**2019-2020 AP American Government/Macroeconomics**

*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.

**Month Day In-Class Topic Materials to have prepared in advance**

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| Aug. | 27 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) | As Class Begins: Class Contract and  Proposed Rules (*Handouts*) |
|  | 28 W | Forced-Choice Concluded  The Legislative Process  **Form Constituent Groups & Legislative Groups**  Each Legislative Group selects a minimum of *2 Legislative Leaders* | Proposed Rules Handout |
|  | 29 Th  *Lunch* | Legislative Groups: Discuss and Draft Your Rules  Tonight: *Legislative Leaders Type Up a Draft of Proposed Rules and bring them to class at lunch tomorrow. The teacher will provide feedback. Leaders then need to revise and bring revised copies for every student in class on Wednesday to vote on the proposals.* | - |
|  | 30 F | Q: OUHSD Policies: Homework and Grades  *(Leaders meet at lunch 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.  (**Student Responsibility for Material**)  *Legislative Leaders Bring a Draft of Proposed Rules for Critique in a Meeting at lunch.* |
| Sept. | 2 M | Labor Day – NO SCHOOL | - |
|  | 3 T  *Lunch* | **Brief meeting with Constituents to discuss Legislative Draft Rules.**  **Lunch Practice: How to Annotate Written Materials for this Class: Skim, Vocabulary, Annotate, Review**  Q: *Marbury v. Madison*  Preparing SCotUS Cases Study Packet and **Flashcards** | **AP Focus:** Know what *Marbury v. Madison* (1803) is about. (Look up a summary on <https://www.oyez.org/> and then on Wikipedia in English: <https://www.wikipedia.org/>)  **Class Contracts Due Today** |
|  | 4 W | 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 (after school)* | *Legislative Leaders Bring a* ***Class Set*** *of Typed Final Copies of Proposed Rules in Ballot Form (Yes/No)* |
|  | 5 Th  *Lunch* | \*Q: On Shooting an Elephant (Open Document): How **Power** Operates  \*Q: Arendt’s Critique of Totalitarianism  (How does it relate to the Orwell?) | \*George Orwell: “Shooting an Elephant”  <http://orwell.ru/library/articles/elephant/english/e_eleph>  (Identify 5 main parties concerned, motivations, powers, limitations, and the effect of imperialism on each of them.)  \*(1951) Hannah Arendt: excerpts from The Origins of Totalitarianism (*handout*) |
|  | 6 F  *Rally*  *Lunch* | §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*)  **Lunch Film (excerpt): The Revisionaries**  (Textbook Sources: Authors, Editors, Reviewers, & Publishers)  **BRING Magruder’s!!!**  (Who Made and Influenced Your Book?) | § James McKinley: “Texas Conservatives Win Curriculum Change” in the New York Times (2010) <http://www.nytimes.com/2010/03/13/education/13texas.html?_r=0>  § Jeremy Hobson “Controversial New Textbooks Go Into Use This Fall In Texas” from Here & Now (2015) *Audio (11 minutes)*: <http://hereandnow.wbur.org/2015/06/25/controversial-textbooks-texas>  (**Student Responsibility for this Audio**)  The Revisionaries – Full Film (for reference only): <https://tubitv.com/movies/54909/the_revisionaries> |
|  | 9 M | ∞Q: Textbooks–Fossil Fuel Corporations  **BRING Magruder’s !!!**  (Textbook Structure: State Standards) | ∞ **AP Focus:** Know what *Citizens United v. Federal Election Commission* (2010) is about. (Look up a summary on Oyez & Wikipedia.)  ∞ Jie Jenny Zou “Oil’s Pipeline to America’s Schools” from the Center for Public Integrity and State Impact Oklahoma (2017) <https://stateimpact.npr.org/oklahoma/2017/06/15/oils-pipeline-to-americas-schools/>  ∞ Oliver Milman “California Public School Textbooks Mislead Students” in The Guardian (2015):  <http://www.theguardian.com/us-news/2015/nov/23/california-public-school-textbooks-mislead-students-climate-study-says>  ∞ Joy Resmovits “Portland Schools Tried to Change How They Teach Climate Change…” in the Los Angeles Times (2016):  <http://www.latimes.com/local/education/la-na-portland-schools-climate-change-20160524-snap-story.html> |
|  | 10 T  *Late*  *Lunch* | •Q: Textbooks – Guns, Gays, & Global Climate Destabilization  **BRING Magruder’s !!!** | US Constitution: Amendments 2 & 3  **AP Focus:** know the basic arguments of  *•D. C. v. Heller* (2008) – Bans federal gun bans  •**AP Focus:** *McDonald v. Chicago* (2010) – Bans state gun bans  **•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/> |
|  | 11 W | Discuss: Diversity, Topical Focus, Point of View, Bias, and Propaganda  † PQ: **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.*  **BRING Magruder’s !!!** | †Paul & Elder: Media Bias (*handout*):  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.)  (**Student Responsibility for Material**)  †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.)  (**Student Responsibility for Material**) |
|  | 12 Th  *Lunch* | ∞Q: Sources of Media Bias  **BRING Magruder’s !!!** | ∞Paul & Elder: Media Bias (*handout*):  pp. 8 – 21 (Skim Examples, Know Key Terms and Concepts)  ∞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> |
|  | 13 F | •Q: News Media, Capitalism, and Global Climate Destabilization  Analysis and Brainstorm Topics + Corporate Interests in Covering Them  **BRING Magruder’s !!!**  (Capitalism, Socialism & Communism: Text and Overall Narrative) | •Hertsgaard and Pope,”The Media Are Complacent While the World Burns” from The Nation (2019)  <https://www.thenation.com/article/climate-change-media-aoc-gnd-propaganda/>  • Carlos Maza, “Why you still don’t understand the Green New Deal” from Vox (2019) *– 8:34 min.*  <https://www.vox.com/videos/2019/3/12/18261856/green-new-deal-tactical-framing-aoc>  Extra Credit After-School Film (10 student minimum): **Control Room** (2004) |
|  | 16 M | ¶Q: The Bush Administration and the Origins of Faux News  **Film Analysis: “Hijacking Catastrophe”**  Audio, Visual, and Textual Elements  Review Definition of Propaganda | ¶Matt Taibbi, “16 Years Later, How the Press That Sold the Iraq War Got Away With It” in Rolling Stone (2019)  <https://www.rollingstone.com/politics/politics-features/iraq-war-media-fail-matt-taibbi-812230/>  *Reference Only*: “Hijacking Catastrophe” for those who miss it <https://www.youtube.com/watch?v=1-lwfeOr2pA> |
|  | 17 T  *Lunch* | ∞ PQ: The Echo Chamber of “Faux” News Consumption (*all 5 articles*)  **Film: Outfoxed (excerpts – 1 & 2):**  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> | NOTE: Explore the following on-line articles, *checking to see if they back-up their sources*.  (**Student Responsibility for Materials**)  P1∞ Forbes: Fox & MSNBC - Uninformed Viewers (2011) <http://www.forbes.com/sites/kenrapoza/2011/11/21/fox-news-viewers-uninformed-npr-listeners-not-poll-suggests/>  P2∞ 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>  P1&P2 ∞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/)  P1∞ 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>  P2∞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 W | The Echo Chamber  ‡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>  ‡Times Editorial Board, “It’s been a year since California banned single-use plastic bags…” Los Angeles Times (2017) <https://www.latimes.com/opinion/editorials/la-ed-plastic-bag-ban-anniversary-20171118-story.html> |
|  | 19 Th  *Lunch* | Special 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!*)** | (**Student Responsibility for Materials**)  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 F | Greta Thunberg’s TEDx Talk: (11:05)  <https://www.ted.com/talks/greta_thunberg_the_disarming_case_to_act_right_now_on_climate?language=en>  View 2x – 1st time just watch  2nd time, take notes  Discuss: Identify Legitimate Points and Potential Bias; Determine Whether or not it is Propaganda  The Guardian.com “Plastic Pollution: ‘I’m giving up. You probably should too.’ (6:30) <https://www.theguardian.com/environment/video/2019/aug/29/plastic-pollution-im-giving-up-you-probably-should-too-video?CMP=share_btn_fb&fbclid=IwAR1BZly3-swT1OVna7Yo_fr3uwkvNyn4w7aftFIxMx0Rn899Qol4QVwiIKE> | Ryan Mizen, “I’m Standing by Greta Thunberg” in The Independent (2019)  <https://www.independent.co.uk/voices/climate-rally-20-september-greta-thunberg-greenland-ice-water-carbon-a9061921.html>  **After School Ex. Cr. Film @ 3:30 pm Before the Flood (2016)**  <http://watchdocumentaries.com/before-the-flood/> |
|  | 23 M | Discussion of Climate Strike Coverage  Q: How to Lie with Footnotes  **Library Day!**  Chicago Style Citations and  “You’re A Good Man, Charlie Brown” : Book Report | 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*)  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>  (**Student Responsibility for Materials:**)  Chicago Manual of Style Online: <http://www.chicagomanualofstyle.org/tools_citationguide.html>  Citation Machine (Chicago Style): <http://www.citationmachine.net/chicago/cite-a-book>  WorldCat:  [https://www.worldcat.org](https://www.worldcat.org/) |
|  | 24 T  *Late*  *Lunch* | Writing Well vs. How to Say Nothing  Q: Political Language  Written Paper Topic Approval + Q & A | Orwell: “Politics and the English Language”:  <http://www.orwell.ru/library/essays/politics/english/e_polit/>  Extra Credit Media Analysis Due  **Good Night and Good Luck!** (2005) or **Buying the War** (2007 doc.) or  **Nightcrawler** (2014)  **Reminder: Media Analysis Papers Due Sept. 30 - Bring in 3 Sources (min.)** |

