

# All Social Studies Courses

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## SOC 8H – Honors Social Studies

Students in this class have been invited to join the Schoology group named *Honors 8th Grade Social Studies 2018 – 2019*. Summer assignments and other pertinent information will be found in this group.

**"Note: All Honors 8th Grade Students should email Mr. Morro immediately ([thomasmorro@popejohn.org](mailto:thomasmorro@popejohn.org)). Initial assignments will be communicated via an email distribution list."**

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## SOC 101 – World Cultures

Read "*A Long Way Gone*" by Ishmael Beah (ISBN 978-0374531263).  
Be prepared for a quiz on the book when you come back to school.

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## SOC 102 – Honors World Cultures

Students must read the following edition of Machiavelli's *The Prince*:

Machiavelli, *The Prince* (translated by Harvey C. Mansfield, Jr.)  
ISBN: 978-0226500386

Machiavelli is a subtle and thoughtful writer, so you must read his work carefully if you are to understand what it is he is trying to teach about politics. As you read, keep track of his many historical characters and watch how he uses them throughout the book.

To help you with your reading, here are some questions that you should ponder as you study *The Prince*:

- (1) Machiavelli has a reputation for being a teacher of evil. Does he deserve this reputation? To what passages in *The Prince* would you point to defend your position?
- (2) What does Machiavelli mean by the word "virtue"?
- (3) Who, according to Machiavelli, provides better examples of virtue: the ancients or the moderns?
- (4) Why were Moses, Cyrus, Romulus and Theseus so special?
- (5) What does Machiavelli think of Cesare Borgia?
- (6) What does Machiavelli think about the role played by the Church in politics?
- (7) Is Machiavelli correct when he asserts that, "all the armed prophets conquered and the unarmed ones were ruined"?
- (8) When Machiavelli says in Chapter XV that, "I depart from the orders of others," who are the "others" to whom he is referring?
- (9) How does Machiavelli distinguish himself from those who wrote about politics before him?

- (10) According to Machiavelli, what role does fortune play in human affairs? To what extent can men control their fortune in political life?

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### SOC 202 – Honors US History I

Students in this class have been invited to join the Schoology group named *Honors US History I 2018 – 2019*. Summer assignments and other pertinent information will be found in this group.

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### SOC 302 – Honors US History II

Please read *Water for Elephants* ISBN-10: 1616200707 and prepare for a test upon return to Pope John in the fall.

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### SOC 404 – Mass Media & Society

Classic Albums is a series produced by Eagle Rock Entertainment featuring the writing, recording, and marketing of landmark recordings by some of the music industries most important artists. View two of these documentaries (If you have Amazon Prime almost all of them are available with your subscription or pay for them individually as a non-subscriber. A few are available on YouTube for free or you can download them for a small fee through the “Qello Concerts” page.) and discuss two common themes between these documentaries. Choose any of the following:

- The Band - The Band
- Fleetwood Mac - Rumours
- Grateful Dead - Anthem of the Sun and American Beauty
- Elton John - Goodbye Yellow Brick Road
- Tom Petty and the Heartbreakers - Damn the Torpedoes
- Pink Floyd - The Dark Side of the Moon
- Nirvana - Nevermind
- Elvis Presley - Elvis Presley
- Queen - A Night at the Opera
- Rush - 2112 and Moving Pictures
- Paul Simon - Graceland
- Steely Dan - Aja
- U2 - The Joshua Tree
- Stevie Wonder - Songs in the Key of Life

Paper Length does not matter as long as the question above is answered sufficiently. Assignments will be typed, printed, stapled and submitted on the first day of class.

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### SOC 405 – History of Great Trials

All students enrolled in The History of Great Trials are to either read or watch *THE CHAMBER* by John Grisham prior to the first day of class.

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## SOC 500 – AP World History

Students must read the following text:

Title: *Guns, Germs, and Steel: The Fates of Human Societies*  
Author: Jared Diamond  
ISBN-13: 9780393317558

Students must also read the nine essays listed below from the following text:

Title: *Dynamics of World History*  
Author: Christopher Dawson  
ISBN-13: 9781882926794

Essays to be read from *Dynamics of World History*:

- (1) The Sources of Culture Change, pp. 3-11
- (2) Civilization and Morals, pp. 47-55
- (3) Progress and Decay in Ancient and Modern Civilization, pp. 57-70
- (4) Art and Society, pp. 71-77
- (5) Vitality or Standardization in Culture, pp. 79-83
- (6) Religion and the Life of Civilization, pp. 119-136
- (7) Stages in Mankind's Religious Experience, pp. 175-195
- (8) The Evolution of the Modern City, pp. 199-209
- (9) Europe in Eclipse, pp. 419-426

As you read Diamond and Dawson, note carefully their contrasting approaches to the study of world history, as well as the specific evidence they provide to support their respective approaches. There will be a test during the first week of school on *Guns, Germs, and Steel* and the nine essays listed above from *Dynamics of World History*.

