

Welcome to AP English Literature and Composition!

If you like to think creatively, analytically, and critically – this class is for you.

I am excited to work with young adults who like to think and discuss important concepts that arise from our class reading. I am especially excited to discuss the summer reading with you in the fall. We need to read a variety of texts covering the last 500 years of literature. It is a lot to cover, but I will work to make the course as interesting and engaging as possible while providing you with the skills you need to be successful.

This is a college level class, and students have two opportunities to earn college credit through this course. They are as follows:

- 1) Study the concepts introduced this year and apply them to our class reading. **Take the AP English Literature exam in May** – pass with a three or higher – and earn your first year of college credit for English while you attend high school. Passing AP exams can save you and your family thousands of dollars in tuition and gives you a head start next year.
- 2) **Apply for College in the Classroom credit through Central Washington University** and receive five credits for simply taking and passing this class with a C or better. The registration and application forms for CWU credit are distributed in September. CWU credit is transferable to all Washington State colleges as well as many out of state colleges.
- 3) **Do both and earn up to nine college credits** for one class while you fulfill your high school English requirement. **Work smarter not harder!**

Summer Reading Assignment 2017

- 1) **Get a copy of *Brave New World*** by Aldous Huxley. Amazon and Goodwill have inexpensive used copies, or read it online here: http://www.scotswolf.com/aldoushuxley_bravenewworld.pdf
- 2) **Read the background and biographical material** I have attached. This will give you the context you need to appreciate the novel's complexity.
- 3) **Read the text metacognitively.** This means to read with intention, actively thinking about *how* the author conveys ideas and meaning through his use of language.
- 4) **Maintain an Analysis Journal** as you read. **Complete the Summer Assignment.**

Please bring your text and hard copies of your Summer Assignment on the first day of school. You will start out the year with an **A** assuming you followed the assignment directions carefully.

Happy reading!

Catherine Cornelius
catherine.cornelius@vansd.org



Summer Reading Analysis Journal - Due on the first day of school

As you read *Brave New World* over the summer, **keep an Analysis Journal** nearby to write down notes, thoughts, and questions. This is a crucial part of being an active reader — being aware of what you are thinking as you read and making sense of the text while you move through it.

Be sure to write down page numbers and locators ("top of the page," "third paragraph," etc.) to help you locate an important selection later. (Placing Post-it notes in the book is also a good way to mark key passages.) Remember that we will spend the first few weeks of the school year analyzing this text, so be prepared!

In addition to these informal entries, **you will also write a series of polished Analysis Journal pieces.** You will write four entries: the first after you have completed 25% of the book; the second when you are halfway through; the third after you have read 75%, and the fourth when you finish the novel. These entries should be 500 words minimum. These polished entries must be in MLA format, i.e. typed, double-spaced, Times New Roman 12 point font, etc.

These should *not* be simplistic stream-of-consciousness ramblings. Organize your thoughts and address literary elements such as setting, character development, thematic exposition, symbolism, and narrative style. Write in a professional manner, and proofread your work before turning it in. Remember that with each assignment you are practicing the skills required for the AP exam.

Some questions you might address in your polished Analysis Journal pieces are:

25% Entry

- How does the novel compare to your expectations?
- What are your first impressions of the author's style?
- Which character intrigues you most and why?
- How does the story's setting affect the lives of the characters?
- What are the emerging motifs?

50% Entry

- What has surprised you so far in the story and why?
- How would you describe the narrative tone and diction?
- Which themes are coming to the forefront and how?
- Which minor character could be identified as a foil for the protagonist and why?
- Identify a symbol that is prominent, and examine how it affects your understanding of the story?

75% Entry

- How do the actions of characters work to define them?
- Which character has changed the most and how?
- Identify the social conventions of each culture and compare them to ours.
- How does a secondary setting compare to the story's main locale?
- How does the novel's point of view affect our understanding of events?

Final Entry

- What is the ultimate impact of the novel and how is it achieved in the final section?
- Which examples of foreshadowing can you identify from an earlier part of the story?
- How does this novel compare to a similar text or historical event?
- How does your situated knowledge (age, background, worldview, etc.) impact your reading?
- Which theme is significantly developed in the final section and how?

