

## 2025 Upper School Summer Reading

### Ancient and Medieval Literature



### 9th Grade English Summer Required Reading Assignment

Questions can be directed to Mr. Sloyan [jsloyan@sageridge.org](mailto:jsloyan@sageridge.org)

CLASS NAME	TITLE OF TEXT	COVER IMAGE	AUTHOR	ISBN#	PUBLISHER
Ancient and Medieval Literature	<i>Gilgamesh</i>		Translated by Stephen Mitchell	978-0743261647	Free Press

#### Summary

The Epic of Gilgamesh is the world's oldest written story. The King of Uruk, Gilgamesh, uses his power recklessly and rules as a tyrant until Enkidu, a man equal in strength to the king, is sent by the gods to restore order to the community. The two heroes work together to serve Uruk, and eventually, the King gains knowledge of the afterlife and learns to accept his mortality.

#### Directions

Enjoy reading Stephen Mitchell's readable and clear translation of Gilgamesh, humanity's oldest written story. You'll notice that although the book looks long, the poem itself is only about one-third of the pages. The other two-thirds consist of an introduction by Mitchell and extensive notes on the text. We recommend that you read the poem itself first (pages 69-199) and then read Mitchell's introduction second (pages 1-66). Some introductions are slow reading, but Mitchell's is conversational and engaging. However you choose to read, you will be responsible for the entire book, both the story and the introduction.

It is important to work closely with the text so that you can participate actively in class discussions. Please keep **READING NOTES** in a composition book. You don't need to write full sentences, but record any thoughts you have about the plot, characters, or main ideas of the book as they occur to you. 6-8 pages of light note-taking in your composition book should be enough. Also, please mark in the text itself when you see a quotation that you feel is significant. Be selective when choosing quotes – do not feel that you need to locate a significant quote on every page.

#### Purpose

This text will be used as a primary source in the first unit of both English and History, allowing students to explore the ways that the same source can be used differently in various disciplines. In addition, we hope the text 1) gives you a good reading experience over the summer break, 2) leads the class into our year-long exploration of ancient and Classical world views, and 3) provides an engaging context for your first written assignment in class.

#### Honor Code

All students are reminded of our *Honor Code* and are responsible for reading the works assigned without consulting internet guides, summaries, or any source other than the work required or chosen. Students are not to use abridgments and are not to use AI when completing their assignment.

## 2025 Upper School Summer Reading

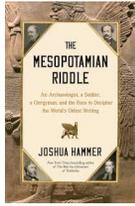
### World History and Religions to 1400



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### 9th Grade History Summer Required Reading Assignment

Questions can be directed to Mr. Adler  
[radler@sageridge.org](mailto:radler@sageridge.org)

CLASS NAME	TITLE OF TEXT	COVER IMAGE	AUTHOR	ISBN#	PUBLISHER
World History and Religions to 1400	<i>The Mesopotamian Riddle: An Archaeologist, A Soldier, a Clergyman, and the Race to Decipher the World's Oldest Writing</i>		Joshua Hammer	978-1668015445	Simon & Schuster

#### Summary

3400 years ago, the world's first system of writing was invented in Mesopotamia. The script, known to us as cuneiform, spread throughout the ancient world from the Mediterranean to central Asia, and left permanent records of stories, laws, contracts and conquests. But although it was used nearly universally for over three millennia, its use gradually declined, and knowledge of how to read the signs was lost for nearly eighteen centuries. *The Mesopotamian Riddle* tells the story of three nineteenth century English researchers—Henry David Rawlinson, Edward Hincks and Austen Henry Layard—as they travel through Persia and Mesopotamia amid political strife in a hunt to uncover writings from the ancient past and decipher the world's oldest script.

#### Directions

This is an engaging historical account written as a plot-like narrative as it tracks several individuals in their journey to decipher ancient cuneiform. Along the way it engages with relevant historical events as well as some technical explanations of concepts in linguistics. Enjoy the plot-driven writing style while reading closely. You should annotate your book as you go along. Annotations include underlining/highlighting important concepts/events/people, marking key passages, and taking notes in the margins to help your understanding and/or comment on what you are reading. I will be checking annotations in the first week of class—this will be one of your first graded assignments. Finally, keep in mind the following questions, which we will be discussing and writing on in the first weeks of the course:

- What role do written texts have in our knowledge of the past?
- What are ways that texts can be misinterpreted? What other sources of evidence can be used alongside texts?
- How did knowledge of other history, civilizations and languages help these researchers decipher new knowledge about the ancient Near East?

