

Wilbur Cross High School
AP European History
Summer Assignment
Borrowed from Severn School

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SUMMER READING

The AP European History course starts already in the summer when you need to work on your first reading assignment.

You will read two books. The first one is a mandatory text about art history, which is an integral part of the AP curriculum. The second one is a choice of three texts listed below. You can check out the reviews on Amazon.com or at any other bookseller's and decide which one you would enjoy reading the most. All the books are available in paperback for less than \$20.

Two books required:

1. "The Annotated Mona Lisa: A Crash course in Art History from Prehistoric to Postmodern." By Strickland and Boswell. Andrews and McMeel; 1992. ISBN: 0836280059.

2. Pick one of the following three:

"Sophie's World: A Novel about the History of Philosophy." By Jostein Gaarder. Berkley; Reissue edition; 1996. ISBN: 0425152251.

"A World Lit Only by Fire: The Medieval Mind and the Renaissance: Portrait of an Age." By William Manchester. Back Bay Books; 1993. ISBN: 0316545562.

"A History of the Wife." By Marilyn Yalom. Harper Perennial; 2002. ISBN: 0060931566.

ASSIGNMENT

First, read all of the guiding questions provided below to have a clearer purpose for reading. Keep this paper and a notebook near you as you read, and work on this assignment as you read. Trying to read the entire book first and then do this assignment will end in disaster. Moreover, these books can be dense; that is, it can be hard to understand too much of the text at one sitting. Give yourself a good four to five weeks to read and complete this assignment. If you would rather do it early in the summer, rather than later, please review the books and the assignment before the due date in order to refresh your memory.

THE ANNOTATED MONA LISA

- This assignment is designed to evaluate your skill to teach yourself. This skill is indeed imperative in any AP/college course because - given the strict time constraints - we will not be able to cover all the material in class and you will therefore be responsible to digest significant portions of it by yourself, using just the (text)book.

- In *The Annotated Mona Lisa*, the sections on ancient and medieval art emphasize context and historical relevance: What kind of people did it take to build the Egyptian pyramids? How has their work influenced the architecture of today? The sections on Renaissance and Baroque art, the nineteenth century, and the modern era touch on all the major figures of the times, while continuing to explain the cultural context out of which the art evolved. A time line at the beginning of each section ties it all together, noting the significant historical events that shaped the art world and the world at large.
- You should use the structure of the book to help you navigate the material. Make sure you understand the historical and cultural context of each art period and the overall trajectory the art has taken over the centuries. For instance, think about the different trends chronologically:

Why did Baroque come after Renaissance but before Impressionism?
 How did the techniques and the subjects change over time, and why?
 What was the role of art in the different periods and what did it mean for the position of an artist in society?

You should also remember the main representatives of each period and be able to recognize the name of the "supporting cast." You will find the text in boxes with red, capital letter- headings (such as 'Abstract Expressionism' in the bottom left corner of p. 158) especially useful.

- You should remember (i.e., record in your notebook) the major artists of the major art periods and their basic techniques/approaches to art. That means you should create a list (or a table or a timeline chart - depending on what suits you best) in which you show each major art period (ex. Romanticism), the representative artists (ex. Gericault, Delacroix, Constable, etc.), their classification (what approach they are identified by; ex. Emphasis on sensibility), its meaning (ex. rebelling against the Neoclassicism of the Enlightenment). You should also trace the influence; who relied on whose ideas; who added to or modified whose method, etc.
- Do not let yourself be overwhelmed by the details, however. For example, do not worry about telling apart Gainsborough and Reynolds (p.58), the different countries' baroque styles (p.59) or the different Impressionist painters (p. 97) at this point. Focus on European art (read the sections on American artists to get the full story but you will not be tested on those). Read the artists' life stories to understand their context better but do not worry about recalling details of their personal lives. Also, do not worry about remembering precise dates.
- Major art periods (there are many covered by the book but if you cover the ones below, you will be fine):
 - Gothic art
 - Renaissance (Italian versus northern)
 - Baroque
 - Rococo
 - Neoclassicism
 - Romanticism
 - Realism
 - Art Nouveau

Impressionism
Post-Impressionism
Cubism
Dada
Surrealism
Abstract expressionism

- As you are working your way through the book, try to pick a couple of favorite artists that you would like to do a presentation on later during the school year - I will have the sign up sheet ready for you in class.