**Supreme Court Cases:**

When I quiz on a Supreme Court Case, I will nearly always ask the following questions and they will have a value not exceeding 6/5 points.

1. (1) Know when the case was settled based on the following events:

Ratification of the Constitution (1789)

The Civil War (1860 – 1865)

World War I (1914 – 1918)

US in World War II (1941 – 1945)

9/11 (2001)

2. (2) Know who the plaintiff was and what they wanted.

3. (2) Know who the defendant was and what they wanted.

4. (2) Know which side(s) the court decided in favor of. Know what significant principle or outcome was established.

5. (1) Know if the case was unanimous (or nearly unanimous), closely divided (by 1 vote – or evenly divided in a tie), or had a highly mixed verdict.

6. (2) Know if there was a significant dissent and the basis for that dissent.

**Example:**

*Marbury vs. Madison*

1. Between the Ratification of the Constitution and the Civil War (1803)

2. **Marbury** (in the Adams’ administration) wanted the new administration (Madison in Jefferson’s administration) to carry out **an order creating new courts** and filling them with Adam’s appointees (**which would include Marbury**) by delivering the commission papers.

3. **Madison**, Jefferson’s Secretary of State **in charge of fulfilling commissions**, **did not want to carry out an act of Congress passed under Adams** which created a bunch of new courts and appointees who favored Adams against Jefferson and Madison. He **said the commissions came too late** and he did not have to carry them out.

4. The court said that Madison’s refusal to carry out a previous administration’s orders was illegal BUT that the orders themselves were unconstitutional (because they did more than just appoint judges – it altered the Constitutional rules concerning the judiciary); thus, Congress did not have the power to overrule the Constitution. This created the principle of **Judicial Review**, which let the **Supreme Court decide if Acts of Congress or the executive branch were Constitutional or not**, thus giving the Supreme Court ultimate authority to interpret the Constitution.

5. The decision was unanimous. (4-0)

6. No Dissent

**Required AP Government Supreme Court Cases**

**Judicial Authority**

*•Marbury v. Madison* (1803) – Judicial Review

**Corporate Personhood and Corporate Rights**

*\*Liebeck v McDonald’s* (1994) – Hot Coffee case, central to Tort (De-)Re-form; not SCotUS

*•Citizens United v. Federal Election Commission* (2010) – Corporate Free Speech/Donations

**Linguistic and Semantic Games**

*D. C. v. Heller* (2008) – Bans federal gun bans

*Kelo v New London* (2005) – Allows eminent domain confiscation for private developers

**(Re-)Districting**

*•Baker v. Carr* (1961) – Court can enter disputes about district apportionment

*•Shaw v Reno* (1993) – Excessive racial imbalances in districts are not permissible

**Interstate “Commerce”**

*Gibbons v Ogden* (1824) – national government is greater than states for interstate commerce

*•U.S. v. Lopez* (1995) – Federal Gun bans not justifiable with Commerce Clause

*Massachussetts v. EPA* (2007) – EPA cannot refuse to protect a state solely due to policy issues

**Checks and Balances**

*•McCulloch v Maryland* (1819) – States can’t tax federal institutions (banks) within their borders

*Hamdi v Rumsfeld* (2004) – Courts are not required to defer to declarations of executive power

*Hamdan v. Rumsfeld* (2006) – Executive or legislative orders can’t surpass the Constitution

**Religion in Public Schools**

*Minersville School District v. Gobitis* (1940) – Compels public school Flag Salute

*West Virginia State Board of Education v. Barnette* (1943) – Overturns *Gobitis*

*•Engel v Vitale* (1962) – Mandated prayer in public schools violates Establishment Clause

*Abington v Schempp* (1963) – Bible can be read in school academically but not religiously

*•Wisconsin v Yoder* (1972) – Amish children must attend public school only through 8th grade

*Elk Grove v Newdow* (2004) – Is “under God” a violation of the Establishment Clause?