#### Purpose

This book is intended to be read in conjunction with *Gilgamesh* for English. It is not a story of ancient history so much as the process of *uncovering* ancient history. Therefore it serves as both a companion piece to *Gilgamesh* (how did we get to the point of being able to understand this text?), and a good introduction to high-school level history: how has information about the past come down to us, and why do we always need to engage critically with our narratives about the past?

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## 2025 Upper School Summer Reading

### CP World Literature



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### 10th Grade English CP Summer Required Reading Assignment

Dr. McGann

[tmcgann@sageridge.org](mailto:tmcgann@sageridge.org)

CLASS NAME	TITLE OF TEXT	COVER IMAGE	AUTHOR	ISBN#	PUBLISHER
<i>World Literature</i>	<i>Vermeer's Hat: The Seventeenth Century and the Dawn of the Global World</i>		Timothy Brook	978-1596915992	Bloomsbury Publishing

**Summary** (from the publisher): A Vermeer painting shows a military officer in a Dutch sitting room, talking to a laughing girl. In another canvas, fruit spills from a blue-and-white porcelain bowl. Familiar images that captivate us with their beauty--but as Timothy Brook shows us, these intimate pictures actually give us a remarkable view of an expanding world. The officer's dashing hat is made of beaver fur from North America, and it was beaver pelts from America that financed the voyages of explorers seeking routes to China--prized for the porcelains so often shown in Dutch paintings of this time, including Vermeer's. In this dazzling history, Timothy Brook uses Vermeer's works, and other contemporary images from Europe, Asia, and the Americas to trace the rapidly growing web of global trade, and the explosive, transforming, and sometimes destructive changes it wrought in the age when globalization really began.

#### **Directions**

*Vermeer's Hat* is an engaging narrative written by a respected scholar ([Timothy Brook](#) is professor emeritus at University of British Columbia specializing in 13th-20th century China) for a general audience. Read closely, but enjoy the many stories and vignettes covered in the book, and give yourself enough time to enjoy the reading process. As you read, please do the following:

- 1) Annotate. Annotations include underlining/highlighting important concepts/events/people, marking key passages, and taking notes in the margins to help your understanding and/or comment on what you are reading.
- 2) Keep in mind the following questions. No need to write anything down (of course you can if you want to) but be prepared to discuss these ideas in the first week of class:
  - What does "globalization" look like in the early modern world? What objects, ideas, people are on the move?
  - What is driving this process? Is everyone experiencing the effects, or only some?
  - What role does China play in the story of an emerging global world in Brook's narrative? What role does Europe play? The Americas?

We will be using this book throughout the first semester, so having good annotations that will allow you to review chapters when you need to is crucial. I will be checking annotations in the first week of class, and students will do a writing assignment on the book.

#### **Purpose**

This book is read in conjunction with CP and Honors World History. The purpose is to give students an introduction to the common theme for 10th grade History and English, which is the story of a modern world that is increasingly interconnected. The connections laid out by Brook touch on numerous aspects of early modern globalization—trade, politics, conquest and culture. As such, we will return to this book repeatedly throughout the first semester.

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## 2025 Upper School Summer Reading

### Honors World Literature



### 10th Grade Honors English Summer Required Reading Assignment

Dr. Tara McGann  
[tmcgann@sageridge.org](mailto:tmcgann@sageridge.org)

CLASS NAME	TITLE OF TEXT	COVER IMAGE	AUTHOR	ISBN#	PUBLISHER
World Literature Honors	<i>Vermeer's Hat: The Seventeenth Century and the Dawn of the Global World</i>		Timothy Brook	978-1596915992	Bloomsbury Publishing

**Summary** (from the publisher): A Vermeer painting shows a military officer in a Dutch sitting room, talking to a laughing girl. In another canvas, fruit spills from a blue-and-white porcelain bowl. Familiar images that captivate us with their beauty—but as Timothy Brook shows us, these intimate pictures actually give us a remarkable view of an expanding world. The officer's dashing hat is made of beaver fur from North America, and it was beaver pelts from America that financed the voyages of explorers seeking routes to China—prized for the porcelains so often shown in Dutch paintings of this time, including Vermeer's. In this dazzling history, Timothy Brook uses Vermeer's works, and other contemporary images from Europe, Asia, and the Americas to trace the rapidly growing web of global trade, and the explosive, transforming, and sometimes destructive changes it wrought in the age when globalization really began.

