

**SACRED HEART ACADEMY
SUMMER READING 2025**

“That is part of the beauty of all literature. You discover that your longings are universal longings, that you're not lonely and isolated from anyone. You belong.” — **F. Scott Fitzgerald**

FRESHMAN CLASS (Regents)

- | | |
|---------------------------|---------------------------------|
| 1. Laurie Halsie Anderson | <i>Speak</i> |
| 2. M. T. Anderson | <i>Feed</i> |
| 3. Smith, Betty | <i>A Tree Grows in Brooklyn</i> |

FRESHMAN CLASS (Honors)

- | | |
|---------------------------|---------------------------------|
| 1. Laurie Halsie Anderson | <i>Speak</i> |
| 2. M. T. Anderson | <i>Feed</i> |
| 3. Rand, Ayn | <i>Anthem</i> |
| 4. Smith, Betty | <i>A Tree Grows in Brooklyn</i> |

SOPHOMORE CLASS (Regents)

- | | |
|------------------------|----------------------------------|
| 1. Cisneros, Sandra | <i>The House on Mango Street</i> |
| 2. Salinger, J. D. | <i>The Catcher in the Rye</i> |
| 3. Williams, Tennessee | <i>The Glass Menagerie</i> |

SOPHOMORE CLASS (Honors)

- | | |
|------------------------|-------------------------------|
| 1. Hansberry, Lorraine | <i>A Raisin in the Sun</i> |
| 2. Salinger, J.D. | <i>The Catcher in the Rye</i> |
| 3. Steinbeck, John | <i>Of Mice and Men</i> |
| 4. Williams, Tennessee | <i>The Glass Menagerie</i> |

JUNIOR CLASS (Regents)

- | | |
|----------------------|----------------------------|
| 1. Austen, Jane | <i>Pride and Prejudice</i> |
| 2. Bronte, Charlotte | <i>Jane Eyre</i> |

JUNIOR CLASS (Honors) A. P. LANGUAGE AND COMPOSITION

- | | |
|----------------------|---------------------------|
| 1. Collins, Wilkie | <i>The Woman in White</i> |
| 2. DuMaurier, Daphne | <i>Rebecca</i> |
| 3. Forster, E. M. | <i>Howards End</i> |

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SENIOR CLASS

Selected Topics in World Literature

1. Picoult, Jodi
2. Stein, Garth
3. Walls, Jeanette

My Sister's Keeper
The Art of Racing in the Rain
The Glass Castle

Hitchcock Studies

1. DuMaurier, Daphne
2. Matheson, Richard
3. Wilde, Oscar

Rebecca
I Am Legend
The Picture of Dorian Gray

A.P. Literature and Composition

1. Adichie, Chimamanda Ngozi
2. McEwan, Ian
3. Morrison, Toni

Purple Hibiscus
Atonement
The Bluest Eye

Gender Studies / Advanced American Literature: in affiliation with St. John's University

1. Alcott, Louisa May
2. Gissing, George
3. Stockett, Kathryn

Little Women
The Odd Women
The Help

Required Films:

1. Leder, Mimi, director *On the Basis of Sex* (2018 movie)
2. Meyers, Nancy, director *The Intern* (2015 movie)

*****Scroll down for Dr. Minogue's Gender Studies summer journal assignment.

Gender Studies Summer Journal Assignment 2025

Required Reading:

1. Alcott, Louisa May *Little Women*
2. Gissing, George *The Odd Women*
3. Stockett, Kathryn *The Help*

Required Films:

1. Leder, Mimi, director *On the Basis of Sex* (2018 movie)
2. Meyers, Nancy, director *The Intern* (2015 movie)

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June, 2025

Dear pioneer of the class of 2026,

Yes, you! Congratulations on your acceptance to Sacred Heart Academy's ground-breaking senior Honors English offering: Gender Studies /Advanced American Literature. As the eighteenth class in Sacred Heart history to be given the opportunity to explore this fascinating field, you will continue in the footsteps of your 980+ predecessors from the classes of 2006 through 2025 in breaking new ground in the world of cutting edge literary studies. I applaud you for your courage and daring!

So that we all may "hit the ground running" in September, I would like you to read the following works over the summer, immersing yourself in the concept of conventional vs. unconventional roles assigned to or assumed by men and women in literature by authors of fiction:

Little Women by Louisa May Alcott

The Odd Women by George Gissing

The Help by Kathryn Stockett

Please, please, please, do not be intimidated by the length of these works. I promise you that once you start reading them, you will not be able to put them down and the pages will fly!