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## SOC 501 – AP European History

**Quiz first week of school on *Artemisia*; Questions on *A Gentleman from Moscow* & Renaissance essay due first day of school**

1. ***The Passion of Artemisia*** by Susan Vreeland. (summer read) ISBN 10: 0670894494 / 0-670-89449- 4. ISBN 13: 9780670894499

2. ***A Gentlemen from Moscow*** by Amor Towles (summer read) ISBN-10: 0670026190; ISBN-13: 978-0670026197

**Please type your answers to the following questions:**

1. The Metropol serves literally and symbolically as a window on the world. What picture does Amor Towles paint of the Soviet Union—the brutality, its Kafka-esque bureaucracy, and the fear it inspires among its citizens? What are the pressures, for instance, faced by those who both live in and visit the Metropol?
2. Trace the Russian authors and musicians who influenced the Count, briefly describing their greatest works and styles. Bullet points are fine.
3. The Count was imprisoned for writing the poem, *Where Is It Now?*, which questioned the purpose of the new Soviet Union - compare to Russia under Putin, 70-some years later
4. The Count says that the “Bolsheviks are uprooting/erasing the Gentleman’s history.” What does he mean? How are the Bolsheviks changing Russia?
5. In the “1946” chapter, Mishka, Osip, and Richard each share with the Count his perspective on the meaning of the revolutionary era. What are these three perspectives? Are you inclined to agree with one of them; or do you find there is some merit to each?
6. The setting of *A Gentleman in Moscow* is set in Russia over a 32-year span, from post- revolutionary Russia, World War II, to the Stalinist era. Did you think the author was successful in giving a balance view the Count’s life and what was going on in Russia in that time?
7. Does Communism work? Give specific examples from the book to

support your position.

### 3. AP European History Summer Essay

Please write a 4-5-paragraph essay to be turned in the first day of school.

Please type, 12 Times New Roman, Double space.

**Explain the ways in which Italian Renaissance humanism transformed ideas about the individual's role in society.**

#### **HIGHLY RECOMMENDED TO PURCHASE**

***The Princeton Review: Cracking the AP European History Exam***

(2018 Edition) (Paperback). Out in August

ISBN 9781101919934

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## SOC 502 – AP United States History

I. The link below is Howard Zinn's, "A People's History of the United States". Please read chapter 9 upon entering class. You will have a quiz the first week of school. This will also be used throughout the year.

<http://www.historyisaweapon.com/zinnapeopleshistory.html>

II. Reading test upon return to Pope John in September;

1. *The Jungle* ISBN-13: **978-0486419237**
2. *Born on the Fourth of July* **ISBN-13: 978-1888451788**
3. *Water for Elephants* **ISBN-10: 1616200707**

#### III. Movie

*Gangs of New York* viewed upon return to school in September. Quiz upon return to Pope John

#### IV. Essay Assignment due first day of class;

Please submit a typed 5-paragraph essay that compares and contrasts the Civil Rights Act of 1866 to the Civil Rights Act of 1964 and the Voting Rights of 1965. How effective were they and discuss gains (if any) made by African Americans, Native Americans, and Women.

**\*Access to film is mandatory during this course. All viewing will take place at home; it is highly recommended that you subscribe to Netflix, Prime or some other source.**

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## SOC 503 – AP United States Government & Politics

WELCOME TO AP U.S. Government & Politics!!!

### ***Why does AP U.S. Government & Politics have a summer assignment?***

Advanced Placement courses are designed to enable you, the student, to successfully master the College Board Advanced Placement Exam given in the spring of 2019. Upon successful completion of the exam, the student should receive college credit, advanced standing or advanced placement (depending on the college's score requirements). A summer assignment allows more time to master the required topics.

The AP U.S. Government & Politics Summer Assignment has been designed to give students:

1. A head start on the required course content, specifically the Constitution.
2. A chance to enrich their background knowledge of course concepts.
3. A preview of assignments they will be expected to do throughout the course.

