

AP Human Geography: Summer Reading Assignment

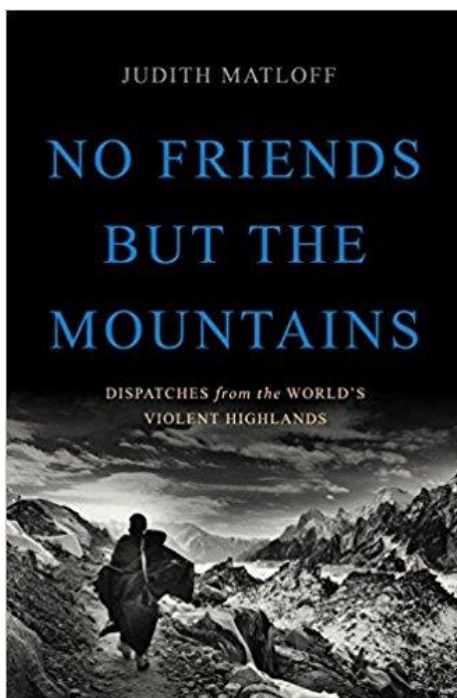
No Friends But The Mountains: Dispatches from the World's Violent Highlands by Judith Matloff

Welcome to your senior year! I look forward to having you in my class for the 2019-2020 school year. Human Geography is an exciting course that tries to answer the following three questions:

- 1) How has the Earth shaped the human experience?
- 2) How have humans shaped our Earth?
- 3) What does it mean to be human in our world today?
- 4) What's wrong with our world, and what can we do about it?

This course is interdisciplinary so you will be able to explore content that you may have briefly discussed in other classes more in depth and through the lens of a geographer. As you read Matloff's book, I would like for you to put yourself into this role and practice reading *No Friends But the Mountains* as someone who understands the interconnectedness that exists in our world. The following units are our main areas of study and I would like for you to consider them as you read this book. In fact, I would like for you to start thinking about these content areas as you go about your summer, meet new people, travel to new places, sit quietly on your own, and as you read (listen, or watch) the news:

- Globalization & Geographic Literacy
- Urbanization
- Demographics
- Political Geography
- Culture (language, religion, ethnicity)
- Economic Development
- Agriculture & the Food System
- The Natural World
- Migration



Publisher summary: “Mountainous regions are home to only ten percent of the world's population and cover only one-fourth of its surface area, yet they host a strikingly disproportionate share of the world's conflicts. Mountains are a natural refuge for the revolutionary, the poppy grower, and the terrorist, and they allow archaic practices, such as draconian law codes and absolute monarchies, to persist well into our globalized era.

Acclaimed war correspondent Judith Matloff introduces us to the obscure, isolated, and often fraught communities that make their homes at punishingly high elevations. We meet, among others, Albanian teenagers involved in ancient blood feuds; Mexican peasants hunting down violent heroin traffickers; and Jihadists in the Caucasus who have resisted the Russian military for decades. From South America to the Middle East to Kashmir, Matloff reminds us that the drugs, terrorism, and instability cascading down the mountainside affect us all.”

Assignment: Due August 19 (A day) & 20 (B day)

You will turn in:

- **Your book (a physical copy) that is annotated.** These are not literature style annotations, but you should be making note of important details, people & place names, events, and thought provoking statements as well as anything that seems to relate to the nature of our course. Your name should be written in sharpie on the book.
- **A composition notebook with your vocabulary and your dialectical journal.**

Please note: The final assignment is due at the beginning of the second week of school, but I recommend you **have the book finished before we come back to school** because we will use the content of the book with some of our introductory lessons and discussions. And although I encourage you to have conversations with your classmates regarding the content of this book, **all work submitted for credit must be completed by you and in your own hand** (not typed copies). Friendly advice: This book is case study oriented—I encourage you to **break it up over the summer**—maybe do a chapter per week. If you have any questions, please feel free to text me at 501-350-8052 or email Anglea.King@pulaskiacademy.org

