

AP Seminar Summer Assignments

2024-2025

We are so excited that you have decided to take the plunge and try out this AP course! We hope the experience will be rewarding and enriching for all of us. In order to hit the ground running next fall, we would like you to take a little time over the summer to do some reflecting and some research. By becoming familiar with new subjects, search tools, organizational strategies, and informational sites, you will come in with the background knowledge to feel comfortable and excited to start the school year. Other than Part A, please do not write up formal responses. Some informal notes will do. It is important that you take a summer break!

A. Writing an argument based on sources

We will start by looking at the end point. Using the sources provided on page 3, set a timer and write the attached assignment in no more than 2 hours, including reading, planning, and writing. When you cite one of the sources, you can simply label it (Source A), for example. *Please come to class prepared to submit both a hard and digital copy. This should be no more than 1 ½-2 pages. This will not receive an accuracy grade but rather serve as a point of reference for your writing at the start of the year.*

B. Reflecting on you as a learner

Consider the following and write some *notes for yourself*. We will use these themes throughout the year. It will be good to have recorded a starting point. *Bring these notes to class.*

1. What are you really interested in studying? Why?
2. What makes you a good teammate?
3. Where do you go to learn more about a topic you are curious about?
4. How do you handle frustration and/or stress when it sets in?
5. In the information age, how and where can we find consistently reliable information?
6. What tools do you use to stay organized? Which of your systems could use some improvement?
7. What tools/techniques would you use to grapple with a long-term project in terms of time management?

C. Exploring potential research topics and current issues

1. Log onto the WHS library website. Bookmark the page; enter and save the passwords to the databases. See information provided.
2. Take some time to look into three of the resources listed: Ebsco, Galenet, and SIRS
3. What do you observe about the three databases? What can you find in each? What extra features do they contain? *Make a list (bullets are fine) of your observations OR make a table comparing what you observe in each.*
4. Search a few specific topics you are interested in. Can you draw any conclusions about key words or search terms? Try out the “send to Google drive,” “annotate pdf” and “citation features for at least two sources. *Record your observations and questions.*
5. Locate three publications (like newspapers or magazines) you value and be ready to let us know (informally) who their readers are, what subjects they cover, and the style they use in writing and layout. It will be best to find these valuable publications by mid-August, so you have time to read some articles of interest as they occur in the news cycle. Again, this is for your personal growth/ orientation/enrichment. *You do NOT need to create a formal write up, but be ready to share your thoughts.*

Make sure you take time to read, relax, and enjoy yourself. We will be excited to hear your reflections and discoveries when we start up in late August.

ONLINE RESEARCH DATABASES

For home access to our reference databases, library catalog and websites, [connect to Sharepoint—Destiny WSD Library](#)

EBSCO

Username: wisshs

Password: trojans#4

GALENET

Library ID: wisstrojans

MACKIN E-BOOKS & AUDIOBOOKS

Use your WSD log in and choose
Wissahickon HS Library

POWER LIBRARY

Link to site via

Wissahickon Valley Public Library

<http://wvpl.org>

Use your public library card number for
access

SIRS/PRO-QUEST

Username: PL3041H

Password: 19002

WORLD BOOK ONLINE

Username: wiss02

Password: wsd02

Other sites worth bookmarking

The Purdue Online Writing Lab (OWL).
Purdue University.

<http://owl.english.purdue.edu/> -- This has great information on *MLA & APA Formatting & Style Guides*, as well as on *Avoiding Plagiarism*.

KnightCite. Calvin College.

<http://www.calvin.edu/library/knightcite/> - This is a great reference for *MLA*, *APA*, and *Chicago Manual of Style* citations.

You might want to investigate software tools that are handy – for organizing, for taking notes, for making slides, for creating tables, etc.