Your task will be to demonstrate an understanding of the concepts covered in their summer assignment prior to the opening of school. The summer assignment will be graded and counted as a significant part of each student's first marking period grade.

Because you have a significant summer assignment you will NOT typically be given homework on weekends or during holiday breaks provided that you have completed your work during the week and not saved multi-week assignments due on Monday until the last minute.

I deeply believe in the institutions of our national government. I am excited to have us explore them together. I am dedicated to giving my students an exceptional opportunity to receive college credit. My AP course is an intensive, highly structured, very demanding college level course. Thus it is imperative that a high level, rigorous academic environment exist in my AP classes and that my AP students are dedicated to learning, highly motivated, and willing to put forth the time and effort, both in and outside of the classroom, required for a course of this intensity.

As a student in AP government, you will be expected to come prepared to class every day. To ensure that you are ready for the first days of class, I have created the following summer assignment. This 4 Part Summer Assignment will be collected, in its entirety, due by Friday, September 15, 2018. Complete sentences only. The assignment will count as four test grades in your first quarter. In AP Gov late work is considered late as of the beginning of the class period. The first day late is a 25-point penalty. I do not accept late work after the second day. (Due date: Friday, September 15 2018). A failure to adhere to these policies will result in your removal from the class.

### UNDERSTANDINGS AND AGREEMENTS

\*\*\*\*\*You agree to complete a two-hour externship opportunity in US Government and Politics during the Fall

\*\*\*\*\*You agree to sit for a full length mock examination at a mutually agreed upon test date by the class that will count as 1/3 of your grade for quarter 4

\*\*\*\*\* You agree to sit for a mandatory 5 hour review on a mutually agreed upon Saturday date by the class that counts as 1/3 of your grade for quarter 4.

\*\*\*\*\*You agree to watch the news regularly

\*\*\*\*\*You agree to be respectful and open to listening to diverse opinions of your classmates

\*\*\*\*\*You agree to complete all assignments in a timely manner, have intellectual curiosity and academic enthusiasm

If you have any questions during the summer holiday; feel free to email me at [jacquelyn@popejohn.org](mailto:jacquelyn@popejohn.org). I look forward to an amazing year with you.

Ms. Burt

This year the AP US Government and Politics Course will be a new test. I am confident that we will be ready to meet its challenges. Make certain that any review books you purchase are sufficient for the Test Redesign.

REQUIRED TEXTS (no ebooks, kindle or online texts)

Wilson, James Q., John J. Dilulio Jr., and Meena Bose. *American Government: Institutions and Policies*. 16th ed. Boston, MA: Cengage Learning, 2019.

Cigler, Allan J., and Burdett A. Loomis. *American Politics: Classic and Contemporary Readings*. 7th ed. Boston, MA: Cengage Learning, 2008. This text includes the 15 required Supreme Court cases

You must purchase these texts in HARDCOVER and bring them with you every day in class unless told otherwise. You may purchase used or earlier edition copies to save money, however you are responsible for any additional materials.

REQUIRED REVIEW SUBTEXTS

*5 Steps to a Five-* new 2019 test addition

REQUIRED SUMMER READING TEXTS (no kindle, e or online texts)

1. *HARDBALL* by Chris Matthews (any HARDCOVER OR SOFTCOVER EDITION)
2. *BIAS* by Bernard Goldberg (any HARDCOVER OR SOFTCOVER EDITION)

**Part 1 – The United States Constitution:**

**Assignment/ Rationale:** In order to be successful in AP Government and Politics an advanced understanding of the Constitution is a MUST. It is the framework for the United States government and therefore, this course. The purpose of this assignment is for you to become familiar with the outline of the Constitution then apply the contents of the document to real life scenarios.

**TASK I-A** Read the entire Constitution (found at [http://constitution.org/constit\\_.htm](http://constitution.org/constit_.htm)) Summarize the purpose of each article on one or two sentences each. **DO NOT TYPE!!!**

Article I	
Article II	
Article III	
Article IV	
Article V	

Article VI	
Article VII	

**Outline the general purpose for each of the 27 Amendments to the Constitution**

<b>Amendment 1</b>	
<b>Amendment 2</b>	
<b>Amendment 3</b>	
<b>Amendment 4</b>	
<b>Amendment 5</b>	
<b>Amendment 6</b>	
<b>Amendment 7</b>	
<b>Amendment 8</b>	
<b>Amendment 9</b>	
<b>Amendment 10</b>	
<b>Amendment 11</b>	
<b>Amendment 12</b>	
<b>Amendment 13</b>	
<b>Amendment 14</b>	
<b>Amendment 15</b>	
<b>Amendment 16</b>	
<b>Amendment 17</b>	
<b>Amendment 18</b>	
<b>Amendment 19</b>	
<b>Amendment 20</b>	
<b>Amendment 21</b>	

