Hello Gentlemen,

I am very much looking forward to a fun, productive and enlightening year in AP English. This summer reading list is meant to be a ‘warm welcome’ to the great works of past and present literature. I have provided a list that covers some of the most important books/authors from the past 2,000 years. An AP English student should first and foremost be well read; therefore, I would like you to choose 2 books (one book from list #1; one book from list #2) and just read. You should of course annotate your books—I will check both books for a grade when we get back—but nothing else (50 points) There will be no test. I would suggest going to Amazon or some such site and reading the summaries of the novels. Alternatively, you could take part in the great tradition of the flaneurs of Paris and simply walk to a good bookstore, grab your favorite beverage, and stroll through the various books (when they open!) What a wonderful way to spend an evening. I would like you to purchase these books and showcase your love through the work of annotations. If there is an economic issue that prohibits you from purchasing these books, please email me and we will make different arrangements for the procurement of the books.

What do I mean by annotations? A solid marking system where you use your skills to decode, analyze, and draw importance from the text. There should be marks and writing on almost every page. See the attached sheet for what I expect.

If you would like any assistance in choosing that perfect book for you, don’t hesitate to email.

Reading in A.P. and PreAP course should be both wide and deep. These courses should include the in-depth reading of texts drawn from multiple genres, periods, and cultures. While students should read works from several genres and periods—from the sixteenth to the twentieth century—more importantly, they should get to know a few works well. They should read deliberately and thoroughly, taking time to understand a work’s complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. In addition to considering a work’s literary artistry, students should consider the social and historical values it reflects and embodies. Careful attention to both textual detail and historical context should provide a foundation for interpretation, whatever critical perspectives are brought to bear on the literary works studied.

(College Board, English Literature Course Description)

Keeping the above in mind, I would like you to enjoy your reading this summer, but please annotate well and think about the complexity each work offers to its readers.

AP Summer Reading List:
Please choose one book from each list.

**LIST #1—Contemporary Authors and Works (Future Classics—many Nobel Prizes, Booker Prizes, American Book Awards, Pulitzer prizes etc.)**

Adichie, C.  
*Americanah*

Atwood, M.  
*The Handmaid’s Tale*

Butler, O.  
*Kindred*

Chabon, M.  
*The Yiddish Policemen’s Union*

DeLillo, D.  
*White Noise or Underworld*

Diaz, Junot,  
*The Brief Wondorous Life of Oscar Wao*

Flanagan, R.  
*The Narrow Road to the Deep North*

Kingsolver, B.  
*The Poinsonwood Bible*

Lahiri, J.  
*The Namesake*

Lalami, L.  
*The Other Americans*

Lee, Min Jin  
*Pachinko*

Morrison, T.  
*Song of Solomon or Beloved*

Murakami, H.  
*Colorless Tsukuru Tazaki and His Years of Pilgrimage*

McCann, C.  
*Let the Great World Spin*

Rushdie, S.  
*Midnight’s Children or Shalimar the Clown*

Smith, Z.  
*On Beauty*

Ward, J.  
*Sing, Unburied, Sing*

Walker, Alice  
*The Color Purple*

Whitehead, C.  
*The Nickel Boys*

**LIST #2—Classics You Need Under Your Belt**
Austen, J.  Emma or
        Persuasion or
        Pride and Prejudice

Bronte, E.  Wuthering Heights

Camus, A.  The Plague

Chaucer, G.  The Canterbury Tales

Dostoevsky, F.  The Brother’s Karamazov

Dante  The Inferno (Penguin or Barnes and Noble translations only)

Dickens, C.  David Copperfield or
        Domby and Son or
        A Tale of Two Cities

Hardy, T.  Jude the Obscure or
        Tess of the d’Urbervilles

Hemingway, E.  For Whom the Bell Tolls

Homer  The Odyssey (Fagles trans. only) or
        The Iliad (Lattimore or Lombardo trans. only)

Joyce, J.  Dubliners

Kafka, F.  The Trial

Marquez, G  Love in the Time of Cholera or
        One Hundred Years of Solitude

Shakespeare, W.  Much Ado About Nothing

Sophocles  Three Theban Plays

Swift, J.  Gulliver’s Travels

Tolstoy  Anna Karenina

Waugh, E.  Brideshead Revisited

Wright, R.  Native Son

Annotations:

1) Every page should have some type of annotation on it; the books that we read
are fairly complex and demand attention while reading. An annotation
means underlining, hi-lite, parenthetical framing etc. It is a mark on that page that suggests you have identified something as important.

2) Every page should have some writing, in addition to the marks, underlining etc. This writing should be a thoughtful remark on character, setting, symbol etc. “oh, boy!, “nasty!” etc. are not considered annotations. At this point in your academic lives, you should be a little beyond jotting down plot. Your annotations should be purposeful in finding meaning in a text.

3) You are annotating for a purpose—this purpose is to engage what you are reading analytically. I want your annotations to trace character, setting, themes, motifs, language choice, confusing descriptions, patterns etc. Your purpose in writing is to come to a more complex understanding of the literature that we read.