**Freedom of Speech**

*•Schenck v US* (1919) – War authority can establish “clear and present danger”

*•Tinker v Des Moines* (1969) – Symbolic speech is constitutional

*•New York Times v US* (1971) – Prior restraint is unconstitutional

*Hustler Magazine v. Falwell* (1988) – public figures cannot sue for emotional damage from satire

**Nationalization of Rights, Due Process, and Equal Protection**

*Griswold v. Connecticut* (1965) – legalizes birth control for married couples

*•Roe v Wade* (1972) – Legalizes abortion nationally

*•McDonald v. Chicago* (2010) – Bans state gun bans

*Hardwick v Bowers* (1986) – States have the right to outlaw homosexual practices

*Lawrence v Texas* (2003) – Overturned Bowers; no state interest in regulating consensual adults

*\*Limon v Kansas* (2005) – On heterosexual exclusivity of “Romeo and Juliet” laws; not SCotUS

*Obergefell v. Hodges* (2015) – Legalizes same-sex marriage across the US

**Rights of the Accused**

*Mapp v Ohio* (1961) – Initiates exclusionary rule on searches

*•Gideon v Wainwright* (1963) – States must provide defense counsel

*Miranda v Arizona* (1966) – law enforcement must inform suspects about rights

**Racial (in-)Equality**

*Dred Scott v Sandford* (1857) – men of African descent cannot be citizens

*Plessy v Ferguson* (1896) – establishes constitutionality of “separate but equal”

*•Brown v Board of Ed* (1954) – overturns *Plessy v Ferguson*

*Loving v Virginia* (1967) – freedom to marry persons of another race cannot be infringed

*Regents of the University of California v Bakke* (1978) – affirmative action is ok, quotas are not

• indicates cases that are **required** by the College Board for the AP US Government Exam

\* asterisks indicate the cases are not US Supreme Court cases but are lower court cases

**Know the following Critical Documents:**

The Declaration of Independence

Articles of Confederation

Brutus No. 1: To the Citizens of the State of New York

Federalist No. 10: The Same Subject Continued – *The Utility of the Union as a Safeguard Against Domestic Faction and Insurrection*

Federalist No. 21: Weaknesses of the Articles of Confederation

Federalist No. 51: The Structure of Government Must Furnish the Proper

Federalist No. 70: The Executive Department Further Considered

Federalist No. 78: The Judiciary Department

The Constitution of the United States (Articles + Amendments)

“Letter from Birmingham Jail” (Martin Luther King, Jr.)

**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?

**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 at least two *specific quotes and references*, comparing the film to specific issues brought up in the class.

¶5 Your own personal take on the film

**2019-2020 AP Unit 1 Test – 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.

**2019-2020 Fall AP Unit 2a – Ancient Greece**

“Know Thyself” – Delphic Principle

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| --- | --- | --- | --- |
|  | 25 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 |
|  | 26 Th  *Lunch* | The Positions of the Athenians vs. The Positions of the Melians  Q: *Does* Might Make Right? | Thucydides: The Melian Debates (trans. Gaius Stern)  <https://www.academia.edu/11758856/Thucydides_5.84-116_The_Melian_Dialogue._Translation_by_Gaius_Stern> |
|  | 27 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 |
|  | 30 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  **Unit 1 Papers Due** |
| Oct. | 1 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 |
|  | 2 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*) |
|  | 3 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)*  **Back to School Night** |
|  | 4 F  *Min.* | Q: Plato’s Republic:  The Role of the Philosopher | Plato’s Republic Book VII, sec. 517c – 521b (*handout*) |
|  | 7 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/> |
|  | 8 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> |
|  | 9 W | Review of Socrates, Plato and the Classical Greek Context  **Papers Due!** | 10 Aristotle Quotes from Politics: <http://www.novelguide.com/aristotles-politics/top-ten-quotes> |
|  | 10 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> |
|  | 11 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.*)  Extra Credit Rally + After-School Film (10 student minimum): **Iphegenia** (1977) |
|  | 14 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 |

**2019-2020 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. | 15 T  *Lunch* | 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> |
|  | 16 W  *Min.* | ***Roman and Judeo-Christian History Jeopardy!*** | WHbS&D: Judeo-Christian Foundations pp. 24 – 28, 151 - 158 |
|  | 17 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’)* |
|  | 18 F | Q: Medieval European History  ***Medieval Jeopardy!*** | WHbD&S 320 – 323, 325 – 327, & 329 – 330 |
|  | 21 M | Q: Aquinas: Monarchy vs. Tyranny | Thomas Aquinas: *De Regno*, ch. 3, 4 & 7 (Kings vs. Tyrants)  <http://dhspriory.org/thomas/DeRegno.htm#3> |
|  | 22 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> |
|  | 23 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> |
|  | 24 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*) |
|  | 25 F | **Unit 2 Review**: How does “Brutus I” compare to each of the Philosophers? | **AP Focus:** “Brutus I” (Anti-Federalist Papers): <http://teachingamericanhistory.org/library/document/brutus-i/> |
|  | 28 M | **Unit 2 Test – Quote Parallels: Open Notes, Books & Documents** | - |
|  | 29 T | **Unit 2 Test – Part II (Discussion)**  ***Optional Lunch Session: Argue Your Positions!*** | **-** |