Evaluation of Assignment

In addition to obvious elements such as spelling, punctuation, grammar, and length, your polished Analysis Journal entries will be evaluated according to the following criteria:

- Responses address a variety of narrative techniques such as characterization, setting, plot, style, and theme. (In other words, do not address only characterization — write about a variety of topics.)
- Responses effectively communicate your understanding of key ideas and concepts present in the work.
- Responses provide depth of analysis, not surface-level reflection.
- Responses connect ideas and concepts to your life and understandings about humanity.

Example of an Analysis Journal entry:

"*Straight from the horse's mouth...*" (Page 4) This suggests that the Director's word is the truth, or at least what the students believe as the truth. They will follow him unconditionally. I bet if he asked them to jump off a cliff for society, they would do it because "everyone belongs to Everyone Else". This also shows that they have no ideas of their own; they just trust the government to tell them the wrongs and rights of the world. I wonder how this affects science and literature where you need to have your own thoughts in order for it to progress.

Glossary of Terms – very helpful when reading the novel:

A.F.: Annum Ford, the year of our Ford

Alpha: The highest caste within the Utopian society

Anthrax bomb: A biological weapon used in the pre-Utopian society

Asafetida: A gummy resin having an obnoxious odor

Bokanovsky Group: A group of identical twins created by dividing a single egg many times. This process is only used on Gammas, Deltas and Epsilons.

Boskage: A mass of trees or shrubs, a thicket

Bottling: The embryos and babies are grown in bottles for nine months rather than in a womb.

Brave New World: The title is taken from Shakespeare's *The Tempest* and Miranda speaks the phrase.

Caste System: The society exists as a five-tiered caste system consisting of Alphas, Betas, Gammas, Deltas, and Epsilons. Alpha caste members are the ruling elite, with each respective caste getting progressively less intelligent and smaller in stature. See the individual caste names for more information.

Centrifugal Bumble-puppy: A game in which children fling a ball onto a platform. The ball then rolls down the interior and lands on a rotating disk, which flings the ball in a random direction, at which point the ball must be caught.

D.H.C. for Central London: The Director of Hatcheries and Conditioning, the man who leads the students on a tour in the first few chapters.

Decanting Room: The room in which the babies are removed from the bottles.

Economic Collapse: Part of the period following the Nine Years' War is called the Economic Collapse.

Ectogenesis: growing something outside of the body rather than inside; in this case growing embryos in bottles rather than in a mother's womb.

Epsilons: The lowest caste of the Utopian society. They are malformed and quite stupid.

Father: A dirty word in the Utopian society, but usually more humorous.

Ford: The man who created the ideological underpinnings of the Utopian society and who is substituted in phrases where God is usually used.

Fretsawyer: someone who creates ornamental works

Freud: The Utopian society believes that Ford and Freud are the same man, but that Freud is the name Ford used when writing about psychology. In reality, Freud is considered the father of modern psychoanalysis.

Hypnopædia: Sleep learning, which is part of the conditioning process. Huxley pretends humankind discovered that people could learn ethics while sleeping. So this is used extensively to help teach lessons, which ensure the social stability.

Island: The islands are where social outcasts are sent; the Falkland Islands are where Bernard Marx and Helmholtz Watson are sent.

Malthusian Belt: Thomas Malthus is famous for showing that the world population grows more rapidly than the supply of food. Huxley uses the word to mean a contraceptive, hence limiting the growth in population.

Mother: A dirty word in the Utopian society.

Neo-Pavlovian Conditioning: Pavlov is famous for showing that animals can be trained to do something through a system of rewards and punishments. This is used on all babies to condition them to like or dislike certain objects. It is one of the main conditioning techniques, which helps ensure social stability.

Nine Years' War: A war, which led to almost total destruction. After a severe economic crisis, the world submitted to the World Controllers who took over and redefined the social order.

Obstacle Golf: One of the adult games.

Orgy-porgy: A Solidarity Service hymn and dance, which is used to signify the coming together of many people into a unified oneness. It is used during Bernard's Solidarity Service and later when the Savage confronts the crowd.

Phosphorous Recovery: The cremation factories are able to recovery 99% of the phosphorous contained in each body. This is used as a raw material or in fertilizer.

