

2011-2012 Summer Reading Requirement

Required and recommended summer reading:

Most AP classes in the Humanities Department have required or at the least strongly recommended reading. Several have required written work as well that must be done by certain deadlines. See details below or contact the instructor.

The Humanities Department strongly advocates reading for fun as well. For students interested in increasing their knowledge or wishing to enjoy books that are related to course work for the following year, a variety of recommendations that are NOT required are provided too after the AP courses. Regular courses do NOT have required reading.

What Follows are the required and recommended readings for:

AP World History w/Global Perspectives

AP US History w/American Perspectives

AP Language and Composition w/American Perspectives

AP Literature

AP Economics

AP European History w/European Studies

(Please scroll down to your course)

AP World History/w Global Perspectives

This Fleeting World: A Short History of Humanity by David Christian. (Berkshire Publishing Group, 2008) ISBN: 978-1-933782-04-

01. <http://www.berkshirepublishing.com/brw/product.asp?projID=2008>

[The Extraordinary Journeys: Around the World in Eighty Days \(Oxford World's Classics\)](#) by Jules Verne.

[Cracking the AP World History Exam, 2012 Edit...](#) by Princeton Review

AP US History w/American Perspectives

Thom, James Alexander. From Sea to Shining Sea. New York: Ballantine Books, 1984.
ISBN – 0-345-33451-5

Benchmark #1: Complete all related questions to page 471 by **July 12, 2011**.

Benchmark #2: Complete all related questions to page 879 by **August 15, 2011**.

Benchmark #3: In-class written essay on **August 23, 2011**.

Book Questions (Explain fully all answers in complete sentences and provide supporting citations from the book)

1. How would you describe the Clark family in terms of family structure (leader), characteristics, values, make-up (Number of Clarks), and relationship to the frontier and their chosen professions?
2. On page 13 the Clark family provides their reaction to an act of King George. What is the act they are referencing and what is their perspective regarding the legislation? (Be resourceful)
3. How would you describe the Clark family's view or feelings toward the British Crown and their political beliefs regarding the possible Revolutionary War?
4. How would you describe the role of women during this time? Compare or contrast this role to Ann Clark? What are her strengths as a person?
5. Explain the hardships of battle for the colonial army through Jonathan or Johnny's military experience.
6. How would you describe the qualities and character strengths of George Rogers Clark? How did his education help create these characteristics? Compare him to Jonathan Clark on a personal level.
7. Describe how George Roger Clark viewed the Indians when he first began surveying the land of Kentucky and how it changed as the war began? What did George think of the British and especially the Hair Buyer? How helpful were the French toward George regarding his plan of conquest on the frontier?
8. Describe the perils George Rodgers Clark faced fighting on the frontier and the problems he faced with the attacks on the forts at Kaskaskia and Vincennes.
9. What was the Wabash Confederacy and how did it impact life on the frontier?
10. How did George Rodgers Clark lose his reputation?
11. How would you describe the qualities and character strengths of William Clark? How did he compare to older brother George?

12. What characteristics and qualification did Meriwether Lewis have to lead the expedition west?
13. How would you describe the Clark women? Did they represent the traditional women or were they a product of their family influence and environment?
14. Does the book accurately depict the institution of slavery for the time period? What about the role of York on the expedition? How did the soldiers and Native Indians view him along the journey? What are his character strength's as a person?
15. How vital was Sacajawea to the success of the expedition? Compare and contrast her with the other women in the book. What were her strength's as a person?
16. What commentary does the book provide regarding the relationship between the White and Native American Indians? Does the book set up potential issues in the future?
17. Look up the definition of the "agrarian myth/republic". How does the book embellish this concept through the Clark family?
18. Look up the definition of "manifest destiny". Through interpretive analysis and textual support, how does the book demonstrate this concept of American History?
19. One of the essential questions for the course is "What is America?" Based on your reading how does the book answer this question? Be prepared to provide textual support.
20. Another essential question for the course is "What is an American?" Based on your reading how does the book answer this question? Be prepared to provide textual support.

Final In-class Essays for August 23, 2011

1. "The American man is not like men from other countries. He is a pioneer, a "new man".

Pick two of the Clark brothers and asses the validity of this statement. Support with references from the book.
2. "Women should be subordinate and defer to men on all matters." Assess the validity of this statement by comparing and contrasting two of the female characters in the book in terms of social roles and behavior.
3. Analyze the impact of slavery during the time period covered in the story.
4. Describe the impact White America had on the culture of Native Indians during the time period covered in the story.

