

Upper School Summer Reading 2022

AP Economics (Macro and Micro)

Please purchase and read *Naked Economics* by Charles Whelan. While reading, please annotate in the book, using the techniques of underlining, bracketing, highlighting, writing questions or comments in the margins, and taking general notes as you read. You will turn your copy of the book into me on the first day of class to be assessed.

English 12 Dual-Credit & AP Seminar

On Writing Well: The Classic Guide to Writing Nonfiction (30th Anniversary Edition) by William Zinsser. ISBN: 9780060891541

After reading William Zinsser's *On Writing Well*, compose a 750-1000 word piece of writing in which you utilize Zinsser's advice in one of the following chapters:

- Option 1: Chapter 12 – Writing About People: The Interview
- Option 2: Chapter 13 – Writing About Places: The Travel Article
- Option 3: Chapter 18 – Writing About the Arts: Critics and Columnists

Choose the option which seems most interesting to you. If you choose your context and topic wisely and deliberately, you'll write better.

- Option 1 will require you to select your interview subject, develop interview questions, conduct the interview itself, and shape your subject's responses into a cohesive, coherent narrative. As Zinsser says of profile-writing: "You'll find the solution if you look for the human element." (101)
- Option 2 will require you to reflect on one specific travel experience. It would be preferable for you to write about a recent trip, but you are not expected to travel for the purpose of writing this piece. You'll need to focus on aspects of the travel experience which were particularly memorable/meaningful and to communicate the *feel* of the trip to your reader. As Zinsser says of travel-writing: "Your main task as a travel writer is to find the central idea of the place you're dealing with." (122)

- Option 3 will require you to select a piece of art (a novel, a film, an album, a painting, etc.) and write a review in which you assess its context, quality, and meaning. You have the freedom to like or dislike the piece of art you choose as your subject; the review format, however, requires you to clearly and coherently defend your perspective. As Zinsser says of art criticism: “You must make an immediate effort to orient your readers to the special world they are about to enter.” (203)

Whichever option you choose, keep in mind that this should be a polished piece of writing. This is not a blog post, a journal entry, or a “rough draft.” Write intentionally, proofread closely, and edit carefully.

Your finished piece will be due on the first day of English class.

World Literature

This summer reading project will require you to read a novel of your choosing which qualifies as “world literature” and to prepare a “book talk” presentation in which you teach your classmates about the novel. In selecting works of “world literature,” we’ll use the definition developed by David Damrosch, whose study *What is World Literature?* offers this insight: “...world literature is work that gains in translation. When it is effectively presented, a work of world literature moves into an elliptical space created between the source and receiving cultures, shaped by both but circumscribed by neither alone.” (Princeton UP).

In other words, “world literature” acts as a bridge between cultures. The experience of reading a work of “world literature” in translation allows readers to experience new and unfamiliar cultures with fewer barriers or limitations.

As you go to select a work of “world literature,” keep the following stipulations and advice in mind:

- Novels by authors from English-speaking nations (i.e. authors from the United States, Great Britain, Ireland, Canada, and Australia) are off-limits, as are the works listed below:
 - *Things Fall Apart* by Chinua Achebe
 - *Cry, the Beloved Country* by Alan Paton
 - *Persepolis* by Marjane Satrapi
 - *Life of Pi* by Yann Martel
 - *How the Garcia Girls Lost Their Accents* by Julia Alvarez

- Novels which were written before the 20th century may be selected, but they may pose additional challenges.
- Short story collections and books of folklore/mythology should be avoided unless there is a central narrative which ties all of the stories together (as in *The Thousand and One Nights*).
- Numerous lists of “world literature” titles can be found online. Search “world literature for high school students,” and you will find a number of helpful resources.
- It is important that you pick a novel which is appropriate for your age, preferences, and reading fluency. You are advised to research your selections carefully to ensure that their content and style will be suitable for your needs.
 - Do not select novels which you’ve been assigned in previous EDS courses, and do not select works which are obviously directed toward young children.