Pneumatic: Containing air. Huxley uses the term to mean buxom.

Podsnap's Technique: A way of ripening all the eggs of the ovary at once so that thousands of siblings can be made within a two-year period.

Pregnancy Substitute: An intravenous injection, which tricks the body into thinking it is pregnant and is used to balance the hormones.

Red Rocket: The transatlantic jetliner.

Reimann-surface tennis: One of the adult games.

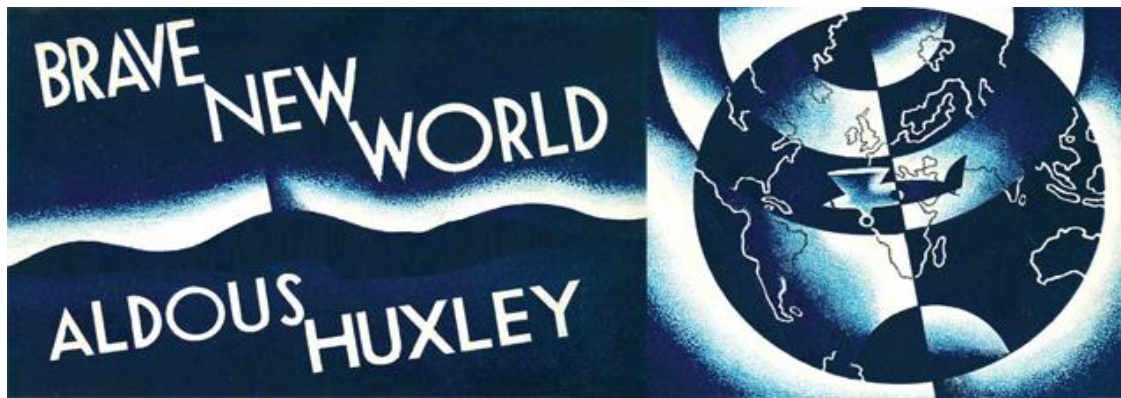
Savage Reservation: One of the only places left on earth where people remain in a state of nature. The Savages were not considered worth civilizing and were therefore placed in fenced off area, which contained some of the worst land.

Sibilant: hissing

Solidarity Service: A takeoff on a religious service but with strong sexual elements.

Soma: A narcotic used to create pleasant sensations without any after-effects. The word is actually taken from a drug that exists in India.

Viviparous: Bringing forth live young rather than eggs.



O, wonder!
How many goodly creatures are there here!
How beauteous mankind is! O brave new world,
That has such people in't! (*The Tempest*, 5.1.182-184)

Written in 1931 and published the following year, Aldous Huxley's *Brave New World* is a dystopian—or anti-utopian—novel. In it, the author questions the values of 1931 London, using satire and irony to portray a futuristic world in which many of the contemporary trends in British and American society have been taken to extremes. Though he was already a best-selling author, Huxley achieved international acclaim with this now classic novel. Because *Brave New World* is a novel of ideas, the characters and plot are secondary, even simplistic. The novel is best appreciated as an ironic commentary on contemporary values.

The story is set in a London six hundred years in the future. People all around the world are part of a totalitarian state, free from war, hatred, poverty, disease, and pain. They enjoy leisure time, material wealth, and physical pleasures. However, in order to maintain such a smoothly running society, the ten people in charge of the world, the Controllers, eliminate most forms of freedom and twist around many traditionally held human values. Standardization and progress are valued above all else. These Controllers create human beings in factories, using technology to make ninety-six people from the same fertilized egg and to condition them for their future lives. To further condition them, children are raised together and subjected to mind control through sleep teaching. As adults, people are content to fulfill their destinies as part of five social classes, from the intelligent Alphas, who run the factories, to the mentally challenged Epsilons, who do the most menial jobs. All spend their free time indulging in harmless and mindless entertainment and sports activities. When the Savage, a man from the uncontrolled area of the world (an Indian reservation in New Mexico) comes to London, he questions the society and ultimately has to choose between conformity and death.