SOPHIE'S WORLD

- You should remember (i.e., record in your notebook) the major philosophers of the major philosophic periods and their basic ideas/beliefs. That means you should create a list (or a table or a timeline chart - depending on what suits you best) in which you show each major philosophic time period (ex. Enlightenment), the representative philosophers (ex. Voltaire, Diderot, Rousseau, etc.), their classification (what philosophy they are identified by; ex. Empiricism), its meaning (ex. what Empiricism means), and what each believed (what is each philosopher's project?) You should also trace the influence; who relied on whose ideas; who added to or clarified whose ideas, etc.
- Major philosophic time periods (there are many covered by the book but if you cover the ones below, you will be fine):
 - Antiquity (Socrates, Plato, Aristotle)
 - The Middle Ages
 - The Renaissance
 - The Baroque
 - The Enlightenment
 - Romanticism
- As you read, you should also try to answer the following list of questions. You do not need to submit the answers but having them on your fingertips (in your notebook) will help you with the class.

1. Is Sophie a special or unusual person, or can anyone become a good philosopher?
2. When Sophie first begins her correspondence course, she becomes disinterested in everyday activities, like playing badminton with Joanna after school. Is it possible to enjoy life's simpler pleasures while simultaneously pursuing the answer's to life's great mysteries?
3. The rationalists believed that the basis of all human knowledge lay in the mind while the empiricists believed that our knowledge of the world proceeded from the senses. Are you a rationalist or an empiricist? Can a philosopher be a bit of both?
4. The existence of God is perhaps the most profound issue philosophers must address. Descartes believed that the concept of a perfect entity could only have originated from such an entity, rather than an imperfect entity such as a human being. This is how he arrives at proving the existence of God. We learn in Sophie's lesson on Descartes that this leap is considered the weak spot in Descartes' philosophy. Do you agree or disagree with this evaluation?
5. Was Marx a Marxist? Was Jesus a Christian? More to the point, do you believe that as ideologies are widely adopted they somehow become perverted? If so, why?
6. While discussing Marx's theory of alienation in the workplace, Sophie and

Albert discuss Sophie's aunt who hates her job at a candy factory. Albert states that since Sophie's aunt doesn't like her job, she must not like herself. Do you think that self-worth is so closely linked with work?

7. What did Sartre mean when he said, "man is condemned to be free"? Do you agree?

8. It should come as no surprise that existentialism gained popularity after the horrors of WWII. What are your thoughts on existentialism? Is it a cop-out of sorts or is it a realistic articulation of the modern human condition?

9. Which theory has had the most profound impact on the way human beings think and live in the 21st century: Darwin's theory of evolution or Freud's theory of the unconscious?

10. Which thinkers or ideas have shaped your own ideas the most?

11. Of all the big questions philosophers attempt to answer, which are most controversial or difficult and why?

Who are you? (2)

Is there life after death? (4, 13)

Where does the world come from? (5)

Could anything have always existed? (7)

How was the world created? (13)

Do you believe in Fate? (47)

Is sickness the punishment of the gods? (47)

What forces govern the course of history? (47)

How ought we to live? (13, 130)

What is the relationship between the body and mind? (235)

Where do we get our ideas from? Can we really rely on what our senses tell us? (263)

12. Connect the novel about Sophie to the study of philosophy in three ways: in other words, show how Gaarder illustrates his "lectures" on philosophy with the novel of Sophie and Alberto. What plot elements are used to illustrate the philosophy in other words. An example to get you started is this: after Alberto explains to Sophie that Aristotle was the first great organizer in that he attempted to classify things in the natural world, Sophie classifies and organizes her closet.

13. How many realities are present in this book? Sophie and Alberto are fictional. So are Hilde and Albert Knag, even though they are made to seem real. Show the layers of reality in an illustration if it is easier and label who "lives" there. Where are you in these realities? Where is Gaarder?

14. After Romantic Irony is defined (p. 354), examples of it arise in the novel several times. Paraphrase the definition, then cite one example and discuss its effectiveness.