**2019-2020 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. | 30 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 |
|  | 31 Th | **Activity: The Paper Chain Game** | - |
| Nov. | 1 F  *Rally* | 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 |
|  | 4 M | Historical Overview: from the Wars of Reformation to the Elizabethan Era | WHbS&D:  The Reformation - pp. 428 – 435 |
|  | 5 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)* |
|  | 6 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)* |
|  | 7 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)* |
|  | 8 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 |
|  | 11 M | Veterans’ Day – NO SCHOOL | (read ALL of The Dwarf) |
|  | 12 T  *Lunch* | Q: The Dwarf - 1 (Discussion) | Lagerqvist’s The Dwarf - 1 |
|  | 13 W | Q: The Dwarf - 2 (8 Chapters from “The Prince” & 8 characters from “The Dwarf” | Lagerqvist’s The Dwarf - 2 |
|  | 14 Th  *Lunch* | Hobbes’ Leviathan (summary) | Excerpts from Hobbes’ Philosophy in the Stanford Encyclopedia of Philosophy: [http://plato.stanford.edu/entries/hobbes-moral/#Abs](http://plato.stanford.edu/entries/hobbes-moral/)  (Read only sections 1 – 4, 8, & 11. Counts as a primary source material, though it is not.) |
|  | 15 F | Hobbes’ Sovereign and the World’s Future | Mann and Wainwright, Climate Leviathan (2018) pp. 16–18 & 23-31 |
|  | 18 M | Q: Historical Overview: The Rise of Mercantilism & Colonial Discontent;  Descartes (1596-1650) & Pascal (1623 – 1662) | WHbS&D: The Enlightenment pp. 528 – 533 |
|  | 19 T  *Late*  *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> |
|  | 20 W | 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> |
|  | 21 Th  *Lunch* | 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/> |
|  | 22 F | Philosopher Review | **-** |
|  | 25-29 | 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)** |
| Dec. | 2 M  *Lunch\** | Q: No-notes Quiz on Films and Open Book Quiz on The Book of Merlyn | Films + The Book of Merlyn |
|  | 3 T  *Late*  *Lunch* | Q: Rousseau’s Social Contract 1  Rousseau’s Biography  Civilization’s Discontents: The Discourse on Inequality | Foreword pp. 9 - 25 |
|  | 4 W | Q: Rousseau’s Social Contract 2  Might & Right; Slavery & Animals  **Film: Walkabout (Opening)** | Rousseau’s SC, Bk. I, Intro + Ch. 1 – 4 (10) |
|  | 5 Th  *Lunch* | Q: Rousseau’s Social Contract 3  The Sovereign | Rousseau’s SC, Bk. I, Ch. 5 – 9 + Bk. II, Ch. 1 - 3 (15) |
|  | 6 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*** |
|  | 9 M | Q: Rousseau’s Social Contract 4  Limits, Law, & Government | Rousseau’s SC, Bk. II, Ch. 4 – 6 + Bk. III, Ch. 1 (16) |
|  | 10 T  *Late*  *Lunch* | Q: The Lawgiver & the People, Corruption and Revolution | Rousseau’s SC, Bk. II, Ch. 7 – 11 (14) |
|  | 11 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) |
|  | 12 Th  *Lunch* | Q: Rousseau’s Social Contract 6  The Civil Religion | Rousseau’s SC, Bk. IV, 8 – 9 (13) |
|  | 13 F  *Rally* | Q: Rousseau’s Social Contract 7  Putting it All Together | Foreword pp. 25 – 43 |
|  | 16 M | Q: Kant’s “What is Enlightenment?” – Part 1 | **Kant: What is Enlightenment?** <https://www.stmarys-ca.edu/sites/default/files/attachments/files/Kant--What%20Is%20Enlightenment_.pdf> |
|  | 17 T  *Late*  *Lunch* | Kant’s “What is Enlightenment?” 2 | Mann and Wainwright, Climate Leviathan (2018) pp. 134 – 137 |
|  | 18 W | **AP Focus:** 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> |
|  | 19 Th  *Lunch* | **AP Focus:** Declaration of Independence: Meaning of the Justification | **Bring Declaration:** + Rough Draft of the Declaration of Independence (no need to read it yet) <http://www.loc.gov/exhibits/declara/ruffdrft.html> |
|  | 20 F | Declaration: Gripes and [Complaint](http://www.bornemania.com/gov/declaration/complaint.shtml) Against Parliament ***Charades!***  ***(Teams will have to guess a teammate’s acting of a gripe from the Declarations)*** | **Bring Declaration: Read the Declaration’s 27 Gripes** + the 2012 Occupy Wall Street Declaration (read it!):  <http://www.nycga.net/resources/documents/declaration/> |
|  | 12/23 – 1/3 | “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.) |

**2019 - 2020 Fall AP Unit 4 – Capitalism & Slavery;**

**Non-Violence & Civil Rights**

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

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| --- | --- | --- | --- |
| Jan. | 6 M | Q: 12 Characters in Voltaire’s Candide: Optimism, Pessimism, Fatalism, Cynicism, Opportunism, Pragmatism, Denialism, Escapism, (Political) Quietism, Stupidity, Cruelty, and Apathy | Voltaire’s Candide - 1 |
|  | 7 T  *Late*  *Lunch* | Q: Bernstein’s Candide  (Musical Identification Quiz) +  Critique of Voltaire’s View of Women  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> |
|  | 8 W | Q: Bk. 1, ch. 4On 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 – only second half of ¶ 10.  **Ex. Cr. Speech Showcase at Pacifica** |
|  | 9 Th  *Lunch* | Adam Smith: Wealth of Nations,  Q: Bk. 1, ch. 5 – Real and Nominal Price +  Bk. 1, ch. 8 (excerpts) – Labour & 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 |
|  | 10 F | Adam Smith: Wealth of Nations,  Q: Bk. 4, ch. 2.17 – 2.33 (5) – The Profit Motive/Invisible Hand | WoN Bk. 4, ch. 2, ¶ 1 – 12, 15 – 16 ¶ 22 – 24, 31 – 42 +  Luke Messac in The Conversation “Women’s Unpaid Work Must Be Included in GDP Calculations”  <https://theconversation.com/womens-unpaid-work-must-be-included-in-gdp-calculations-lessons-from-history-98110>  After School Extra Credit Films:  **Film: Capitalism** (2014) - Ch. 1 “Adam Smith: The Birth of the Free Market”  **Film: Capitalism** (2014) - Ch. 2 “The Wealth of Nations: A New Gospel?” |
|  | 13 M | Rev. Dr. MLKJr.’s Journey: Fundamentalism, Liberalism, Neo-Orthodoxy, Existentialism, Social Action  Q: Nobel Speech & Birmingham Letter | Martin Luther King Jr.’s “Pilgrimage to Nonviolence” (1960)  <https://kinginstitute.stanford.edu/king-papers/documents/pilgrimage-nonviolence>  Martin Luther King Jr.’s  Nobel Prize Acceptance Speech (1964)  <https://www.nobelprize.org/prizes/peace/1964/king/acceptance-speech/> |
|  | 14 T  *Late*  *Lunch* | **AP Focus:** Rev. Martin Luther King Jr.: Letter from a Birmingham Jail | Read Dr. Rev. M. L. King Jr.: “Letter from a Birmingham Jail” (1963): <http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html> |
|  | 15 W  *Min.* | Final Exams Per. 1 & 2 | - |
|  | 16 Th  *Min.* | Final Exams Per. 3 & 4 | - |
|  | 17 F  *Min.* | Final Exams Per. 5 & 6  **First Semester Final Exam – Part 1**  ***Optional Ex. Cr. After-School Session: Argue Your Positions!*** | **-** |

**2020 Spring AP Unit 5 – A Kind of Revolution:**

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

The American Constitutional Revolution (1789)[[1]](#footnote-1)