Author Biography

Aldous Huxley was born on July 26, 1894, in Laleham near Godalming, Surrey, England, but he grew up in London. His family was well known for its scientific and intellectual achievements: Huxley's father, Leonard, was a renowned editor and essayist, and his highly educated mother ran her own boarding school. His grandfather and brother were top biologists, and his half-brother, Andrew Huxley, won the Nobel Prize in 1963 for his work in physiology. When he was sixteen, Aldous Huxley went to England's prestigious Eton school and was trained in medicine, the arts, and science. From 1913 to 1916, he attended Balliol College, Oxford, where he excelled academically and edited literary journals. Huxley was considered a prodigy, being exceptionally intelligent and creative.

There were many tragedies in Huxley's life, however, from the early death of his mother from cancer when he was just fourteen to nearly losing his eyesight because of an illness as a teenager, but Huxley took these troubles in stride. Because of his failing vision, he did not fight in World War I or pursue a scientific career but focused instead on writing. He married Maria Nys in 1919, and they had one son, Matthew. To support his family, Huxley pursued writing, editing, and teaching, traveling throughout Europe, India, and the United States at various points.

Huxley published three books of poetry and a collection of short stories, which received a modest amount of attention from critics. He then turned to novels: *Crome Yellow* (1921), set on an estate and featuring the vain and narcissistic conversations between various artists, scientists, and members of high society; *Antic Hay* (1923) and *Those Barren Leaves* (1925), both satires of the lives of upper-class British people after World War I; and

Point Counter Point (1928), a best-seller and complex novel of ideas featuring many characters and incorporating Huxley's knowledge of music. As in *Brave New World*, ideas and themes dominate the style, structure, and characterization of these earlier novels.

Huxley's next novel, *Brave New World* (1932), brought him international fame. Written just before the rise of dictators Adolf Hitler and Joseph Stalin, the novel did not incorporate the kind of dark and grim vision of totalitarianism later found in George Orwell's *1984*, which was published in 1948. Huxley later commented on this omission and reconsidered the ideas and themes of *Brave New World* in a collection of essays called *Brave New World Revisited*. (1958). He wrote other novels, short stories, and collections of essays over the years, which were, for the most part, popular and critically acclaimed. Despite being nearly blind all his life, he also wrote screenplays for Hollywood, most notably adaptations of Jane Austen's *Pride and Prejudice* and Charlotte Brontë's *Jane Eyre*.

Always fascinated by the ideas of consciousness and sanity, in the last ten years of his life Huxley experimented with mysticism, parapsychology, and, under the supervision of a physician friend, the hallucinogenic drugs mescaline and LSD. He wrote of his drug experiences in the book *The Doors of Perception* (1954). Huxley's wife died in 1955, and in 1956 he married author and psychotherapist Laura Archera. In 1960, Huxley was diagnosed with cancer, the same disease that killed his mother and his first wife, and for the next three years his health steadily declined. He died in Los Angeles, California, where he had been living for several years, on November 22, 1963, the same day President John F. Kennedy was assassinated. Huxley's ashes were buried in England in his parents' grave.

Historical Context

When Huxley wrote *Brave New World* in 1931 it was at the beginning of a worldwide depression. The American stock market crash of 1929 had closed banks, wiped out many people's savings, and caused unemployment rates to soar. To make matters worse, American farmers were suffering from some of the worst droughts in history, leading to widespread poverty and migration out of the farming belt. People longed for the kind of economic security that Huxley gives to the citizens of his fictional world.

The effects of the crash were beginning to be felt worldwide, including in England, where Huxley lived. However much economic issues were on his mind, Huxley was also very much aware of the social and scientific changes that had begun to sweep the world in the beginning of the century, and particularly through the 1920s. Technology was rapidly replacing many workers, but politicians promised that progress would solve the unemployment and economic problems. Instead, workers were forced to take whatever jobs were available. More often than not, unskilled or semi-skilled laborers worked long hours without overtime pay, under unsafe conditions, and without benefits such as health insurance or pensions. Unlike the inhabitants of the brave new world, they had no job guarantees and no security. Furthermore, they often had little time for leisure and little money to spend on entertainment or on material luxuries.

In order to increase consumer demand for the products being produced, manufacturers turned to advertising in order to convince people they ought to spend their money buying products and services. In addition, Henry Ford, who invented the modern factory assembly line, was now able to efficiently mass produce cars. For the first time, car parts were interchangeable and easily obtained, and Ford deliberately kept the price of his Model T low enough so that his workers could afford them. In order to pay for the new automobiles, many people who did not have enough cash needed. So, stretching out payments over time and thus buying on credit became acceptable. Soon, people were buying other items on credit, fueling the economy by engaging in overspending and taking on debt.