A WORLD LIT ONLY BY FIRE

- In your notebook, define each of the following words below, making sure that your definition agrees with the context in which the word is used. Page numbers have been provided to help you find the appropriate sense of meaning.

eviscerated (36)

emasculated (44)

misogyny (70)

lubricity (71)

invested (71)

cupidity (74)

satirical (74)

admixture (79)

comity (102)

speciosity (104)

vituperative (109)
apostasy (113)
parricide (125)
irascible (137)
salubrious (137)
crepitation (139)
derogating (162)
sophistry (204)

prerogative (206)
panjandrums (268)
venery (270)
obloquy (288)
indefatigable (299)

- In your notebook, write a circa 8 sentence- discussion of Manchester's 1st chapter. Specifically, what characteristics does Manchester attribute to the medieval mind? How were these features manifested in ordinary life as well as among the powerful and influential?
- In your notebook, write discussions of the following topics (site sources from the book):
 - a) The German princes and people supported Luther's reformation more for political and economic reasons than for religious ones.
 - b) A split in the Catholic Church or a movement for reform was inevitable because of the abuses and worldliness of those who were its leaders and spokesmen.
 - c) According to prelate Alvaro Pelayo of Spain (1500s) "Wolves are in control of the church and feed on [Christian] blood!" Explain this quotation for the time period 1200-1517 and assess its validity.
 - d) Using the cartoon on page 200 as a starting and reference point, discuss the actions taken by the Catholic Church to institute reform and assess whether or not the Lutherans (source of the cartoon) are justified in their feeling. (Hot tip: The 3 men in the cartoon are Cardinals and the painting behind the alter is of the Pope. Also look at page 132!)
- In your notebook, answer the following questions as you read. You do not have to use complete sentences. These are simply notes that will help you to remember the material.
- The Medieval Mind (pp. 3-28)
 1. Read the first eight pages and give one example of the violence of the age.
 2. How was this a paradox with the teachings of the Church?
 3. Who was the leading Christian writer/theologian of the time?
 4. What was Henry IV's punishment for appointing bishops without the approval of the pope?
 5. Give one example of why the pagan gods were still so appealing.
 6. Briefly explain the origin of sainthood.
 7. In what ways did Christianity embrace paganism?
 8. Prior to the development of hereditary monarchy, who had to approve of each king prior to his coronation?
 9. How much knowledge did the peasantry have of the Great Schism?
 10. To what extent did the peasantry have a sense of time?

11. "The Church was _____, the afterlife a _____; all knowledge was already _____. And _____."
12. How would the Renaissance challenge the ideas above? (The answer is not stated directly in your book, so you'll have to think about it.)
13. Even though modern historians have abandoned the phrase "Dark Ages" because it has a negative connotation, Manchester finds it appropriate for this period of history. How might Manchester be wrong? (There is no one right answer.)
- The Shattering (Social Problems and Corruption in the Church, pp. 31-86)
 1. Read the first six pages and give one example of how secular rulers used torture or execution.
 2. Simony is _____.
 3. Give one example of how religious leaders used torture or execution from pp. 37-40.
 4. What were "indulgences" and how did they work?
 5. True or False: The popes enforced clerical celibacy.
 6. What is nepotism and how was it used by the popes? Give an example.
 7. With what offense did Girolamo Savonarola charge Alexander VI?
 8. How did Alexander try to buy his silence?
 9. What did Alexander eventually do with Savonarola?
 10. What was the Holy Roman Empire?
 11. What happened to criminals? What didn't happen to them?
 12. Who was Jakob Fugger?
 13. Name all the occupants of the family bed.
 14. What could happen to a traveler during a famine?
 15. How tall were men?
 16. At what age did most women die?
 17. Give one example of how table manners have changed since the Middle Ages.
 18. Describe, in detail, Count Fulk's punishment for his crimes.
 19. Describe one of the superstitions on page 61.
 20. Give one example from page 64 of what could happen to travelers.
 21. True or False: "Robin Hood robbed from the rich and gave to the poor."
 22. At what age could a girl legally marry? At what age could a boy legally marry?
 23. By what method(s) did girls convince boys to marry them?
 24. Who were the cleanest people in Europe and why were they so clean?
 25. How did Alexander VI use his daughter, Lucezia, for political gain? (Hint: Think of annulment.)
 26. Comment on pages 71-86.