Part 1, Vocabulary: Please complete **10 ID's** by writing the **definition** (you can obtain from any credible dictionary source) and relating it to an **example** found in the book. In order to get full credit you need to **reference the page number** you found the example on. The first **three are required**. Then you **choose** one from each group (7 groups) of ID's, for a **grand total of ten**. I suggest starting this **before** you read the book so the ID's will stand out to you as you read. (5 points each, 50 total)

Required:

- Folk (or traditional) culture
- Animism
- Subsistence Farming

With options: (pick one from each group, 7 total)

- Sufism; Anthropologist; Syncretic; or Enclave
- Jihadist; Sharia Law; Madrassa; or Islamism
- Ethnic nationalism; Friedrich Ratzel; or Separatist Movement
- NATO; Devolution; Land grabs; Frontier; or NGO
- Encomiendas; Marxism; Shanty/Squatter settlement; Neoliberal Economics; or NAFTA
- Maternal/Infant/Child mortality or Environmental Determinism
- Terrace Farming; Rural/Urban Divide; or Remittances

Part 2, Dialectical Journal : A dialectical journal is another name for a double-entry journal or a reader-response journal. Think of your dialectical journal as a series of conversations between you and your book as you read it.

The journal should be kept in your composition notebook. Divide your page into three columns so that it looks like the sample on the next page. The intent of a dialectical journal is that you reflect on the book as you read, and the best way to do that is with pen in hand.

A reasonable target number would be 30 entries, or about 3-4 per chapter. (A selection and a response is 1 entry). You should most certainly be able to find something every 6-10 pages. Your entries should be from throughout the book accordingly. **Thirty entries from just the first/last 40 pages is not acceptable.**

Procedure

- As you read, choose short passages that stand out to you and record them in the left-hand column of the chart (always include the page number)
- In the right hand column, write your response to the short passage (ideas, insights, questions, reflections, comments, predictions, connections, clarifications, evaluations)

Sample Dialectical Journal Format

<i>Shortened Quote from Text</i>	<i>Page</i>	<i>Response</i>
<p>“The blood feuds would remain intractable... Ignoring the Kanun resolved nothing.”</p>	<p>33</p>	<p>(C, S) Vigilantism and blood feuds have been around for centuries; however despite technological advancements nothing has really changed in the rural, mountainous regions.</p> <p>(Q) How does a government (who wants to develop their country and move forward in progress) also acknowledge cultural traditions when they may be fundamentally contradictory to what that progress means? In other words, how does a government show respect to the people of its country when their cultural practices go against the legal tradition?</p>

Sample Responses to the Text

Choose **at least one** of the following for **EACH** of your selected quotes. Each reaction should be thoughtful and written in complete sentences. You must use a variety of the following throughout your journal.

- **(R) Reactions:** Do you agree/disagree with the author’s argument? Has something in the text surprised you? Added to your understanding? Contradicted a previous belief? Do you wish to challenge the authors assertion or assumption? Be sure to include statements of **WHY** you think or reacted in the manner you did to the text. Consider what experiences or background information influenced you.
- **(C) Compare/contrast:** HOW do this author’s interpretation of events compare or contrast to what you’ve read, have learned in history class, or experienced? How did the passage add to your understanding? How does one case study compare to previous in the book?
- **(S) Significance:** Does an event, person, or concept discussed have a larger impact beyond the time period or region discussed? Explain its significance to another time period, person, event, or similar situation to another country.
- **(Q) Questions:** These should be higher order questions that would prompt discussion and cannot be answered by a simple “yes” or “no”. Offer a potential, reasonable answer for the question that you pose. Think of these as potential discussion questions when we discuss the book in August.
- **(T) Theme:** Does the quote relate to a recurring theme of the book—describe the theme, its relevance, and how it relates to the particular case study.