

AP English Literature, Ms. Mathes  
Required Summer Reading  
*Tattoos on the Heart* by Gregory Boyle  
*How to Read Literature Like a Professor* by Thomas Foster,  
*Frankenstein* by Mary Shelley

This summer you'll read two books that will help us establish a foundation for our work all year and a third work that is a common read for all Jesuits students. *Tattoos on the Heart* (nonfiction) is about Gregory Boyle's 20 year work with Homeboy Industries, a gang-intervention program in Los Angeles, the gang capital of the world. In *Tattoos on the Heart*, he relays his experience working in the ghetto in a series of parables inspired by love and faith. **You can read this book at any point during the summer. Come to class prepared to discuss Boyle's use of rhetoric in this work and how the work ultimately challenges or reinforces stereotypes.**

For our class, please read *How to Read Literature Like a Professor* before *Frankenstein*. *How to Read Literature Like a Professor* provides an overview of prominent themes, motifs, styles, and genres in Western literature. **This text will help you broaden your critical lens in preparation for our study of literature, giving you new ways to "see" the works you read.**

Foster writes in an informal, if sometimes goofy, fashion. He references numerous texts to illustrate his points, some of which you will be familiar with and some of which you won't have heard of. **Please don't discount or criticize Foster's topics just because you're not familiar with the examples he uses. You're in high school; you haven't read everything...yet.**

**Assignment:** Come to class prepared to discuss and write about two chapters from this book that you found interesting and that you want to try and apply to your reading this year. Also come to class prepared to discuss one chapter that you struggled with or have questions about.

This summer, I would also like you to read Mary Shelley's *Frankenstein*, first published in 1818 with a second, revised edition published in 1831. My AP course is loosely organized around the topic of man and the supernatural or monstrous (though we will discuss numerous other approaches to the works we study as well!), and *Frankenstein* provides an excellent jumping off point for that discussion. You should come to class prepared to discuss specific passages in the text that help you answer these guiding questions.

**Assignment:** As you read *Frankenstein*, keep in mind the following questions, and annotate evidence in the book that helps you arrive at an understanding of what this text has to say about monstrousness and about man's relationship with nature and knowledge.

Based on your reading of *Frankenstein*, what does it mean to be a "monster" or "monstrous?" According to your own working definition of that word, who is the more monstrous figure—Victor Frankenstein or the Creature—and why?

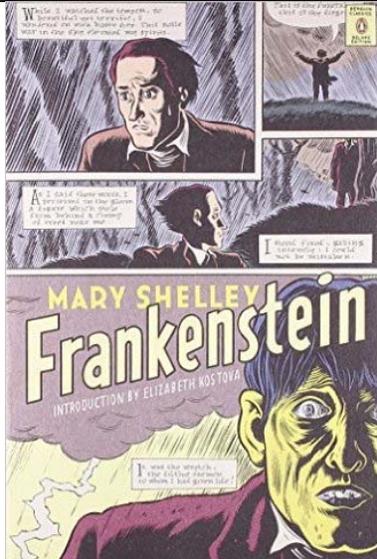
What would Mary Shelley say about man's relationship with nature? With knowledge?

**Expectations for Completing Your Summer Reading and Writing**

- Plan wisely. You must complete *and review* the reading by the start of the first week of class. If you don't remember details from the reading, it's the same as never having done the reading at all.
- Active, engaged reading is imperative in this class, so underline passages (be selective; don't underline everything!) and annotate in the margins. I expect you to come to class ready to discuss and ask questions about specific passages from the books that you find interesting, relevant, or problematic.
- During the first weeks of class, you will write several short response papers on some of the ideas from the Foster text and on select passages from *Frankenstein*, as well as a longer essay on *Frankenstein*.

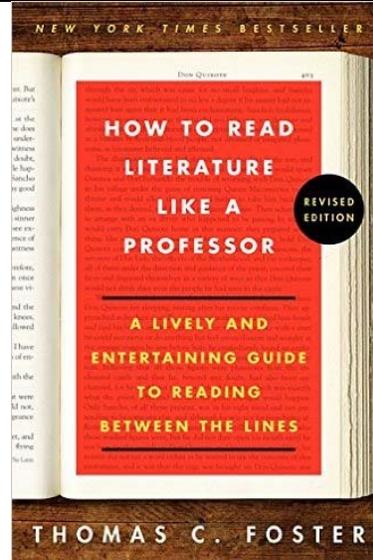
**IMPORTANT:** In years past, students have been very frustrated at the beginning of the year because they ordered editions of the books that turned out to be products of independent publishing platforms. The books were filled with errors, incorrectly sequenced chapters, missing text, and a host of other problems. All of these texts were purchased through Amazon and published by the same company: CreateSpace Independent Publishing Platform. This company produces multiple versions of several of the books we're reading this year.

As a result of these experiences, I am requiring you to get the exact copies of the books I specify. Any other edition of the book is NOT acceptable. I apologize for any frustration this requirement causes. Electronic copies of texts (ebooks, Ibooks) are also not acceptable in my class unless I say otherwise.

<p><i>Tattoos on the Heart: The Power of Boundless Compassion</i></p>	<p><b>Any edition, hard copy or electronic</b></p>
<p><i>Frankenstein</i> by Mary Shelley (1818 edition) Penguin Classics Delux Edition</p> <ul style="list-style-type: none"> <li>• <b>ISBN-10:</b> 0143105035</li> <li>• <b>ISBN-13:</b> 978-0143105039</li> </ul>	

*How to Read Literature Like a Professor* by  
Thomas Foster  
ISBN-13: 978-0062301673  
ISBN-10: 0062301675

\*\*Please note that Foster has published another  
book titled *How to Read Novels Like a Professor*.  
**Don't** get that one (unless you want to read both!)



Acceptable used editions of *Frankenstein* available  
at Powell's.

Norton Critical Edition, Oxford World Classics  
ONLY