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| Jan. | 22 W  *Lunch* | **The Critical Period**:  Lecture: From the Revolution to the Articles of Confederation, Shay’s Rebellion, and the Constitutional Convention + Hamilton’s Complaint | »American Government: Continuity and Change (AGCC) by O’Connor & Sabato pp. 38 – 45 (all) |
|  | 23 Th | Articles of Confederation and Federalist Papers Review: 21, 10, 51, 70, and 78 | • **AP Focus:** Articles of Confederation – <http://www.ushistory.org/documents/confederation.htm>  • **AP Focus:** Federalist Paper #21: <http://www.wwnorton.com/college/history/archive/resources/documents/ch07_02.htm> |
|  | 24 F  *Lunch* | •Q: Two Contrasting Views of the Constitution: Bancroft & Beard  **Film: The Preamble**  Basic Structure of the Constitution  **Bring FULL Constitution! (From Here on Out!)** | •Howard Zinn:  “Ch. 5 - A Kind of Revolution” from A People’s History of the United States pp. 90 - 102 (*handout*)  •American Government: Continuity and Change (AGCC) by O’Connor & Sabato pp. 53 – 57 + Table 2.1 (p. 55)  Recommended Versions of the Constitution AND the Amendments (you will need BOTH - **print only, you do not need to read** anything but the Preamble): <https://www.printableconstitution.com/> |
|  | 27 M  *Lunch* | House and Senate – Qualifications; Census and Race (Are You a Mexican?); Apportionment and Gerrymandering; Dick Cheney’s Tie-Breaking; Jim Jeffords’ Defection; Anthrax Attempts; Bill Clinton’s Cigar; Income Tax & Senatorial Elections  Do the “**Gerrymander THIS!”** Activity  (**BRING CONSTITUTIONS**!) | §Article I, sec. 1 – 4 +  §Amendments 16 and 17  §**AP Focus:** *Baker v. Carr* (1961)  §**AP Focus:** *Shaw v Reno* (1993) (Look up what the two sides of the case were, and what their arguments were, and who won and what principle it established; Start with looking at <https://www.oyez.org/>  then look at Wikipdeia: <https://www.wikipedia.org/> )  §AGCC pp. 239 – 251 + Table 7.2 (p. 243) + 124 – 125, 492 – 497 |
|  | 28 T | §Q: How a Bill Goes to Committee to Die, or Pass & Plague the Populace; The Tragic Tale of Tom Watson; The Sumner-Brooks Caning; ALEC; Budgets, Rules, and Confirmations | §Article I, sec. 5 – 7 +  §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>  §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  **Ex. Cr. After School Film! 3:30 – 6:30**  **A Perfect Candidate (1996)** |
|  | 29 W  *Lunch* | ‡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) – Federal Gun bans not justifiable with Commerce Clause |
|  | 30 Th | Elections – from Local to National  “**Who Governs You?”** Competition | §AGCC pp. 252 – 258, 477 – 481, and 507 – 522 (Congressional Elections) |
|  | 31 F  *Lunch* | ›Q: The Presidency: Campaigns, Qualifications, and Powers  **Film: Fahrenheit 11/9 (excerpts) – Opening sequence, The Real America, Sanders, Tillemann, (WV Teacher Strike for Union Power),** | ›Article II + Amendments 12, 20, 22, & 25  ›**AP Focus:** *Hamdi v. Rumsfeld* (2004)  AGCC pp. 348, 368  National Popular Vote “Two-Thirds of Presidential Campaign is in Just 6 States” (2016) <https://www.nationalpopularvote.com/campaign-events-2016>  ›AGCC pp. 279 – 291 (incl. Table 8.2 – first 5 only) + 481 – 488 (Presidential Elections & The Presidency)  **Ex. Cr. After School Film: 3:30 – 6:30 Vice (2019)** |
| Feb. | 3 M | Party Affiliation  **Library Trip: We Take the Quiz!** <https://www.politicalcompass.org/>  Then read the “US Election 2016”Article  <https://www.politicalcompass.org/counterpoint-20161110>  Create Class “Map” on Posterboard | AGCC pp. 447 – 455 (incl. Table 12.2) and 474 – 477  (Party Identification & Voting Patterns) |
|  | 4 T  *Late* | Q: Court Cases Matching Quiz  (No Notes)  The Federal Judiciary +  The Principle of Judicial Review  In-Class Supreme Court Update Activity | Article III + Amendment 11 +  **AP Focus:** *Marbury v Madison* (1803)  AGCC pp. 355 – 356  **AP Focus:** *Hamdi v Rumsfeld* (2004) – Courts are not required to defer to declarations of executive power  AGCC pp. 347 – 348  AGCC pp. 347 – 356 + Table 10.3 p. 366 **(research to update)**  (The Supreme Court)  **Ex. Cr. After School Film! 3:30 – 6:30**  **“Unprecedented” (2002)**  Required Reading: US Commission on Civil Rights Executive Summary Report on the Florida 2000 Election <https://www.usccr.gov/pubs/vote2000/report/exesum.htm> |
|  | 5 W  *Lunch* | Inferior Courts & Civil Cases  **Film: Hot Coffee**  **For those who miss the film in class:**  Bonnie Bertram, “Storm Still Brews Over Scalding Coffee” 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 (if anything) about the McDonald’s Hot Coffee Case? (Do NOT research it before you ask)*  ◊**AP Focus:** *Liebeck v McDonald’s\** (1994) –Coffee case which became central to Tort (De-)Re-form  ◊Amendment 1 & 8: Right to Petition, Civil Courts and Tort “Deform”  ◊AGCC: pp. 356 – 362 (Federal Judiciary) |
