: Why We Fight – 3**  One Price of War | *Read & Review*: 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  What is Justice? Can Violence Create Justice? *Is* this Justice?  **Film: White Bear (42 min.) – 4th Per.** | Two: X - Three: I |
|  | 31 F | Q: Imprisonment without Rights  **Film: Ghosts of Abu Ghraib – 1** *(1st 15)* | Three: II  (Track torture techniques) |
| June | 3 M | **Film: Ghosts of Abu Ghraib – 2** *(45 min.)* | - |
|  | 4 T  *Late* | **Film: Ghosts of Abu Ghraib – 3** *(last 15)*  Q: The End  2 + 2 = ? | Three: III – VI |
|  | 5 W | **Debate: Absolutism vs. Relativism** | Ex. Cr. MOVIE 3:30 – 7:00  “Brazil” (R, 1985) |
|  | 6 Th | Final Exam Review (*bring questions*) | **Evaluations Due** |
|  | 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 |  |