AP Language and Composition w/ American Perspectives

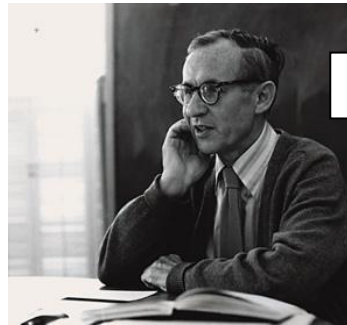
Please complete these reading and writing assignments in the following order. Some of the ideas you consider in the first readings will be applied to later readings.

Overview of Texts & Assignments

Text	Author	Assignment	Due Date
"Good Readers and Good Writers"	Vladimir Nabokov	Read, Respond to Questions	July 23, 2011
"The Nature of Proof in the Interpretation of Poetry"	Laurence Perrine	Read, Respond to Questions	July 23, 2011
<i>Eats, Shoots, and Leaves: The Zero Tolerance Approach to Punctuation</i>	Lynne Truss	Assignment 1: Read, Respond to Questions Assignment 2: Record of appropriate and inappropriate punctuation use	Assignment 1: July 23, 2011 Assignment 2: August 23, 2011
<i>Outliers</i>	Malcolm Gladwell	Read, Respond to Questions	August 23, 2011



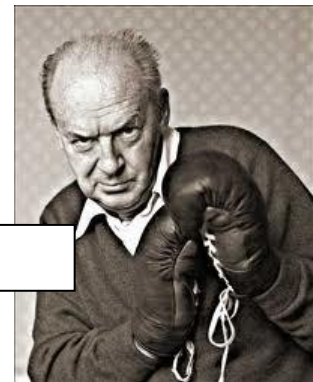
Lynne



Laurence



Malcolm



Vladimir

1. **“Good Readers and Good Writers” by Vladimir Nabokov (from *Lectures on Literature*)**

- a. **Description of Text:** Nabokov, a Russian novelist and short story writer who came to the United States in 1940, is most well-known for his novel *Lolita*. As a resident lecturer in comparative literature at Wellesley College, he presented this piece in 1948 as the first in a series of lectures. The Nabokov piece is a seminal one in our study of reading and writing. You will return to its ideas again and again over the course of the year.
- b. **Assignment:** Answer all questions *in complete sentences* in a Microsoft Word document. Email your answers to Mr. Strati (stratia@culver.org) and Mrs. Uebler (ueblere@culver.org) by **Saturday, July 23, 2011**. Please label each assignment clearly.
- i. **Before Reading:** Respond to the following question.
 1. What are your attitudes about reading literature and interpreting texts? How have you been taught to read texts? Are there strategies that you have learned or use? How effective are they for you?
 - ii. **While Reading:** In this course, students are expected to practice active reading strategies, one of which is annotating (marking up) any text that has been assigned for reading. Go crazy! Underline important passages. Jot down questions that cross your mind. Make an asterisk next to confusing or interesting points. We'll discuss annotations more formally in class. In the meantime, make marks like crazy on everything you read. It will help you formulate cohesive thoughts when answering questions.
 - iii. **After Reading:** Read the article first to get an impression of its argument; then, read it with the following questions in mind. Once you have done so, answer these questions.
 1. Where does the introduction end? Identify the method(s) of introduction.
 2. What is the thesis? Where is it? Is it explicit or implicit?
 3. What is the author's tone? Where and how does it change?
 4. What rhetorical devices does Nabokov use?
 5. What passages capture your attention, arouse a reaction? These can be ideas or elements of language.
 6. What, according to Nabokov, is a good reader? A good writer?
 7. How does Nabokov organize his piece? Connect the different parts.
 8. What characterizes the conclusion?
 9. Where does Nabokov use humor?
 10. What authority does Nabokov have as a writer?

11. What is your reaction to the essay? It is an emotional one or a logical one?

Source: D'Agostino, Cathy. "Nabokov Journal." *New Trier High School*. 24 July 2007.

2. "The Nature of Proof in the Interpretation of Poetry" by Laurence Perrine (1915-1995)