Amendment 22	
Amendment 23	
Amendment 24	
Amendment 25	
Amendment 26	
Amendment 27	

## II. Assignment 2: Supreme Court Research (REMINDER –Due Date September 15, 2018)

**TASK II-A Please Read: Article III of the US Constitution**

**TASK II-B Please Read Federalist 78 and Summarize it in one thorough paragraph.**

The following is an example of what you are expected to provide for five of the Supreme Court cases listed below three of which MUST be *McCulloch*, *New York Times* and *SChenck*. Each case is linked to the actual text of the Supreme Court decision. A constitutional question is posed. In a paragraph, summarize the background information of the case. Included in your first paragraph should be a discussion of which article or amendment of the Constitution is in question. In a second paragraph, summarize the opinion of the Court. You may use any other sources you can locate to help clarify the information. Be sure that your background of the case and the opinion of the Court are in your own words. Under no circumstances are you to cut and paste any material that you find during your research.

**Example: Marbury v. Madison**

**Background information:**

In his last few hours in office, President John Adams made a series of “midnight appointments” to fill as many government posts as possible with Federalists. One of these appointments was William Marbury as a federal justice of the peace. However, Thomas Jefferson took over as President before the appointment was officially given to Marbury. Jefferson, a Republican, instructed Secretary of State James Madison to not deliver the appointment. Marbury sued Madison to get the appointment he felt he deserved. He asked the Court to issue a *writ of mandamus*, requiring Madison to deliver the appointment. The Judiciary Act, passed by Congress in 1789, permitted the Supreme Court of the United States to issue such a writ.

**Constitutional Question: *Does the Supreme Court of the United States have the power, under***

**Article III, Section 2, of the Constitution, to interpret the constitutionality of a law or statute passed by Congress?**

**Opinion**

The Court decided that Mary's request for a *writ of mandamus* was based on a law passed by Congress that the Court held to be unconstitutional. The Court decided unanimously that the federal law contradicted the Constitution, and since the Constitution is the Supreme Law of the Land, it must reign supreme. Through this case, Chief Justice John Marshall established the power of judicial review: the power of the Court not only to interpret the constitutionality of a law or statute but also to carry out the process and enforce its decision.

**The Cases: Cases must be researched on one of the following websites:**

<http://www.law.cornell.edu/> or <http://lp.findlaw.com> or <http://www.Oyez.com>

From the list of cases to choose from, choose five including the three mandatory (meaning select two others!!)

- McCulloch (mandatory)
- United States v. Lopez
- Engel v. Vitale
- Wisconsin v. Yoder
- Tinker v. DesMoines
- New York Times v. Sullivan (mandatory)
- Schenck v. United States (mandatory)
- Gideon v. Wainwright
- Roe v. Wade
- McDonald v. Chicago
- Brown v. Board of Ed
- Baker v. Carr
- Shaw v. Reno
- Citizens United v. FEC

**TASK II-C. Please define in complete sentences the following court terms**

1. Opinion
2. Rule of Four
3. Petition for certiorari
4. Writ of certiorari
5. Amicus curiae
6. En banc
7. Dissent
8. Per curiam
9. Concurrence or to concur

**TASK II-D Please list the current Justices of The US Supreme Court ,**

when they were nominated, their age, who nominated them and whether each leans liberal, conservative or moderate

### III. Assignment #3 “BIAS”

After reading your summer reading book BIAS, please look at the following quotes by the author. Notice that Goldberg addresses BOTH liberals and conservatives.

1. Liberals, many of them, not all of them, but many of them are obsessed with race. They see everything through a filter of race

-B. Goldberg

2. A lot of people who voted for Barack Obama expected and were led to expect something new in politics: a new tone of political discourse in Washington. And I think - I think they're disappointed, because Barack Obama is not a new kind of politician. In fact, he's an old Chicago politician.

-B. Goldberg

3. I said that liberals think people who live in the middle of the country are a bunch of jerks, and obviously all liberals don't think that. But I will tell you what, an awful lot of liberal elites think that

-B. Goldberg

4. There are some programs on FOX that are not only fair and balanced, they're commentary shows. They don't have to be. But they brag about how fair and balanced they are. They don't cover rallies and tea parties. They cheer lead for rallies and tea parties. And as a journalist, I am totally against that.