All of these economic upheavals affected Huxley's vision of the future. First, he saw Ford's production and management techniques as revolutionary, and chose to make Ford not just a hero to the characters in his novels but an actual god. Huxley also saw that technology could eventually give workers enormous amounts of leisure time. The result could be more time spent creating art and solving social problems, but Huxley's Controllers, perceiving those activities as threatening to the order they have created, decide to provide foolish distractions to preoccupy their workers. These future workers do their duty and buy more and more material goods to keep the economy rolling, even to the point of throwing away clothes rather than mending them.

In Huxley's day, people's values and ideas were changing rapidly. The 1920s generation of youth rejected the more puritanical Victorian values of their parents' generation. Men and women flirted with modern ideas, such as communism, and questioned rigid attitudes about social class. Some embraced the idea of free love

(sex outside of marriage or commitment), as advocated by people like author Gertrude Stein (1874-1946). Others were talking publicly about sex, or using contraceptives, which were being popularized by Margaret Sanger (1883-1966), the American leader of the birth-control movement.

Women began to smoke in public, cut their hair into short, boyish bobs, and wear much shorter, looser skirts. These new sexual attitudes are taken to an extreme in *Brave New World*.

Scientists were also beginning to explore the possibilities of human engineering. Russian scientist Ivan Pavlov (1849-1936) showed that one can create a conditioned response in animals. For example, he rang a bell whenever he fed a group of dogs, and over time Pavlov's dogs began to salivate at the sound of a bell, even when no food was presented to them. Pavlov's fellow scientist, John B. Watson (1878-1958), founded the Behaviorist School of psychology: he believed that human beings could be reduced to a network of stimuli and responses, which could then be controlled by whoever experimented on them. In the 1930s, German Nobel Prize winner Hans Spemann (1869-1941) developed the controversial science of experimental embryology, manipulating the experience of a human fetus in the womb in order to influence it. The eugenics movement—which was an attempt to limit the childbearing of lower class, ethnic citizens —was popular in the 1920s as well.

Meanwhile, the fad of hypnopaedia, or sleep teaching, was popular in the 1920s and 1930s. People hoped to teach themselves passively by listening to instructional tapes while they were sleeping. Although the electroencephalograph, a device invented in 1929 that measures brain waves, would prove that people have a limited ability to learn information while asleep, it also proved that hypnopaedia can influence emotions and beliefs. Meanwhile, the ideas of Viennese physician Sigmund Freud (1856-1939), the father of modern psychoanalysis, were also becoming popular. He believed, among other things that most psychological problems stem from early childhood experiences. Huxley incorporated all of these technological and psychological discoveries into his novel, having the Controllers misuse this information about controlling human behavior to oppress their citizens.

Brave New World was written just before dictators such as Adolf Hitler in Germany, Benito Mussolini in Italy, Joseph Stalin in Russia, and Mao Tse-tung in China created totalitarian states in countries that were troubled by economic and political problems. These leaders often used extreme tactics to control their citizens, from propaganda and censorship to mass murder. Huxley could not have predicted what was on the horizon. The grim totalitarian state that would come about would be incorporated into author George Orwell's futuristic anti-utopian novel *1984* (1948), which was strongly influenced by Huxley's *Brave New World*. When *Brave New World* was published in 1932 it sold well in England and modestly in the United States, but it eventually brought Huxley international fame on both sides of the Atlantic. It was clear to critics that Huxley had written a novel of ideas, in which the characters and plot were not as well developed as the book's themes. This brought up many important concepts, from freedom to class structure. Huxley used humor and satire to point out the excesses and shallowness of contemporary culture.

Today, *Brave New World* is considered an archetypical dystopian novel portraying a seemingly utopian world that is, upon closer inspection, a horror. Critics generally agree that while Huxley was not a particularly innovative writer, his ideas were provocative and fresh and his writing eloquent. He was appreciated for both his analysis of post-World War I English life and, on a larger scale, his promotion of humanistic values through literature.