- a. **Description of Text:** Perrine, a professor at Southern Methodist University, was also a well-known author. Most notable are his books *Sound and Sense* and *Story and Structure*, which present his expertise on interpreting poetry and fiction. He wrote this particular text with an audience of poetry teachers in mind. As you read this piece, consider how you can apply Perrine's interpretation principles to *all* texts, not just poetry. Like Nabokov's ideas, we will return to Perrine's principles of interpretation throughout our year of studies.
- b. **Assignment:** Answer all questions *in complete sentences* in a Microsoft Word document. Email your answers to Mr. Strati (stratia@culver.org) and Mrs. Uebler (ueblere@culver.org) by **Saturday, July 23, 2011**. Please label each assignment clearly.
 - i. **Before Reading:** Respond to the following question.
 1. What are your attitudes about reading and interpreting poetry? How have you been taught to read and interpret poetry? Are there strategies that you have learned or use? How effective are they for you? What are your particular apprehensions? Why do you have them? Record these ideas in your journal.
 - ii. **While Reading:** In this course, students are expected to practice active reading strategies, one of which is annotating (marking up) any text that has been assigned for reading. Go crazy! Underline important passages. Jot down questions that cross your mind. Make an asterisk next to confusing or interesting points. We'll discuss annotations more formally in class. In the meantime, make marks like crazy on everything you read. It will help you formulate cohesive thoughts when answering questions.
 - iii. **After Reading:** Read the article first to get an impression of its argument; then, read it with the following questions in mind. Once you have done so, answer these questions.
 1. Remember who Perrine's intended audience is (poetry teachers). What kind of values does he suppose are present in this audience? In particular, attitudes about reading poetry. Look at the essay for proof for your claims about audience and values. How does Perrine establish common ground with his readers?

2. What are the two criteria Perrine suggests for judging an interpretation of a poem?
3. What does Perrine say about the idea of author intentionality in the second paragraph of the essay? How does your own experience figure in to this idea? In this same paragraph, Perrine addresses the role of the critic in reading. What is it?
4. Perrine says a poem “defines an area of meaning.” What does he mean by this? How is this different from a poem having a meaning?
5. What distinction does Perrine make between a metaphor and a symbol on the last page of the essay? Explain the difference. Explain how this difference is important. REVIEW WHAT PERRINE SAYS ABOUT JOHN CIARDI’S COMMENT IN THE SECTION ENTITLED “THE PROBLEM OF SYMBOLS.” What is Perrine’s view of Ciardi’s comment?
6. How does the Perrine text intersect with the Nabokov text? Be specific and detailed here.
7. What questions remain for you after having read the Perrine?

Source: D’Agostino, Cathy. “Perrine Journal.” *New Trier High School*. 24 July 2007.

3. *Eats, Shoots, and Leaves: The Zero Tolerance Approach to Punctuation* by Lynne Truss

- a. **Description:** British writer and journalist Truss is most recently known for her successful book on manners, *Talk to the Hand: The Utter Bloody Rudeness of the World Today, or Six Good Reasons to Stay Home and Bolt the Door* (2005); however, *Eats, Shoots, and Leaves* (2003) discusses misuses of common punctuation marks. As you work to improve your writing skills in APLAC, a solid grounding in the use of punctuation is imperative. Truss’ book will serve as a lively reminder for you, and we will return to her advice and examples as we write.
- b. **Assignment 1:** Read the book with the following questions in mind. Answer these questions *in complete sentences* in a Microsoft Word document. (Yes, these are questions you address when reading Nabokov!) Email your answers to Mr. Strati (stratia@culver.org) and Mrs. Uebler (ueblere@culver.org) by **Saturday, July 23, 2011**.
 - i. What is the author’s tone? Where and how does it change?
 - ii. What rhetorical devices does Truss use?
 - iii. What passages capture your attention, arouse a reaction? These can be ideas or elements of language.
 - iv. Where does Truss use humor?

- v. What is your reaction to the book? It is an emotional one or a logical one?
- c. **Assignment 2:** Pay careful attention to the punctuation rules Truss presents in her book. Now, go on your own hunt! Your task for this assignment is to expose the inappropriate use of punctuation in the world around you and to celebrate the appropriate use of punctuation. You can record these uses/misuses by hand in a journal, by typing them on a computer, or even by taking a picture of them (for example, if you see one on a billboard). Make sure to provide the example and the location where you found it. These will be due when on **August 23, 2011**, the first day of classes. We will be using them throughout the year.
- i. Find one appropriate *or* inappropriate use of each of the following punctuation marks: colons, semicolons, dashes, hyphens, brackets.
 - ii. Find ten inappropriate uses of commas and apostrophes (ten total, not ten each).

4. *Outliers* by Malcolm Gladwell

- a. **Description:** Gladwell has been a staff writer at *The New Yorker* for nearly 15 years and has authored four books including *Outliers: The Story of Success*. According to Gladwell himself, “the book grew out a frustration I found myself having with the way we explain the careers of really successful people” (Gladwell.com). In the book he explores the reasons behind the success of accomplished, extraordinary individuals. We will be discussing Gladwell’s ideas most heavily at the beginning of the year.
- b. **Assignment:** Read the book with the following questions in mind. Answer these questions *in complete sentences* in a Microsoft Word document. (Yes, these are questions you address when reading Nabokov!) Email your answers to Mr. Strati (stratia@culver.org) and Mrs. Uebler (ueblere@culver.org) by **August 23, 2011**, the first day of classes.
- i. Where does the introduction end? Identify the method(s) of introduction.
 - ii. What is the thesis? Where is it? Is it explicit or implicit?
 - iii. How does Gladwell organize his piece? Connect the different parts.
 - iv. What characterizes the conclusion?
 - v. What authority does Gladwell have as a writer?
 - vi. What is your reaction to the book? It is an emotional one or a logical one?

