**2019-2020 Fall AP Unit 2 – Ancient Greek, Roman & Judeo-Christian Perspectives on Government**

“Know Thyself” – Delphic Principle

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

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| Sept. | 28 M | Test Review  Systems of Government: Anarchy & Totalitarianism | - |
|  | 29 T | Systems of Government: Autocracy & Aristocracy | Rousseau, The Social Contract, Book III, ch. 3: “The Division of Governments”  <https://oll.libertyfund.org/titles/rousseau-the-social-contract-and-discourses/simple#lf0132_label_100> |
|  | 30 W | Systems of Government: Democracy | Aristotle, Politics Book IV, ch. 1 – 2  <http://classics.mit.edu/Aristotle/politics.4.four.html> |
| Oct. | 1 Th | 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> |
|  | 2 F | Introduction to Grig’s Quest, Nationstates & the Class Evaluation | - |
|  | 5 M | 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 |
|  | 6 T | Q: Socrates’ Apology – 2  The Gadfly  for study questions see:  <http://old.bornemania.com/civ/projects/apology2.html> | Apology Continued  sec. 24b/c - 35d |
|  | 7 W | 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 |
|  | 8 Th | 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*) |
|  | 9 F | Pecha Kucha Introduction | - |
|  | 12 M | Q: Plato’s Republic:  Allegory of the Cave and The Role of the Philosopher  *Be sure you can visualize the Cave* | Plato’s Republic Book VII, sec. 514a –  – 521b (*handout*) |
|  | 13 T | 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/> |
|  | 14 W | Q: Plato’s Magnificent Myth + Plotinus and Diogenes | 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>  **Diogenes of Sinope** (*handout*) |
|  | 15 Th | Q: Aristotle’s Politics - 1: What Systems are Best? Why Should We Study Politics?  Variants of Systems and the Role of Class  Idealism vs. Realism | Review: Aristotle’s Politics: Book IV, Parts I, II, X, V, IV & XI (in that order, recommended. *Don’t get too caught up in the ten different classes in a democracy.*)  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> |
|  | 16 F | 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) | *After-School Film:* ***Iphegenia*** *(1977)*  *Amazon Prime* |
| \* \* \*  *Bible* | 19 M | 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> |
|  | 20 T | From Rome to Washington: Roman Philosophy and anti-Tyranny | **Epicureans and Stoics** (*handout*)  **AP Focus:** “Brutus I” (Anti-Federalist Papers): <http://teachingamericanhistory.org/library/document/brutus-i/> |
| \* \* \*  *Bible* | 21 W | 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’)* |
| \* \* \*  *Bible* | 22 Th | **Unit 2 Test – Quote Parallels: Open Notes, Books & Documents** | - |
|  | 23 F | **Discussion Continued** | - |

10 Aristotle Quotes from Politics:  
<http://www.novelguide.com/aristotles-politics/top-ten-quotes>

Focus for Biblical Materials: What does each one have to say about systems of Government?

Focus for Brutus: Consider how Brutus I does/does not harmonize with…

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| Melians (Thucydides)  Athenians (Thucydides)  Socrates (Apology)  Glaucon (Republic)  Plato (Republic)  Plotinus (Enneads)  Aristotle (Politics)  Diogenes (himself)  Epicureans (Epicurus/Lucretus)  Stoics (Cicero) | Genesis (Covenant)  Exodus (Mosaic Law)  Judges (Critique of Anarchy)  I Samuel (The Prophet)  Judith (The Judge)  Luke (Temptation)  Matthew (Caesar’s Coin)  Mark (The Passion Narrative)  Romans (Paul)  I Peter (Peter)  Aquinas (De Regno)  Magna Carta  de Pizan (Book of Peace) |

Reminder: Have the following Books ready for November and December –

Par Lagerqvist’s The Dwarf,

T.H. White’s The Book of Merlyn

Voltaire’s Candide (Norton Critical Edition *recommended*, Robert Adams, trans.)

Jean-Jacques Rousseau’s The Social Contract (Penguin Edition, Cranston, trans. *required*)

**2019-2020 Fall AP Unit 3 – Medieval to Early Modern Political Philosophy**

“Life is nasty, brutish, and short”

― Thomas Hobbes in Leviathan

“Nothing has ever been more insupportable for a man and a human society than freedom.

– Ivan in “The Grand Inquisitor” by Fyodor Dostoevsky from The Brothers Karamazov

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| Oct. | 26 M | Q: Aquinas: Monarchy vs. Tyranny | Thomas Aquinas: *De Regno*, ch. 3, 4 & 7 (Kings vs. Tyrants)  <http://dhspriory.org/thomas/DeRegno.htm#3> |
|  | 27 T | 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> |
|  | 28 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> |
|  | 29 Th | Dealing with an Evil Prince  Q: Christine de Pizan’s Book of Peace | Christine de Pizan: The Book of Peace, pp. 126 – 132 *(handout*) |
|  | 30 F | ***Characters and Plot:* Pecha Kucha Presentations** | - |
| Nov. | 2 M | 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 |
|  | 3 T | Q: The Reality of Suffering: Dostoevsky’s “Rebellion” from The Brothers Karamazov - 1 | Rebellion  (B.K., Part I, Book 5, Ch. 4)  (*handout)* |
|  | 4 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)* |
|  | 5 Th | Q: The Purpose of Government: Dostoevsky’s “Grand Inquisitor” from Brothers Karamazov - 2B | *The Grand Inquisitor*  *(B.K., Part I, Book 5, Ch. 5)* |
|  | 6 F | ***Purpose and Meaning*: Pecha Kucha Presentations** | - |
|  | 9 M | Hobbes’ De Cive and 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 Intro. + sections 1 – 4, 7 - 8, & 11. Counts as a primary source material, though it is not.) |
|  | 10 T | Hobbes Concluded  Lecture: Descartes (1596-1650) & Pascal (1623 – 1662); Agnosticism, Atheism, and Deism | **Descartes and Pascal** (*handout*) |
|  | 11 W | Veterans’ Day – NO SCHOOL | - |
|  | 12 Th | 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> |
|  | 13 F | ***Philosophical Connections*: Pecha Kucha Presentations** | - |
|  | 16 M | 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>  Beccaria’s On Crimes and Punishments (excerpt)  <http://www.fordham.edu/Halsall/mod/18beccaria.asp> |
|  | 17 T | 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/> |
|  | 18 W | Philosopher Review | **-** |
|  | 19 Th | **Unit 3 Test** | **-** |
|  | 20 F | **Unit 3 Test Discussion** | **-** |
|  | 25-29 | Thanksgiving Holiday – NO SCHOOL  Read Your Second Books! | - |

Focus for Aquinas: What does Aquinas add to Aristotle?

Focus for Magna Carta: From what tradition (philosopher/work) does each section seem to come from?

Focus for de Pizan: What sources does de Pizan draw upon and how does she use each one?