 - The Shattering (The Arts and Learning, pp. 86-131)
 1. What was Copernicus's theory of the universe and how did the pope react to it?
 2. Why were some people suspicious of Leonardo da Vinci?
 3. Who improved upon the Chinese invention of moveable type?
 4. What is the overall estimate for male and female illiteracy?
 5. True or False: Literacy and printing increase faithfulness in the Church.
 6. What were the three main disciplines taught at medieval universities?
 7. Define "Renaissance."
 8. What did Renaissance professors declare to be superior to the three traditional fields of study?
 9. Who was the leading humanist?

10. True or False: Humanists were more concerned about the here and now instead of the afterlife.
11. Why did Galileo and Pico displease the Church?
12. What was the title of Erasmus's first book and whom did he attack in it?

- The Shattering (The Protestant Reformation, pp. 131-219)

1. Martin Luther's Ninety-Five Theses were, in part, a response to the selling of indulgences by whom?
2. According to Luther's father, since children were born wicked, it was virtuous for parents to do what?
3. True or False: Luther made an attempt at reconciliation with the pope.
4. "In defying the organized church, Luther had done something else. He had broken the dam of

_____... Because _____ and _____ were so entwined in

central Europe, Luther's challenge to ecclesiastical prestige encouraged a proletariat to demand

_____."

5. What did Luther do with the papal bull of excommunication?
6. Why did Luther publish in German instead of Latin or Greek?
7. Read pages 166-174. Why did the secular leaders (the members of the diet) support Luther?
8. What was the major issue that divided Protestants?
9. Read page 190 and describe Calvin's attitude toward criticism. Give examples.
10. Read page 191 and describe how much fun life was in Geneva. Give examples.
11. How many people were killed by Charles V's army when it invaded Rome?
12. Who did the Church blame for the sacrilege?
13. What title was Henry VIII given by the pope in return for his efforts in suppressing Lutheranism?
14. What did Henry use as justification for his annulment?
15. Why could the pope not grant him the annulment?
16. What kind of reputation did the Boleyn women have? Was it deserved?
17. How much of English land was owned by the Catholic Church?
18. What happened to Thomas More after he spoke out against Henry?
19. Which of Henry's daughters finally restored order to England?

- One Man Alone (pp. 221-296)

1. Was Magellan the "mightiest explorer in history," as Manchester says he was, or was he a lunatic with god-like delusions who could not even finish the job he started? Give several examples to back up your position.
2. Who had the greatest impact on history-Luther or Magellan? Give several examples.

A HISTORY OF THE WIFE

- Trace the development of the meaning/ role of "wife" from the medieval times onward. You should still read chapter 1 about the wives in the ancient world so that you get the full story. Likewise, read the text about American wives to get the full account. But you are only going to be held responsible for knowing and understanding the development of the meaning/ role of wives in Europe from the Middle Ages onward.

- In your notebook, record carefully and systematically for each time period:
 - How are women viewed, and why? What are they valued for, if anything? What is the general view of their influence on men (positive or negative, and why?)
 - Do women have access to education? If yes, what is the assumed purpose of it? Does it differ across social classes and if so, how?
 - What kind of jobs do women perform? Does it differ across social classes and if so, how? Does it differ between young single women, married women, and widows?
 - What kind of rights (especially when it comes to property, child custody and voting) and responsibilities do women have? Does it differ across social classes and if so, how?
 - What is the situation regarding premarital sex, adultery, birth control, and abortion?
 - What are the laws and/or accepted standards of marriage, divorce and widowhood? Do the secular standards differ from religious norms, and if so how?
 - What is the general view of parenting and what does it imply for the role of a wife?
 - What is the general view (pragmatic, romantic, etc.) of love and marriage?
 - At what age do women marry? How many children do they have on average? If available, what is the rate of death in/ related to childbirth?
 - Are women actively involved in social, economic and political life? In what roles? Does it differ across social classes and if so, how?

- In your notebook, record relevant information about the following individuals:
 - Jane Austen
 - Simone de Beauvoir
 - Madame du Chatelet
 - Christine de Pizan
 - Betty Friedan
 - Henrik Ibsen
 - Margery Kempe
 - Alfred Kinsey
 - Robespierre
 - Margaret Sanger
 - Elizabeth Cady Stanton
 - Queen Victoria
 - Mary Wollstonecraft