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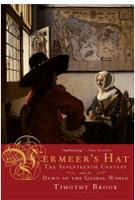
## 2025 Upper School Summer Reading

### CP/Honors Modern World History



### 10th Grade History CP/Honors Summer Required Reading Assignment

Questions can be directed to Mr. Adler:  
[radler@sageridge.org](mailto:radler@sageridge.org)

CLASS NAME	TITLE OF TEXT	COVER IMAGE	AUTHOR	ISBN#	PUBLISHER
College Prep Modern World History 10  Honors Modern World History 10	<i>Vermeer's Hat: The Seventeenth Century and the Dawn of the Global World</i>		Timothy Brook	978-1596915992	Bloomsbury

**Summary** (from the publisher): A Vermeer painting shows a military officer in a Dutch sitting room, talking to a laughing girl. In another canvas, fruit spills from a blue-and-white porcelain bowl. Familiar images that captivate us with their beauty--but as Timothy Brook shows us, these intimate pictures actually give us a remarkable view of an expanding world. The officer's dashing hat is made of beaver fur from North America, and it was beaver pelts from America that financed the voyages of explorers seeking routes to China--prized for the porcelains so often shown in Dutch paintings of this time, including Vermeer's. In this dazzling history, Timothy Brook uses Vermeer's works, and other contemporary images from Europe, Asia, and the Americas to trace the rapidly growing web of global trade, and the explosive, transforming, and sometimes destructive changes it wrought in the age when globalization really began.

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  - What does "globalization" look like in the early modern world? What objects, ideas, people are on the move?
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#### **Purpose**

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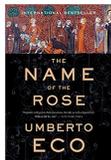
### AP World History



### 10th Grade World History Advanced Placement Summer Required Reading Assignment

Ms. Deveza-Porter

[sdevezaporter@sageridge.org](mailto:sdevezaporter@sageridge.org)

CLASS NAME	TITLE OF TEXT	COVER IMAGE	AUTHOR	ISBN#	PUBLISHER
AP World History	The Name Of The Rose		Umberto Eco	978-0544176560	HarperVia

#### **Summary** (from the back cover)

“The year is 1327. Franciscans in a wealthy Italian abbey are suspected of heresy, and Brother William of Baskerville arrives to investigate. When his delicate mission is suddenly overshadowed by seven bizarre deaths, Brother William turns detective. His tools are the logic of Aristotle, the theology of Aquinas, the empirical insights of Roger Bacon—all sharpened to a glistening edge by wry humor and a ferocious curiosity. He collects evidence, deciphers secret symbols and coded manuscripts, and digs into the eerie labyrinth of the abbey, where ‘the most interesting things happen at night.’”

**Directions:** Please purchase new copies of books so that they contain no text marking. Students should take reading notes during or after each reading session. They will help students keep track of the action. Students should also add marginalia to the text *as* he or she is reading. In addition, marginalia should include underlining or highlighting of what is important, potentially on every page. These will aid us as we discuss the themes of the book. At times, the book goes into great detail about historical events and histories. These may be skimmed.

While reading, students should keep these ideas in mind:

- The novel's characters discuss the 'truth' frequently. How does their pursuit of truth differ?
- William of Baskerville is a man of faith and reason. Has he reconciled these two pursuits?
- The Medieval mind was heavily shaped by their understanding of religion. Describe a few scenes that serve as examples of this understanding.

\*\* Here is a website with English translations of the Latin sections. This will be very useful.

<https://marco.tompitak.com/notr/>

**Purpose:** Students will write an essay based on the reading assignment, and we will discuss it in class. We will also refer to it throughout the course when discussing the Medieval mind and its relation to the modern.

#### **Honor Code**

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## 2025 Upper School Summer Reading

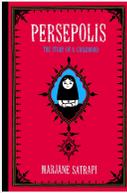
### AP Human Geography



### 9th Grade History & 9th Grade English Summer Recommended Reading Assignment

Mr. Dolan

[pdolan@sageridge.org](mailto:pdolan@sageridge.org)

CLASS NAME	TITLE OF TEXT	COVER IMAGE	AUTHOR	ISBN#	PUBLISHER
AP Human Geography	<i>Persepolis: The Story of a Childhood.</i>		Marjane Satrapi	978-0375714573	Pantheon, 2003.