How to make cool slides:

<https://docs.google.com/presentation/d/11MTsjdHBqaxIa3Ix69r1As9jIF3fasbyTOovyhmn4fs/edit?usp=sharing>

A. Writing an argument based on sources

Directions: Read the **four** sources carefully, focusing on a theme or issue that connects them and the different perspective each represents. Then, write a logically organized, well-reasoned, and well-written argument that presents your own perspective on the theme or issue you identified. You must incorporate at least **two** of the sources provided and link the claims in your argument to supporting evidence. You may also use the other provided sources or draw upon your own knowledge. In your response, refer to the provided sources as Source A, Source B, Source C, or Source D, or by the author’s name.

Source A

From “Home Truths: An Anthropology of House and Home”

By Dr. Francine Barone (*Human Relations Area Files*, Yale University, December 12, 2019)

We can begin ... by offering a simple, everyday reckoning of a house: a building intended to provide shelter for human habitation; typically holding possessions as well as persons; decorated and spatially designated in both interior and exterior; by which an otherwise empty space is transformed into a residential one. Some societies—readily recognizable as the norm in the West—may value the privacy of the house as an intimate space for nuclear families, with distinct rooms each serving a purpose, and a strong locking door to separate the exterior/“street” from the interior/“home” (Barone 2010).

Yet the establishment of a house (and, as will be shown below, a home) is not always strictly a family affair. It takes place within wider inhabited surrounds, and the spatial layout and design of the dwelling vis-à-vis neighbors is a fundamental building block of the social landscape. Some societies may orientate their houses towards a communal center (see, for example, Kroeber 1917: 153), with fewer restrictions on hospitality for more extended familial connections or other visitors. In this way, the radius of residence of a house can become rather fuzzy, and its boundaries semi-permeable, when open to other community members and their shared responsibilities or co-dependencies. ...

Two examples from the Middle East ... illustrate the juxtaposition of “private” vs. “public” spaces as entwined with the concept of home. Beeman describes how Iranian culture, until recently primarily a rural one, continues to value nature and the open air in residential spaces despite rapid urbanization in the early 2000s:

“Because Iran is largely a desert, however, the ideal open space is a culturally constructed space—a garden. Iranians will try to bring the outdoors inside whenever possible.” ...

The impression of the Iranian house is one where living together and sharing spaces is as fundamental to the home as is the careful intention given to curating the space, quite literally from the outside in. The everyday activities of eating, sleeping, and entertaining are key criteria in the life of a home, whether a single room or a larger structure. Here, then, one can argue that “home” is a composite of the building itself and the life that unfolds within it. Thus, the interior of the house represents the heart of the home and is a safe space for the most “unguarded” and relaxed behavior.

In Susurluk culture in Turkey, attention is also put on safety and sanctity; yet in Turkish society, this requires a communal solidarity that by necessity extends well beyond the walls of a single house: Primary concerns of all Susurluk households are the sanctity of the home and the safety of their women

and children. One indication of these concerns is the enclosed courtyard characteristic of older homes; another is the solidarity that members of an immediate neighborhood display to the outside. In effect, the immediate neighborhood is a shared extension of all the households whose women and children participate in its use. Consequently, throughout Susurluk groups of neighboring households have united to form what may be termed “defended neighborhoods”—spatial units within which neighbors cooperate to maintain a degree of security for their members which is relatively high in comparison to adjacent areas (Magnarella 1974: 43).

Such informal spatial arrangements have developed in Susurluk society in response to a potentially volatile and conflictive external environment, or “perceived fears of invasion from the outside” (ibid). Those bonding together and thereby traversing the boundaries of individual dwellings may not be related through kinship or even ethnicity, but are connected via an impetus to act together to safeguard the domestic privacy and sanctity of family that define a Turkish home.

Barone, F. 2019. "Home Truths: An Anthropology of House and Home", HRAF, Yale University. <https://hraf.yale.edu/home-truths-an-anthropology-of-house-and-home/>

Source B

“Home” by Gwendolyn Brooks

What had been wanted was this always, this always to last, the talking softly on this porch, with the snake plant in the jardinière in the southwest corner, and the obstinate slip from Aunt Eppie’s magnificent Michigan fern at the left side of the friendly door. Mama, Maud Martha, and Helen rocked slowly in their rocking chairs, and looked at the late afternoon light on the lawn and at the emphatic iron of the fence and at the poplar tree. These things might soon be theirs no longer. Those shafts and pools of light, the tree, the graceful iron, might soon be viewed passively by different eyes.