-B. Goldberg

TASK III: Please select three out of these four quotes and provide two well written paragraphs for each that demonstrate factual support with page citations(minimum three for each quote with analysis) from the summer reading text that evidence exists for or against this quote . Include your opinion of same without using first person.

## IV. ASSSIGNMENT *HARDBALL* by Chris Matthews

### TASK IV-A on Hardball:

*FRQ Prompt: See quote on page 47 by former Speaker of the House Thomas "Tip" O'Neil.*

*Respond in a (3-4) paragraph essay*

- a. *why is politics essentially local?*
- b. *What examples does O'Neill use to illustrate his thesis?*
- c. *How does a "local" approach enhance the national results?*
- d. *How does a "local" approach detract from national results?*

### TASK IV –B on Hardball:

*FRQ Prompt:*

**"I always throw my golf club in the direction I am going"**

**-Ronald Reagan**

*Please respond in a 3-4 paragraph FRQ the methods by which Matthews demonstrates in chapters 6 and 7 that successful politicians must adequately handle*

- a. *opposition*
- b. *"enemy subversive action"*

Organize your materials into a neatly typed and labeled packet that is to be turned in on the first day of class. Make certain it is YOUR OWN WORK.

Any questions, please feel free to email me at [jacquelynbert@popejohn.org](mailto:jacquelynbert@popejohn.org) or to call me at 862-354-4991. Have a wonderful summer and Happy reading-don't forget to watch the NEWS!!

CONTRACT-AP US GOVERNMENT AND POLITICS

Please detach and submit to Ms. Burt as soon as possible but NO LATER THAN

JUNE 30, 2018.

Students added later in the summer to the schedule will be responsible for ALL MATERIALS!!

If You Cannot sign this Contract DO NOT TAKE THIS COURSE

1. I agree to read all assignments.
2. I agree to write assignments of sufficient length and complexity that use supportive facts and clearly define and address all concepts.
3. I agree to learn vocabulary and apply as needed.
4. I agree to be bound by AP style guidelines for this course as defined by AP College Board.
5. I agree to listen to and respect the political opinions of others.
6. I agree to understand that the AP test covers history, vocabulary, statistics and the law and does NOT evaluate opinions.
7. I agree to work independently.
8. I agree to be absent AS LITTLE AS POSSIBLE, get all notes and make up missed work immediately in accord with PJ policy.
9. I agree to watch the news regularly.
10. \*\*\*\*I understand that I will NOT have assignments during TEACHERS CONVENTION, THANKSGIVING, CHRISTMAS, WINTER or SPRING BREAK unless I have left other work undone. In exchange I will complete the 6 topical review packets beginning March 1 and I WILL ATTEND THE MANDATORY 5 hour review section CRAM FOR THE EXAM. A failure to complete the 5 Review packets and the 5 hour review WILL result in a failing grade for the 3<sup>rd</sup> /4<sup>th</sup> quarter.

NAME \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

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## SOC 503A – AP Comparative Government

Students in this class have been invited to join the Schoology group named *AP Comparative Government (AP CoGo) 2018 – 2019*. Summer assignments and other pertinent information will be found in this group.

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## SOC 506 – AP Psychology

Dear Student,

Welcome to the AP Psychology course! This course will challenge you in new ways as a reader, a writer, and a neophyte cerebral “puzzle expert”. This summer you will need to prepare yourself for these challenges. The purpose of the Advanced Placement Psychology is to introduce you to the systematic and scientific study of the behavior and mental process of human beings. You will be exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. You will also learn about the ethics and methods psychologists use in their science and practice. You will change the way you view yourself and the behavior of others.

Our expectations for EVERY student are to pass the AP Exam in May with a 5 and to learn a great deal about human behavior and mental processes. You and I must work very diligently to prepare for the upcoming year if we want to find success. In order to do so, the work starts now with the summer assignment that includes two unit outlines and ethical analysis. Doing these assignments will give you a huge advantage as we start the year. Please do not delay in beginning these because they will take time if done well. The beach, hammock, *riding* in a car, treadmill, bedtime etc....all provide solid opportunities to complete your work. The outlines should be neat, organized, and effortful.

Good Luck & Make Good Decisions this summer.