#### Summary

This graphic novel tells the true story of a young woman growing up during the Islamic Revolution in Iran. It explores themes of identity, political upheaval, and life during the time of a revolution.

**Please note:** this is not a required assignment, but it is recommended reading.

#### Guiding questions to consider:

- How does *Persepolis* illustrate the historical ideas and forces (such as the 1979 Islamic Revolution) that shaped the political boundaries and identity of modern Iran?
- In what ways does Marjane Satrapi's portrayal of Iran's government in *Persepolis* demonstrate characteristics of a unitary state, and how does this impact the daily lives of its citizens?
- What factors leading to potential state fragmentation or instability are depicted in *Persepolis*, particularly regarding religious divisions, ideological conflicts, and social upheaval?
- Through Marjane's experiences in both Iran and Austria, how does *Persepolis* demonstrate different mechanisms by which cultural practices spread across borders?
- How does *Persepolis* explore the lasting impacts of historical forces like imperialism and Western intervention on Iranian cultural patterns and national identity?
- In what ways does Marjane's story reflect the influence of globalization on Iranian society, particularly through elements like music, fashion, and ideology?

#### Purpose

The third unit of AP Human Geography covers cultural patterns and processes including religion while the fourth addresses political patterns and processes. Together, these topics comprise approximately 25% of the material on the exam. The novel will provide students with the opportunity to examine these patterns and processes. Students will discover universal truths through the unique particulars of this historical moment.

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## 2025 Upper School Summer Reading

### CP American Literature



### 11th Grade CP English Summer Required Reading Assignment

Mr. Sloyan

[jsloyan@sageridge.org](mailto:jsloyan@sageridge.org)

CLASS NAME	TITLE OF TEXT	COVER IMAGE	AUTHOR	ISBN#	PUBLISHER
American Literature CP	<i>Narrative of the Life of Frederick Douglass, an American Slave</i>	The cover image shows a portrait of Frederick Douglass with a beard and long hair, looking slightly to the right. Below the portrait is the title of the book in a cursive font, and at the bottom, it says 'CRITICAL EDITION'.	Frederick Douglass	978-0300204711	Yale University Press

#### Summary

Frederick Douglass was a captivating figure who led the US abolitionist movement of the early 19th century. This influential autobiography encompasses the events of his life from birth to his eventual escape from slavery. Not only is this an important book, it is a compelling one. Douglass recounts the events of his life—both the tragic and the triumphant—in vivid detail and in an engaging prose style.

#### Directions

It is important to work closely with the text so that you can participate actively in class discussion. Please keep running READING NOTES in a composition book. For every 8 or 10 pages, jot down your thoughts on the plot, characters, or main ideas of the book. Also, please mark in the text when you see a quotation that you feel is significant—but be selective! Do not feel that you need to locate a significant quote on every page.

#### Purpose

The purpose of this assignment is threefold: 1) to give you a good reading experience over the summer break, 2) to lead into our year-long exploration of American Literature, and 3) to provide the context for your first written assignment in class.

#### Honor Code

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## 2025 Upper School Summer Reading

### AP Language and Composition



### 11th Grade AP English Summer Required Reading Assignment

Mr. Sloyan

[jsloyan@sageridge.org](mailto:jsloyan@sageridge.org)

CLASS NAME	TITLE OF TEXT	COVER IMAGE	AUTHOR	ISBN#	PUBLISHER
American Literature AP	<i>Narrative of the Life of Frederick Douglass, an American Slave</i>		Frederick Douglass	978-0300204711	Yale University Press

#### **Summary**

Frederick Douglass was a captivating figure who led the US abolitionist movement of the early 19th century. This influential autobiography encompasses the events of his life from birth to his eventual escape from slavery. Not only is this an important book, it is a compelling one. Douglass recounts the events of his life—both the tragic and the triumphant—in vivid detail and in an engaging prose style.

#### **Directions**

It is important to work closely with the text so that you can participate actively in class discussion. Please keep running READING NOTES in a composition book. For every 8 or 10 pages, jot down your thoughts on the plot, characters, or main ideas of the book. Also, please mark in the text when you see a quotation that you feel is significant—but be selective! Do not feel that you need to locate a significant quote on every page.