Papa was to have gone that noon, during his lunch hour, to the office of the Home Owners’ Loan. If he had not succeeded in getting another extension, they would be leaving this house in which they had lived for more than fourteen years. There was little hope. The Home Owners’ Loan was hard. They sat, making their plans.

“We’ll be moving into a nice flat somewhere,” said Mama. “Somewhere on South Park, or Michigan, or in Washington Park Court. “Those flats, as the girls and Mama knew well, were burdens on wages twice the size of Papa’s. This was not mentioned now.

“They’re much prettier than this old house,” said Helen. “I have friends I’d just as soon not bring here. And I have other friends that wouldn’t come down this far for anything, unless they were in a taxi.”

Yesterday, Maud Martha would have attacked her. Tomorrow she might. Today she said nothing. She merely gazed at a little hopping robin in the tree, her tree, and tried to keep the fronts of her eyes dry.

“Well, I do know,” said Mama, turning her hands over and over, “that I’ve been getting tireder and tireder of doing that firing. From October to April, there’s firing to be done.”

“But lately we’ve been helping, Harry and I,” said Maud Martha. “And sometimes in March and April and in October, and even in November, we could build a little fire in the fireplace. Sometimes the weather was just right for that.”

She knew, from the way they looked at her, that this had been a mistake. They did not want to cry.

But she felt that the little line of white, sometimes ridged with smoked purple, and all that cream-shot saffron would never drift across any western sky except that in back of this house. The rain would drum with as sweet a dullness nowhere but here. The birds on South Park were mechanical birds, no better than the poor caught canaries in those “rich” women’s sun parlors.

“It’s just going to kill Papa!” burst out Maud Martha. “He loves this house! He lives for this house!”

“He lives for us,” said Helen. “It’s us he loves. He wouldn’t want the house, except for us.”

“And he’ll have us,” added Mama, “wherever.”

“You know,” Helen sighed, “if you want to know the truth, this is a relief. If this hadn’t come up, we would have gone on, just dragged on, hanging out here forever.”

“It might,” allowed Mama, “be an act of God. God may just have reached down and picked up the reins.”

“Yes,” Maud Martha cracked in, “that’s what you always say – that God knows best.”

Her mother looked at her quickly, decided the statement was not suspect, looked away.

Helen saw Papa coming. "There's Papa," said Helen.

They could not tell a thing from the way Papa was walking. It was that same dear little staccato walk, one shoulder down, then the other, then repeat, and repeat. They watched his progress. He passed the Kennedys', he passed the vacant lot, he passed Mrs. Blakemore's. They wanted to hurl themselves over the fence, into the street, and shake the truth out of his collar. He opened his gate – the gate – and still his stride and face told them nothing.

"Hello," he said.

Mama got up and followed him through the front door. The girls knew better than to go in too.

Presently Mama's head emerged. Her eyes were lamps turned on.

"It's all right," she exclaimed. "He got it. It's all over. Everything is all right."

The door slammed shut. Mama's footsteps hurried away.

"I think," said Helen, rocking rapidly, "I think I'll give a party. I haven't given a party since I was eleven. I'd like some of my friends to just casually see that we're homeowners."

Source C

From “The Psychology of Home Environments: A Call for Research on Residential Space”

By Lindsay T. Graham, Samuel D. Gosling, and Christopher K. Travis (*Perspectives on Psychological Science*, Vol. 10(3), 346-356, 2015)

Theorists ranging from Carl Jung (e.g., 1963) to Clare Cooper-Marcus (e.g., 1995) have proposed that of all places, the home has a particularly powerful symbolic and psychological significance. That is, the home is more than a place in which an individual resides but rather a unique place where a person’s past, present, and future selves are reflected and come to life. On the basis of a series of interviews with home owners, Cooper-Marcus (1995) argued that the home is a place that reflects the character and identity of those who dwell within it. ...