|  | 6 Th | ◊Q: Federalism (& State Law vs. Federal Law; Supremacy Clause, States’ Rights & Religious Tests) | ◊Article I, sec. 9 – 10 + Article IV & VI  ◊Amendments 9 – 10  ◊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>  ◊**AP Focus:** *McCulloch v Maryland* (1819) ◊AGCC pp. 104-105  ◊**AP Focus:** *Massachussetts v. EPA* (2007)  ◊AGCC pp. 95 – 107 (Federalism) + Fig. 3.3 |
|  | 7 F  *Lunch* | Constitutional Amendments, Prohibition, Repeal, the E.R.A., Wedge Issues, and an Inspirational Tale | •Article V + Amendments 18, 21, 27  •You Tube: The Simpsons “I’m an Amendment to Be” <https://www.youtube.com/watch?v=pSANTRnEBgg>  •AGCC pp. 57 – 63 (Amending the Constitution)  + p. 58 “On Campus”  + p. 61 “American Values”  + p. 62 “Politics Now” |
|  | 10 M | •Q: Amendment 1 – Religion: Establishment vs. Free Exercise; Flag Salutes in Public Schools, God, Prayer, Bible Study, Bible Recitation, Atheists and the Amish, Evolution, and the Pledge of Allegiance | •Amendment 1 – Religion  The Pledge: <http://www.ushistory.org/documents/pledge.htm>  •**AP Focus:** *Minersville School District v. Gobitis* (1940)  •**AP Focus:** *West Virginia State Board of Education v. Barnette* (1943)  •**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)  •AGCC: pp. 162 - 165 (First Amendment Protections)  **Ex. Cr. After School Film! 3:30 – 6:30**  **“A Civil Action” (PG-13, 1998)** |
|  | 11 T | 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  °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>  °**AP Focus:** *Schenck v US* (1919) – War authority can establish “clear and present danger”  °**AP Focus:** *Tinker v Des Moines* (1969) – Symbolic speech is constitutional  °**AP Focus:** *New York Times v US* (1971) – Prior restraint is unconstitutional  °**AP Focus:** *Hustler Magazine v. Falwell* (1988) – public figures cannot sue for emotional damage from satire  °AGCC: pp. 166 – 175 (First Amendment Protections) |
|  | 12 W  *Lunch* | ›Q: Amendments 1, 4, 5, and 14  Search & Seizure, Warrants, Privacy, Abortion, Citizenship (*Jus Soli*), Due Process, Equal Protection, [Homo]sexual Rights, and the Nationalization of the Bill of Rights | Amendments 4, 5 and 14 +  ›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.  ›**AP Focus:** *Roe v Wade* (1972) - Legalizes abortion nationally  ›**AP Focus:** *Mapp v Ohio* (1961) – Initiates exclusionary rule on searches  ›**AP Focus:** *Hardwick v Bowers* (1986) – States have the right to outlaw homosexual practices  ›**AP Focus:** *Lawrence v Texas* (2003) – Overturned Bowers; no state interest in regulating consensual adults  ›**AP Focus:** *Limon v Kansas\** (2005) – Challenged the heterosexual exclusivity of “Romeo and Juliet” laws  ›**AP Focus:** *Obergefell v Hodges* (2015) – Legalizes same-sex marriage nationally  ›AGCC: pp. 157 – 162 + 187 - 192 (Civil Liberties in the Bill of Rights), Table 5.1 |
|  | 13 Th | The Constitution is Dead, Dead, Dead.  Grand Jury, Double Jeopardy, Self-Incrimination, Due Process, Eminent Domain  Rights of the Accused/Guantanamo  Bail, Fines, and Cruel and Unusual Punishment | \*Amendments 5 – 8  \*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:** *Kelo v New London* (2005) – Allows eminent domain confiscation for private developers  \***AP Focus:** *Gideon v Wainwright* (1963) – States must provide defense counsel  **\*AP Focus:** *Miranda v Arizona* (1966) – law enforcement must inform about rights of suspects  \*AGCC: pp. 176-186 (Rights of Accused) |
|  | 14 F  *Lunch* | §Q: “Minority” Rights, Suffrage, Civil Rights, and Corporate Personhood  + Unit 5 Test Review | §Amendments 13, 15, 19, 23, 24, & 26  §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>  §Louis Menand “The Supreme Court Case That Enshrined White Supremacy in Law” in The New Yorker (2019) <https://www.newyorker.com/magazine/2019/02/04/the-supreme-court-case-that-enshrined-white-supremacy-in-law>  §Fresh Air “How American Corporations Had a ‘Hidden’ Civil Rights Movement” (30 minutes)  <https://www.npr.org/books/titles/596991780/we-the-corporations-how-american-businesses-won-their-civil-rights>  **§AP Focus:** *Dred Scott v Sandford* (1857) – men of African descent can’t be citizens  **§AP Focus:** *Plessy v Ferguson* (1896) – establishes constitutionality of “separate but equal”  §**AP Focus:** *Brown v Board of Ed* (1954) – overturns *Plessy v Ferguson*  §**AP Focus:** *Loving v Virginia* (1967) – freedom to marry persons of another race cannot be infringed  §**AP Focus:** *Regents of the University of California v Bakke* (1978)  §**AP Review:** *Citizens United v. Federal Election Commission* (2010)  §AGCC: pp. 218 – 231 (“Minority” Rights)  **Ex. Cr. After School Film! 3:30 – 6:30**  **“Gasland – Part II” (NR, 2014)** |
|  | 17-21 | **Presidents’ Recess** | Read Atwood |
| SUB | 24 M  *Lunch* | **Unit 5 AP Multiple-Choice Test**  **(55 Questions; Points x2)** | Reminder: Prepare “Wealth Distribution” Assignment for Tuesday |