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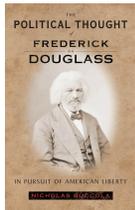
### CP/Honors United States History



### 11th Grade U.S. History CP/Honors Summer Required Reading Assignment

Mr. Gunner Joachim:

[gjoachim@sageridge.org](mailto:gjoachim@sageridge.org)

CLASS NAME	TITLE OF TEXT	COVER IMAGE	AUTHOR	ISBN#	PUBLISHER
U.S. History (CP/Honors)	<i>The Political Thought of Frederick Douglass: In Pursuit of American Liberty.</i>		Nicholas Buccola.	978-147986749 3	NYU Press

#### Summary (from the publisher)

“Frederick Douglass, one of the most prominent figures in African-American and United States history, was born a slave, but escaped to the North and became a well-known anti-slavery activist, orator, and author. In *The Political Thought of Frederick Douglass*, Nicholas Buccola provides an important and original argument about the ideas that animated this reformer-statesman. Beyond his role as an abolitionist, Buccola argues for the importance of understanding Douglass as a political thinker who provides deep insights into the immense challenge of achieving and maintaining the liberal promise of freedom. Douglass, Buccola contends, shows us that the language of rights must be coupled with a robust understanding of social responsibility in order for liberal ideals to be realized. Truly an original American thinker, this book highlights Douglass’s rightful place among the great thinkers in the American liberal tradition.”

**Directions:** Please purchase new copies of books so that they contain no previous text marking. Students should take reading notes during or after each reading session. They will help students keep track of the argument. Students should also add marginalia to the text *as* they read. In addition, marginalia should include underlining or highlighting what is important, potentially on every page. These will aid us as we discuss the themes of the book.

For each chapter, consider the following guiding questions:

- 1) What is Buccola’s argument in this section of the book? How does it relate to his overarching argument for the entire book?
- 2) How does Buccola support his argument? What evidence does he use?
- 3) Do you find Buccola’s argument persuasive? Why or why not?

**Purpose:** In the first week of class, students will write an essay based on the reading assignment and discussions.

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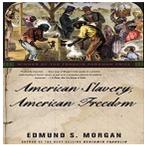
### AP United States History



### 11th Grade AP U.S. History Summer Required Reading Assignment

Ms. Deveza-Porter:

[sdevezaporter@sageridge.org](mailto:sdevezaporter@sageridge.org)

CLASS NAME	TITLE OF TEXT	COVER IMAGE	AUTHOR	ISBN#	PUBLISHER
U.S. History (AP)	American Slavery, American Freedom		Edmund Morgan	978-0393324945	W.W. Norton

**Summary** (from the publisher): “In the American Revolution, Virginians were the most eloquent spokesmen for freedom and equality. George Washington led the Americans in battle against British oppression. Thomas Jefferson led them in declaring independence. Virginians drafted not only the Declaration but also the Constitution and the Bill of Rights; they were elected to the presidency of the United States under that Constitution for thirty-two of the first thirty-six years of its existence. They were all slaveholders. In the new preface, Edmund S. Morgan writes: ‘Human relations among us still suffer from the former enslavement of a large portion of our predecessors. The freedom of the free, the growth of freedom experienced in the American Revolution depended more than we like to admit on the enslavement of more than 20 percent of us at that time.’ How republican freedom came to be supported, at least in large part, by its opposite, slavery, is the subject of this book. *American Slavery, American Freedom* is a study of the tragic contradiction at the core of America. Morgan finds the keys to this central paradox, ‘the marriage of slavery and freedom,’ in the people and the politics of the state that was both the birthplace of the Revolution and the largest slaveholding state in the country.”

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While reading, students should keep these questions in mind:

- What is Morgan’s purpose? What is he arguing?
- What sources does he use? Read his "Appendix," pp. 395-435 and "A Note on the Sources," pp. 433-441. What types of sources did he rely on most?
- Do you find his argument compelling? Persuasive?

**Purpose:** Students will write an essay based on the reading assignment, and we discuss it during the first weeks of class.

