**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

|  |  |  |  |
| --- | --- | --- | --- |
| Oct. | 26 M | Teacher Prep. Day | - |
|  | 27 T | Philosopher Review – 4 Topics | - |
|  | 28 W | Q: Aquinas: Monarchy vs. Tyranny | Thomas Aquinas: *De Regno*, ch. 3, 4 & 7 (Kings vs. Tyrants)  <https://isidore.co/aquinas/DeRegno.htm> |
|  | 29 Th | 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> |
|  | 30 F | **Mock Vote** | - |
| 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; special attention should be paid to Ch. 17  <https://www.earlymoderntexts.com/assets/pdfs/machiavelli1532.pdf> |
|  | 3 T | Q: The Reality of Suffering: Dostoevsky’s “Rebellion” from The Brothers Karamazov - 1 | Rebellion pp. 296-309  (B.K., Part II, Book 5, Ch. 4)  <https://www.gutenberg.org/files/28054/28054-pdf.pdf> |
|  | 4 W | Q: The Purpose of Government: Dostoevsky’s “Grand Inquisitor” from Brothers Karamazov - 2A | The Grand Inquisitor pp. 309-333  (B.K., Part II, Book 5, Ch. 5)  (*handout)* |
|  | 5 Th  Min. | **Plan Pecha Kucha (9:30 – 10:30 am)**  **No ZOOM** | *-* |
|  | 6 F | Q: The Purpose of Government: Dostoevsky’s “Grand Inquisitor” from Brothers Karamazov - 2B | *The Grand Inquisitor*  *(B.K., Part I, Book 5, Ch. 5)* |
|  | 9 M | Q: Hobbes’ De Cive and Leviathan (summary) | Hobbes, Thomas. De Cive, Author’s Preface  <https://en.wikisource.org/wiki/De_Cive/Authors_Preface>  Hobbes, Thomas. Leviathan, The First Part, Ch. 13. <https://en.wikisource.org/wiki/Leviathan/The_First_Part#Chapter_XIII:_Of_the_Natural_Condition_of_Mankind_as_Concerning_Their_Felicity_and_Misery> |
|  | 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 | ***Plot, Characters, Purpose***, ***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 and Anti-Federalist Jig-Saw | **AP Focus:** Federalist #51 –  <http://teachingamericanhistory.org/library/document/federalist-no-51/>  **AP Focus:** Federalist #70 -  <http://teachingamericanhistory.org/library/document/federalist-no-70/>  **AP Focus:** Federalist #78 –  <http://teachingamericanhistory.org/library/document/federalist-no-78/>  **AP Focus:** “Brutus I” (Anti-Federalist Papers): <http://teachingamericanhistory.org/library/document/brutus-i/> |
|  | 18 W | Federalists and Philosophers Review | **-** |
|  | 19 Th | **Unit 3 Test** | **-** |
|  | 20 F | **Unit 3 Test Discussion** | **-** |
|  | 25-29 | Thanksgiving Holiday – NO SCHOOL  Read Your Second Books! | - |

Pecha Kucha Grading Rubric: (X/75 pts.)

Plot Presentation – What happens? Where? When? (10 pts.)

Character Analysis – What do they represent? What are their philosophies? (10 pts.)

Authorial Intent – What is the Author’s Point & how do we know? (10 pts.)

One Philosophical Connection from Unit 2: Greco-Roman-Biblical (10 pts.)

One Philosophical Connection from Unit 3: Medieval + Early Modern (10 pts.)

Audio – clarity and interest (10 pts.)

Visuals (10 pts.)

Evaluation Points (10 pts.)