**Activity: Gerrymander THIS!**

9 X’s and 6 O’s

Step 1: Create Three “Fair”, equal sized Districts; explain why they are “fair”

Step 2: Create Three equal sized Districts that clearly Favor X

Step 3: Create Three equal sized Districts that clearly Favor O

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| X | X | O | X | O |
| X | X | X | O | O |
| O | X | X | X | O |

**2020 AP Unit 6: Critiques of Capitalism & Communism**

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| --- | --- | --- | --- |
| Feb.  SUB | 25 T  *Late* | The Influence of Money on the Entire Political System: We are No Longer a Functional Democracy | ™ Kapur: “Economic Elite Domination” (2014): <http://talkingpointsmemo.com/dc/princeton-scholar-demise-of-democracy-america-tpm-interview>  ™ John Cassidy: “Is America an Oligarchy?”(2014):  <http://www.newyorker.com/news/john-cassidy/is-america-an-oligarchy> |
| SUB | 26 W | Insiders’ Critiques of Capitalist Ideological Propaganda Centers | ™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> |
|  | 27 Th  *Lunch* | Domhof: Who Rules America?  *Income, Wealth, Financial Wealth, Assets, Wealth Distribution, Net Worth, Taxes (Inheritance and Estate), & Home Ownership*  Discuss: Wealth Distribution  **Chart & Graph Analysis Activity** | **Turn in “Wealth Distribution” Homework (you & an adult – see below; do it BEFORE you read)**  ‡Domhof: Who Rules America? “Wealth, Income, & Power” (read through “Home Ownership”) (2013)  **STOP after “Home Ownership”**  <http://www2.ucsc.edu/whorulesamerica/power/wealth.html>  **Open House!** |
|  | 28 F  *Min.* | ‡Q: Domhof: Who Rules America?  *The 1%*  ∞Q: Domhof: Who Rules America?  *Progressive Taxes, Transfer Payments, Income Ratios, & CEO’s* | ‡Domhof: Who Rules America?  (from “Wealth Distribution through “Income & Power”)  ∞Domhof: Who Rules America?  (“Do Taxes Redistribute Income?” to the end) |
| Mar. | 2 M  *Lunch* | •Q: Class Identity | •Kwame Anthony Appiah “The Lies that Bind” Ch. 5 – Class pp. 135 – 185 *handout* |
|  | 3 T  *Late*  *Lunch* | **⌘**Quiz + Ex. Cr. French Revolution Jeopardy! | **⌘** S&D: French Revolution Phase I pp. 564 – 570 + S&D: French Revolution Phase II pp. 570 – 577 (last reading!) |
|  | 4 W  *Lunch* | Share your Research on Marat or de Sade  Q: Weiss: Marat & de Sade | Research Marat or de Sade  Read: Marat/Sade (Handout) and *Prepare Study Guide* |
|  | 5 Th | **Film: Marat/Sade** | Review: Marat/Sade (Handout)  In case you miss the film:  <https://www.youtube.com/watch?v=RJc4I6pivqg>  or (if you need tiny subtitles)  <https://www.youtube.com/watch?v=RJc4I6pivqg&feature=youtu.be> |
|  | 6 F  *Lunch* | **Film: Marat/Sade**  Q: Marat/Sade: Who would have said it? (No Notes) | Review Marat/Sade text |
|  | 9 M  *Lunch* | **Are You a (19th c.) Socialist?**  (Forced Choice Exercise) | Prepare the “Are You a Socialist” Quiz |
|  | 10 T  *Late Lunch* | •Q: Hegel and Green Capitalism?  Introduction to Hegel, Marx & Engels: Dialectic, Materialism and (Fukuyama’s Interpretation of Hegel’s) The End of History? | Read the Hegel Quotes, then read the Macintosh, then the Mann & Wainwright (137-139 then 99-103), then read the Marx & Engels’ Quotes  •Hegel, Marx & Engels – Quotes & Excerpts (handout)  •David Macintosh, “The End of History and the Last Man by Francis Fukuyama” (a book review) in Philosophy Now (2015) <https://philosophynow.org/issues/106/The_End_of_History_and_the_Last_Man_by_Francis_Fukuyama>  •Mann and Wainwright, Climate Leviathan, (2018) pp. 99 – 103 and  pp. 137 – 139 |
|  | 11 W  *Lunch* | ºQ: Frederick Engels’ 1847 Principles of Communism | ºPrinciples of Communism (Engels) Sections 1 – 25 <http://www.marxists.org/archive/marx/works/1847/11/prin-com.htm> |
|  | 12 Th | **Film: Capitalism** (2014) - Ch. 4 “What if Marx Was Right?”  Review: American Oligarchy, French Revolution, Marxist Communism | “Karl Marx” entry by Jonathan Wolff in the Stanford Encyclopedia of Philosophy, Sections 1 (Life & Works), 2.2 (Critique of Hegel’s Philosophy), 2.4 (Theses on Feuerbach) and 5. Morality.  <https://plato.stanford.edu/entries/marx/>  **Ex. Cr. After School Film! 3:30 – 6:30**  **“Inequality for All” (2016)** |
|  | 13 F  *Rally*  *Lunch* | Q: Exploiting the (Trans-national) Proletariat  **Film: Casino Jack – Treasure Isle** | Angela Nagle, “The Left Case Against Open Borders” in American Affairs (2018) <https://americanaffairsjournal.org/2018/11/the-left-case-against-open-borders/>  Monterroso’s “Mr. Taylor” *in English*: <http://www.scribd.com/doc/98293444/Mr-Taylor-by-Augusto-Monterroso>  …or in the Spanish Original: <https://ciudadseva.com/texto/mister-taylor/> |
|  | 16 M | Teacher Hell Day  \*\*\*NO SCHOOL\*\*\* | - |
|  | 17 T | **Film: Inside Job – Intro: Iceland**  ¶Q: Randian “Objectivism” and 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 W  *Lunch* | Q: Globalization, Wealth and The ‘Just World’ Theory | §Thomas Picketty:“Intro” to Capital in the 21st Century **(handout)** pp. 1 - 16 |
|  | 19 Th | §Q: The Concentration of Capital through Investment over Growth | §Thomas Picketty:“Intro” to Capital in the 21st Century **(handout)** pp. 20 - 35 |
|  | 20 F  *Rally*  *Lunch* | •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> |
|  | 23 M  *Lunch* | \*Q: Bourdieu  Economism, Symbolic Capital, & Poverty | \*Bourdieu Excerpts from The Logic of Practice (handout) |
|  | 24 T  *Late*  *Lunch\**  *SUB?* | •Q: American Oligarchy | •Matthew Stewart: The 9.9% is the New American Aristocracy in The Atlantic (June, 2018): <https://www.theatlantic.com/magazine/archive/2018/06/the-birth-of-a-new-american-aristocracy/559130/> |
|  | 25 W  *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* | - |
|  | 26 Th  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* | - |
|  | 27 F  *SUB* | **Unit 6 Review**  **Distribute Unit 6 Take-Home Test:**  12 Quote Identifications + Identify each one, then find agreement with a 1st Semester Philosopher and Disagreement with a 2nd Semester Philosopher | - |

***“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.

**2020 AP Unit 7 – The Natural Contract**

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

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| Mar. | 30 M  *Lunch*  *SUB* | Complete Test Discussion  Q: Garrett Hardin: In Memorium + Tragedy of the Commons (1990) | **Take-Home Test for Unit 6 Due!**  *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> |
|  | 31 T | Q: Garrett Hardin: Tragedy of the Commons (1968) | “Tragedy of the Commons” (1968)  <http://science.sciencemag.org/content/162/3859/1243> |
| April | 1 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) |
|  | 2 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 |
|  | 3 F  *Lunch* | Q: The Natural Contract 2  War and Violence; Law & History; Competition; We | Natural Contract 2: pp. 10 (all) – 20 |
|  | 6 M  *Lunch* | Michel Serres:  Q: The Natural Contract 3  Knowing, Beauty, Peace | Natural Contract 3: pp. 20 – 25 + Nietzsche’s “The Madman”: <https://sourcebooks.fordham.edu/mod/nietzsche-madman.asp> |
|  | 7 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 |
|  | 8 W  *Lunch* | Michel Serres:  Q: The Natural Contract 5  The Political, Of Governing, History (Anew), The Religious, Love | Natural Contract 5: pp. 40 – 50 |
|  | 9 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 |
|  | 10 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 |
|  | 13-14 | Spring Break – NO SCHOOL | Assemble Final Paper Reference List; 30 total divided between both Atwoods and Philosophers |
|  | 20 M  *Lunch* | 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” (2012)  <http://www.rollingstone.com/politics/news/global-warmings-terrifying-new-math-20120719> |
|  | 21 T  *Late* | 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> |
|  | 22 W  *Lunch* | 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> |
|  | 23 Th | Q: Pope Francis - Laudato Si:  Technology, Anthropocentrism, and Ecology | Pope Francis: Laudato Si,  ¶ 101 – 120, 129, 133 - 162  (see link above) |
|  | 24 F  *Lunch* | Q: Pope Francis - Laudato Si:  Looking Forward | Pope Francis: Laudato Si,  ¶ 163 – 167, 170 – 175, 178, 182 – 191, 195 - (214) 215, & 228 – 232 (see link above) |
|  | 27 M  *Lunch* | **Film (2016): How to Let Go of the World - Part 1** | §J. Oliver Conroy “A lawyer set himself on fire to protest climate change. Did anyone care?” on The Guardian (2019):  <https://www.theguardian.com/environment/2019/apr/15/david-buckel-lawyer-climate-change-protest> |
|  | 28 T  *Late* | **Film (2016): How to Let Go of the World- Part 2** | §Shelia Cannon “Climate Strike: System Change, not Climate Change” in The Conversation (2019) <http://theconversation.com/climate-strike-greta-thunberg-calls-for-system-change-not-climate-change-heres-what-that-could-look-like-112891> |
|  | 29 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> |
|  | 30 Th | **Unit 7 Exam: # of Quotes = # of Students in the Class; Each Student is Assigned One Quote (randomly) to Defend for All Possibilities** | - |
| May | 1 F  *Lunch* | **Unit 7 Exam Defense by Individual Students Assigned to Each Quote** | - |
|  | 4 M  *Lunch* | **Film: Wall-E** | **US Government AP Exam 8:00 a.m.**  **Physics Exams noon & 2 p.m.** |
|  | 5 T  *Late* | Post-AP Exam Discussion & Recommendations | **Calculus AB/BC Exams 8:00 a.m.** |