Sincerely,

Mr. Schleer & Mr. Cameron

If you have any questions please email me at: [bradcameron@popejohn.org](mailto:bradcameron@popejohn.org),  
[michaelschleer@popejohn.org](mailto:michaelschleer@popejohn.org)

Text Needed for Class: **Myers’ Psychology for AP, 2nd Edition** (Green Cover)

You should also consider purchasing a supplemental reading material such as Barron’s, Strive for a 5 or Princeton Review.

TWO SUMMER ASSIGNMENTS DUE FIRST DAY OF CLASS:

I. OUTLINE: Units 2 and 3, using any form of distinguishable outlining format  
-Organize your notes (all main ideas plus vocabulary terms) for Modules 4-15

II. Read the “Elephants on Acid” document attached and complete the following:

<http://hoaxes.org/top/experiments>

1. Summarize each experiment in 3-4 sentences.
2. Using Chapter 2 as a reference, state what ethics guidelines are violated within each experiment.
3. Rank the 20 experiments from least controversial (#20) to the most controversial (#1). Be prepared to defend your choices.

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## SOC 507 – AP Human Geography

Read J.D. Vance's *Hillbilly Elegy* and bring a one page typed response to the following question on the first day of school: How does Vance connect place, culture, and the plight of the working class in Appalachia and the "Rust Belt?"

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## SOC 900 – Freshman Cum Laude Seminar

Students must read the following edition of Plato's *Meno*:

*Plato's Meno* (translated by George Anastaplo and Laurence Berns)

ISBN: 978-0-941051-71-2

Read the dialogue carefully and, if possible, more than once. You can use Appendix B (pp. 79-85) to help you with the geometric proof. As you read the *Meno*, consider the following questions:

- (1) What is virtue, and is it teachable?
- (2) What do we learn from the *Meno* about learning?
- (3) Why is there so much discussion of definition?
- (4) What constitutes a good definition?
- (5) What do we learn from the inadequate definitions offered by Meno?
- (6) Why does Meno compare Socrates to a torpedo fish?
- (7) Why does Socrates think learning is recollection?
- (8) Why does Socrates employ a geometric proof in the *Meno*?
- (9) Who, if anyone, can teach virtue?
- (10) What distinguishes right opinion from knowledge?
- (11) Why does Plato write in the form of a dialogue?
- (12) How does the dramatic action in the dialogue relate to the argument?
- (13) What motivates the various characters in the dialogue?
- (14) Why does Plato introduce the character of Anytus?
- (15) Why does Socrates conclude that virtue comes to us by divine dispensation?

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## SOC 910 – Sophomore Cum Laude Seminar

Students must read the following edition of Homer's *Odyssey*:

*The Odyssey* (translated by Robert Fagles) ISBN: 978-0-14-026886-7

On the **first full day** of school, there will be an exam on Homer's *Odyssey*. The exam will consist of 50 quotations—selected to test your knowledge of the text—with multiple-choice questions concerning each quotation. You should be prepared to identify who is speaking, to whom the words are spoken, about whom the words are spoken, and to answer other relevant questions about the quotations.

A cursory reading of the *Odyssey* will NOT suffice to pass this exam. You must become thoroughly familiar with the text. It is essential, then, to take notes on major events, conflicts, characters, conversations, speeches, setting, plot, and literary devices such as diction, imagery, simile, metaphor, symbol, and irony.

Consider the following questions as you read Homer's *Odyssey*:

- (1) How and to what end does Homer seek to move his audience?
- (2) What is the significance of the invocation of the Muse?
- (3) What art does the Homeric singer possess?
- (4) What is the place of the singer in Homeric society?
- (5) Why does Homer begin the *Odyssey in medias res*?
- (6) Why does Homer introduce us to Telemachus before we meet Odysseus?
- (7) What role does the story of Agamemnon and Clytemnestra play in the *Odyssey*?
- (8) How are we to understand the great wanderings (Books IX-XII) of Odysseus?
- (9) What is the meaning of each episode of the great wanderings?
- (10) What is the cause of Odysseus' wandering and his suffering?
- (11) How does Homer view the relationship of men and women?
- (12) What should we learn from the many married couples in the *Odyssey*?
- (13) Is the slaughter of the suitors and the disloyal women justified?
- (14) Who is the greater Homeric hero, Achilles or Odysseus?
- (15) What is the relationship between the human and divine worlds in the *Odyssey*?
- (16) How should we understand the relationship between Athena and Odysseus?
- (17) Who or what governs the Homeric universe?
- (18) Do human beings in the Homeric universe have free will?
- (19) Is the Homeric universe moral and just?
- (20) What is the meaning of the *Odyssey* as a whole