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## 2025 Upper School Summer Reading

### CP British Literature



**SAGE  
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### 12th Grade English CP Summer Required Reading Assignment

Dr. McGann

[tmcgann@sageridge.org](mailto:tmcgann@sageridge.org)

CLASS NAME	TITLE OF TEXT	COVER IMAGE	AUTHOR	ISBN#	PUBLISHER
British Literature CP	<i>White Teeth</i>		Zadie Smith	978-0375703867	Vintage

#### **Summary** (from the publisher)

Set against London's racial and cultural tapestry, venturing across the former empire and into the past as it barrels toward the future, *White Teeth* revels in the ecstatic hodgepodge of modern life, flirting with disaster, confounding expectations, and embracing the comedy of daily existence.

**Directions:** It is important to work closely with the text so that you can participate actively in class discussion. Please keep running **READING NOTES**: for every 5 pages, jot down your thoughts (complete sentences not required) on the plot, characters, or main ideas of the book, and please mark in the text when you see a quotation that you feel is significant. Be selective when choosing quotes. Do not feel that you need to locate a significant quote on every page. These notes will be checked on the first day of classes. After discussing the novel, students will do a writing assignment on it.

#### **Honor Code**

All students are reminded of our *Honor Code* and are responsible for reading the works assigned without consulting internet guides, summaries, or any source other than the work required or chosen. Students are not to use abridgments and are not to use AI when completing their assignment.

## 2025 Upper School Summer Reading

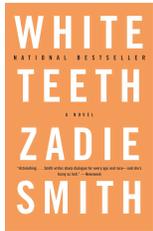
### AP Literature and Composition



### 12th Grade British Literature -- AP Summer Required Reading Assignment

Dr. McGann

[tmcgann@sageridge.org](mailto:tmcgann@sageridge.org)

CLASS NAME	TITLE OF TEXT	COVER IMAGE	AUTHOR	ISBN#	PUBLISHER
British Literature -- AP Literature & Composition	<i>White Teeth</i>		Zadie Smith	978-0375703867	Vintage

#### **Summary** (from the publisher)

Set against London's racial and cultural tapestry, venturing across the former empire and into the past as it barrels toward the future, *White Teeth* revels in the ecstatic hodgepodge of modern life, flirting with disaster, confounding expectations, and embracing the comedy of daily existence.

**Directions:** It is important to work closely with the text so that you can participate actively in class discussion. Please keep running **READING NOTES**: for every 5 pages, jot down your thoughts (complete sentences not required) on the plot, characters, or main ideas of the book, and please mark in the text when you see a quotation that you feel is significant. Be selective when choosing quotes. Do not feel that you need to locate a significant quote on every page. These notes will be checked on the first day of classes. After discussing the novel, students will do a writing assignment on it.

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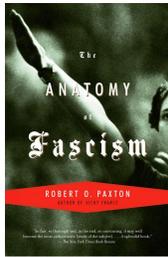
## 2025 Upper School Summer Reading

### CP/Honors Senior Capstone



### 12th Grade History Summer Required Reading Assignment

Questions can be directed to Mr. Adler  
[radler@sageridge.org](mailto:radler@sageridge.org)

CLASS NAME	TITLE OF TEXT	COVER IMAGE	AUTHOR	ISBN#	PUBLISHER
College Prep Senior Capstone  Honors Senior Capstone	<i>The Anatomy of Fascism</i>		Paxton, Robert	978-1400033918	Vintage

#### Summary

(from the publisher): What *is* fascism? By focusing on the concrete: what the fascists did, rather than what they said, the esteemed historian Robert O. Paxton answers this question.

From the first violent uniformed bands beating up “enemies of the state,” through Mussolini’s rise to power, to Germany’s fascist radicalization in World War II, Paxton shows clearly why fascists came to power in some countries and not others, and explores whether fascism could exist outside the early-twentieth-century European setting in which it emerged.

**Directions:** Please purchase new copies of books so that they contain no text marking. Students should take reading notes during or after each reading session. They will help students keep track of the action. Students should also add marginalia to the text as they read. In addition, marginalia should include underlining or highlighting what is important, potentially on every page. These will aid us as we discuss the themes of the book. Particular attention should be paid to the questions of:

- Why did fascism arise in the West in the twentieth century?
- How does it diverge from liberal democracy?
- What is the relationship between the individual and society in a fascist state?

This reading and our discussions in the first week of school will form the basis of our first writing assignment.

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