**2020 AP/CP Spring Final Unit – 1984**

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

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| May | 6 W | Introduction to 1984: How to Read & What to Study  **Bring your copies of 1984!** | **English Lit. & Comp. AP Exam 8:00 a.m.** |
|  | 7 Th | Q: Euphemism and Entertainment | One: I - II |
|  | 8 F | What is Justice? **Film: White Bear (42 min.)** | **US History AP Exam 8:00 a.m.** |
|  | 11 M | Q: The Value of History | One: III - IV  **Enviro. Science AP Exam 12 p.m.** |
|  | 12 T | Q: Political Uses of Language | One: V + Appendix  **AP Seminar Exam 8:00 a.m.**  **Spanish Language & Culture 8:00 a.m.**  **Psychology AP Exam 12 p.m.** |
|  | 13 W | Privacy and Paranoia  **Book 1 Jeopardy** | One: VI – VIII |
|  | 14 Th | Q: Sex and Control | Two: I – IV  **AP Macroeconomics Exam 12 p.m.** |
|  | 15 F | Q: Terrorism | Two: V – VIII  **Statistics AP Exam 12 p.m.** |
|  | 18 M | **Film: If A Tree Falls – 1**  From Awareness to Radicalization | - |
|  | 19 T  *Late* | **Film: If A Tree Falls – 2**  Sabotage and Doublethink | *Skim*: Two: IX - Chapter 3: "War is Peace" |
|  | 20 W | **Film: If A Tree Falls – 3**  Persecution/Prosecution | *Prep. Vocabulary*: Two: IX - Chapter 3: "War is Peace" |
|  | 21 Th | Q: War is Peace – **Big Quiz** | *Read & Review*: Two: IX - Chapter 3: "War is Peace" |
|  | 22 F  *Rally* | War Is Peace Today (Discuss) | *For AP Only - Eisenhower’s 1961 Farewell Address*  <https://www.ourdocuments.gov/doc.php?doc=90&page=transcript> |
|  | 25 M | Memorial Day – NO SCHOOL |  |
|  | 26 T | **Film: Why We Fight – 1**  American History | *Skim*: Two: IX - Chapter 1: "Ignorance is Strength" |
|  | 27 W  *Lunch* | **Film: Why We Fight – 2**  Military Contractors  4th Period Lunch to complete film | *Prep. Vocabulary*: Two: IX - Chapter 1: "Ignorance is Strength" |
|  | 28 Th  *A/B* | **Film: Why We Fight – 3**  One Price of War  **Poetry Slam** | *Read & Review*: Two: IX - Chapter 1: "Ignorance is Strength" |
|  | 29 F | How Powers Fall (Hope in 1984) | Two: IX - Chapter 1: "Ignorance is Strength" |
| June | 1 M | Surveillance and Incarceration  **Book 2 Jeopardy** | Two: X - Three: I  ***AP Gov.: Spring Paper Due***  ***AP Papers 1 & 2 - 3:30***  ***AP Papers 3 & 4 - 5:00*** |
|  | 2 T  *Late* | Q: Imprisonment without Rights  **Film: Ghosts of Abu Ghraib – 1** *(1st 15)* | Three: II (Track torture techniques)  ***AP Papers 5 & 6 - 3:30***  ***AP Papers 7 & 8 - 5:00*** |
|  | 3 W  *Lunch* | **Film: Ghosts of Abu Ghraib – 2** *(45 min.) – AP 4th Period Lunch* | ***AP Papers 9 & 10 - 4th w/Lunch***  ***AP Papers 11 & 12 - 3:30***  ***AP Papers 13 & 14 - 5:00*** |
|  | 4 Th | **Film: Ghosts of Abu Ghraib – 3** *(last 15)*  Q: The End  2 + 2 = ? | Three: III – VI  ***AP Papers 15 & 16 - 3:30***  ***AP Papers 17 & 18 - 5:00*** |
|  | 5 F | **Debate: Absolutism vs. Relativism** | Ex. Cr. MOVIE 3:30 – 7:00  “Brazil” (R, 1985) |
|  | 8 M | Final Exam Review (*bring questions*)  *AP 4th Period Bracket Preparation* | **Evaluations Due**  ***AP Papers 19 & 20 - 4th w/Lunch***  ***AP Papers 21 & 22 - 3:30***  ***AP Papers 23 & 24 - 5:00*** |
|  | 9 T | Senior Finals 5 & 6 | ***AP Papers 25 & 26 - 3:30***  ***AP Papers 27 & 28 - 5:00*** |
|  | 10 W | Senior Finals 3 & 4  *AP 4th Period Philosopher Smackdown* | ***AP Papers 29 & 30 - 3:30***  ***AP Papers 31 & 32 - 5:00*** |
|  | 11 Th | Senior Finals 1 & 2 | Senior Check-Out 12:30 p.m.  ***AP Papers 33 & 34 - 2:00***  ***AP Papers 35 & 36 - 3:30***  ***AP Papers 37 & 38 - 5:00*** |
|  | 12 F  *Min.* | Finals 1 & 2 | Graduation Practice 8 a.m. - noon |
|  | 15 M *Min.* | Finals 3 & 4 | Graduation Practice 8 a.m. - noon |
|  | 16 T *Min.* | Finals 5 & 6  GRADUATION! | - |
|  | 17+ | Summer Vacation! – NO SCHOOL | - |

1. Revised August 25, 2019 [↑](#footnote-ref-1)