Once you’ve read and “digested” your chosen book, prepare a multimedia “book talk” presentation in which you include:

- A brief discussion of the novel’s plot and central characters.
 - This portion of your “book talk” should give an overview of the most important, most relevant elements of character and plot development.
 - Keep in mind: You should not attempt to summarize the entire novel or include every single relevant detail, but you should attempt to give your classmates a clear sense of the novel’s scope and sequence.
- A passage from the novel which represents a quintessential sample of the work.
 - This portion of your “book talk” should allow your classmates an opportunity to get a sense of the novel’s style and substance.
 - Keep in mind: You must select carefully, as this may be your audience’s only firsthand exposure to the work. Your selection should be no less than one paragraph and no more than one page. You must read the passage aloud and discuss its relevance to the work as a whole.
- An exploration of the culture within which the novel takes place.
 - This portion of your “book talk” should focus on the cultural foundations of the characters’ lives as well as any conflicts which result from social or cultural forces.
 - As you prepare this portion of your “book talk,” ask yourselves: How do the thoughts, behaviors, decisions, and actions of the characters in this novel reflect the culture of the time and place in which they live? Do the thoughts, behaviors, decisions, and actions of these characters support and conform to social and cultural expectations, or do conflicts arise because these characters challenge or reject expectations?

- If you use secondary sources, they should be carefully evaluated for academic propriety and cited in your presentation according to MLA guidelines.
 - If you need help with MLA citation style, consult Purdue's Online Writing Lab (OWL).

Your multimedia presentation should contain both text and images. Video clips and/or sound may be used if they contribute meaningfully to the content of the “book talk.”

- You may use PowerPoint, Google Slides, or another presentation platform, but please do not use Prezi.

Your finished project will be due on the first day of English class. You'll present your “book talk” during the second week of school (August 15-19). Each “book talk” should last between 7 and 10 minutes.

AP Comparative Government and Politics

Overview: Next year we examine the institutional structure, civil society, political and economic changes, and public policy in each of the following six country case studies: United Kingdom, Russia, China, Mexico, Nigeria, and Iran. Since many students have never had the opportunity to formally study these countries, the goal over the summer will be to become a little more familiar with a few of the six case study countries by following them in the news.

- **Assignment:** Please read at least 6 news articles for two of the countries listed above (United Kingdom, Russia, China, Mexico, Nigeria, and Iran). You will have a total of at least 12 articles at the end of the project (as always, you can read more if you would like!). The articles should be published between the months of January 2019- July 2022. Articles can come from sources such as The New York Times, The Economist, The Wall Street Journal, The Washington Post, NPR, BBC, The Atlantic, Foreign Affairs, etc. Articles can be on elections, international relations, economic developments, social movements, new government policy, domestic terrorism, etc.
- **Organization:** Please create a Bibliography page for each country using Chicago Style citations. You should have two bibliographies to turn in when we return to school in August, with each bibliography including at least six sources.
- **Writing:** For each country, please write a summary of the key developments in that country based on the articles that you have read. Be sure to include key names of people, organizations, policies, and events (leaders involved, political parties, active special interest groups, etc.) in order to paint a clear picture. Your summary should be followed by your own analysis. The writing piece should be in Times New Roman, size 12 font, double spaced, and should be no longer than one page.

Because you are looking to write a synopsis of developments in the country, it may make sense to track one event in each country. For example, Nigeria had a presidential election on February 23, 2019. The event did not go as smoothly as the country had hoped. Reading about what happened and the aftermath might be a great way to study Nigeria. In China, you could study the treatment of the Uighur people by the Chinese government, the state censorship of the people, or COVID. In Russia you could read about Putin's leadership or the crisis in Ukraine.

Ultimately, your goal should be to become a bit more familiar with two of the countries we will study next year. You cannot choose the United States as a country to explore. Your summaries, analysis, and bibliography is due on the first day of class.

AP English Language and Composition

Pick a work of non-fiction to read that you have not previously been assigned in any Upper School course. The text should be an appropriate level for your reading fluency (11th Grade reading level or higher) and at least 100 pages in length, exclusive of indices and/or appendices.

Please annotate the text carefully, using marginalia, highlighting, underlining, question marks, and other notations that you find meaningful when you engage with textual materials. Please bring your book to class on the first day of AP Lang, and be prepared to discuss why you chose the particular work and what spoke to you as you engaged with the text.