Some architectural practitioners have speculated about the motives that may drive how a home’s appearance is shaped. Israel (2003) argued that individuals’ home environments are reconstructions of past spaces in which those people felt safe and secure. According to this view, a person may, for example, unconsciously incorporate features into a space that evoke qualities from a well-loved grandmother’s home. The motives behind these decisions may be propelled not by conscious tastes and preferences but rather by the emotional connections promoted by these elements.

Gosling has proposed that manipulating one’s space can serve three broad functions (Gosling, Gifford, & McCunn, 2013; Gosling, Ko, Mannarelli, & Morris, 2002). First, features of a space can influence the activities likely to be performed in that space—thanks to the physical features of kitchens, bedrooms, living rooms, and garages, these spaces are particularly well suited to cooking, sleeping, entertaining guests, and parking, respectively. The layout and other physical features of the space can influence the activities (e.g., reading a book) or social interactions (e.g., chatting with friends) that take place in the space, which in turn may affect cognitive and emotional states of the occupants (e.g., a sense of creativity or relaxation). ...

Second, the items in a space and their arrangement can be used to convey impressions to others; thus, for example, occupants can convey the importance that they place on family by displaying photos of their relatives or can communicate their political orientation via symbols and icons. ...

Third, features of the space can affect what people think about and how they feel when in that space; for example, mementos may evoke fond memories of other times, places, and people. The presence of personal and cultural artifacts (e.g., art, photos, furniture) can influence levels of well-being and feelings of social support (Gifford, 2007). For instance, people may use photos of loved ones and other “social snacks” (tangible reminders of connections to others) to fend off feelings of loneliness and social isolation (Gardner, Pickett, & Knowles, 2005).

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Source D

From “The problem with being a long-term expat”

By Kate Mayberry (*BBC*, October 24, 2016)

Expats¹ too often underestimate the transformational aspect of living overseas for an extended period. “Living and working abroad can change the employee and their family members profoundly, and in a way they could never anticipate,” says Jenny Castelino, director of intercultural sales and account management at Cartus.

Although jobs may be a factor in the decision to repatriate, particularly in these troubled economic times, many expats return to their homeland to be closer to family.

It’s the reason conservation biologist Mei-Ho Lee, 39, returned to Malaysia in 2009 after a decade in the United States.

While Lee had prepared for her return for a year, the emotional upheaval still came as a shock. For the first few months, she retreated to her parents’ house, swapping the chaos and noise of New York and her laboratory at Columbia University for the slower-paced city of Ipoh in northern Malaysia.

“The first few weeks were like hibernating,” she remembers. Then, once her job was confirmed, she moved to Kuala Lumpur, Malaysia’s busy and congested capital. ...

“Kuala Lumpur was a completely different place to what it had been before. I couldn’t recognise anything; any roads at all. And I didn’t have a car so it was very difficult. I missed the public transport in New York.”

Working practices in her homeland also came as a shock. “I have to switch to Asian mode,” says Lee.

Third Culture Kids

And then there are the expat children.

Karen, a British citizen now in Malaysia, who prefers to be known only by her first name because her husband works for a large multinational, recalls their 22 years on the road became more difficult as their children got older. Both are now at university in the UK. Having never lived in Malaysia, they don’t see it as home, and their actual home in Europe is rented out. “Their home is out of a suitcase,” Karen says.

American sociologist Ruth Hill Useem coined the term Third Culture Kids (TCK) to describe children who’d spent much of their formative years outside their own country. Her research was triggered by the experience of her own children growing up in India, where she was posted on a research project in the 1950s. A typical TCK will tend to have multiple answers to the question of where they’re from, friends from numerous countries and, often, the ability to speak more than one language.

Maffini describes her children as “resilient” but says they’d probably be hard-pushed to define the idea of home. She has written a book, *Sammy’s Next Move*, to help guide other children through the realities of a life on the move, and the notions of home and identity. The main character is a snail who takes his home with him wherever he goes.

“The problem with being a long-term expat” by Kate Mayberry, from BBC. © 2016, BBC.

¹ people who live outside their native country