Source: Gladwell.com. “Outliers.” *Gladwell.com*. 4 June 2010. Web. 17 May 2011..

AP English Literature:

Please learn pages 1, 2, 3, and 4 of the vocabulary list. Be prepared for a quiz on them the first or second class day. Extra credit words on the quiz will come from page 15. Familiarize yourself with the rest of the words, many of which you should already know. Look for them in use in the news, in movies, in novels, in magazines, and in the conversations you engage in with adults.

Please read Shakespeare's *Macbeth* and *Othello* (any edition) and Melville's *Billy Budd, Sailor* (just the novella, not all the stories that tend to be anthologized with it). Please get the Oxford version, **ISBN-10:0-19-283903-9**. If you have studied *Macbeth* here at Culver, do # 1 and 2 for *Othello*. If you have studied *Othello* here at Culver, do #1 and 2 for *Macbeth*. Note that I expect you to be thoroughly familiar with both plays.

You will send me via email by August 15 the following:

1. Write a 2 page paper in which you choose a current event and analyze a key player in it through the lens of a character from *Macbeth* or *Othello*. You will need to quote lines from various parts of the play and discuss them as part of your analysis of whomever it is you chose in whatever event you choose. You must copy the news article and include it as an appendix to your essay. This appendix does not count towards the two pages minimum.
2. Come up with a project that will convince me that you in fact read the play in Shakespeare's language and did not just read Sparknotes or other such aids. Describe your project and then do it.
3. As you read *Billy Budd*, (a novella of only 100 or so pages but quite difficult), for each chapter copy out on a Word Document a sentence that you find especially difficult. There are 30 chapters, so I expect to see 30 direct quotations. Indicate which chapters each comes from. Then choose five (5) of these sentence, **paraphrase them** (express them in your own words to demonstrate that you figured out what they mean) and **then explain and discuss** them.

You may certainly have a friend, parent or other family member read along with you and discuss these texts with them. But the projects are yours and yours alone. If you do not wish to do them, please contact Mrs. Barnes and drop the course.

AP Economics

Free to Choose: A Personal Statement, Milton and Rose Friedman, Harvest Books, 1999

The Fatal Equilibrium, Marshall Jevons, MIT Press, 1985

Freakonomics, Levitt and Dubner, Harper Collins, 2006

AP European History w/ European Studies

Required summer reading:

The Prince - Machiavelli

The Ghost Map - Steven Johnson

Recommended reading:

A number of wonderful books could help you with this class: a few recommended "primary" texts, and then a few good history texts. This is merely a browsing list. Any or all of these selections will help you out next year, as well as being fun to read. .

Primary source :

Cervantes, *Don Quixote* Sir Thomas More, *Utopia* Voltaire, *Candide* Christopher Marlowe, *Dr Faustus*

Anything by Shakespeare (*Hamlet* if nothing else)

Jonathan Swift, *Gulliver's Travels* (esp Book I)

Milton, *Paradise Lost* (Books I and II)

Dickens, *A Christmas Carol*, *Hard Times*, *Oliver Twist*

Marx and Engels, *The Communist Manifesto*

Aldous Huxley, *Brave New World*

Remarque, *All Quiet on the Western Front*

Mary Shelley, *Frankenstein*

Emily Bronte, *Wuthering Heights*

Robert Louis Stevenson, *The Strange Case of Dr Jekyll and Mr Hyde*

Elie Wiesel, Night PD James, *Children of Men* Doris Lessing, *The Grass Is Singing*

Primo Levi, *If This Is A Man*

George Orwell, 1984

Albert Camus, *The Stranger*, *The Plague*

Andre Gide, *Tiger at the Gates*

Lafcadio's Adventures

Secondary source (readable histories):

Natalie Davis, *The Return of Martin Guerre; Society and Culture in Early Modern France*

Darnton, *The Great Cat Massacre*

Eric Hobsbawn, *The Age of Revolution*

Crane Brinton, *The Anatomy of Revolution*

Adam Hochschild, *King Leopold's Ghost*

Sarah Wise, *The Italian Boy: A Tale of Murder and Body-Snatching in 19th Century London*

AJP Taylor, *The Causes of World War II*

Paul Johnson, *Modern Times*

Francis Fukuyama, *The End of History and the Last Man*