In addition, view the following films, remaining particularly alert to the challenges faced by women, both real (Ruth Bader Ginsburg in *On the Basis of Sex*) and fictional (Jules Ostin in *The Intern*) attempting to negotiate a balance between family and career responsibilities:

Leder, Mimi, director *On the Basis of Sex* (2018 movie)

Meyers, Nancy, director *The Intern* (2015 movie)

So as to keep a record of your reflections, I would like you to purchase a notebook and designate it as your "Gender Studies Journal." You will be adding entries to it throughout the school year, so be sure that it contains a sufficient number of pages. You may either hand-write your responses or type them and staple them in your journal – whatever spurs your creativity! **Please be sure to leave a 2-inch margin on the right or left so that I may respond to your offerings with commentary.** I will collect these in September and assess them as part of your first quarter grade, return them to you, and then collect them periodically throughout the year.

Integrity Clause: It is imperative that you do your own work and that the reflections you record are the result of personal thought and private contemplation. Do not confer with another Gender Studies student. Do not ask to read her journal nor offer yours for her to read. This is an invasion of academic privacy and an inherent act of dishonesty. There will be ample opportunity to share your thoughts in a proper venue: in class during discussion. Do not consult Spark Notes or any study guide; do not access AI content in any form, including ChatGPT, as all three of these will cloud your unique vision of these works and deprive all of us of the freshness of your response. This Gender Studies course is testament to the power of women to prove to a sometimes skeptical world their intelligence, strength, and integrity. Any instance of dishonesty bespeaks weakness of mind and heart, giving credibility to the misguided notion rampant throughout history and, sadly, still in existence today in far too many parts of the world, that women are incapable of serious intellectual activity and lacking ethical depth. Every facet of this course dispels these notions, but dishonesty on the part of any member of our learning community tragically gives

authority to it. Dishonest in any and all forms notes a failed response to the most basic tenets of this course and will thus be reflected in a grade of 0.

Regarding your journal entries:

Begin your response to **each** of the **three texts** with the following information: (No need to journal the films – we will discuss them as a group in class)

- title
- author
- genre
- setting (time – year or decade or century – and place – country or state or geographic area)
- very brief description of two or three main characters **via 3-4 adjectives specifically addressing character personality traits**

and then, move on to your reflections:

Integrity is the quality of being honest and having strong moral principles; moral uprightness; firm adherence to a code of moral values. Integrity in one's life and work shines through and provides a vital certainty in a confusing, sometimes threatening world.

While reflecting upon **each** of the assigned **three summer reading works**, consider the portrayal of **integrity in female characters** and the portrayal of **integrity in male characters**, referencing these points:

Integrity brings together the following 6 components:

1. Honesty

This means telling the truth, being open, not taking advantage of others. Truth may be inconvenient. Honesty speaks to what must be done, in the best interests of everyone. And sometimes the timeliness of the honest communication is as critical as the content.

2. Generating trust

Trust develops when people demonstrate their reliability, and positive commitment. Actions do speak louder in this instance than words.

3. Pride

Healthy pride grows from caring about expectations (of oneself and others), demonstrating enthusiasm and commitment, appreciating and responding to what needs to be done, caring about an outcome, going to considerable effort, and knowing that you've made a valuable difference.

4. Responsibility

Demonstrating responsibility is very much aligned with trust. It is using care and foresight; not mindlessly carrying out a task. Being responsible demonstrates awareness and caring of those around you.

5. Keeping promises

Being reliable, dependable, consistent, and accountable are integral to integrity. Making a promise signifies a commitment to fulfill a specific obligation or expectation

6. Helping others

A person is really only being helpful when someone has demonstrated a need. The quality of helpfulness can be boiled down to two crucial elements: responding promptly to requests; and being prepared to shift one's own schedule to accommodate others.

For **each of the three assigned readings**, record your journal responses to the following four questions in informal essay format:

1. Choose one **female character** from the text and comment on the degree of integrity she exhibits, referencing **two** of the above-mentioned components of integrity. Explore the degree to which she does or does not exhibit the **two** chosen components of integrity. Provide a specific example from the text for **each** chosen facet.

In essence, does she:

- Exhibit honesty
- Generate trust
- Exhibit healthy pride
- Exhibit responsibility
- Keep promises
- Help others

- ✓ Who or what challenges her integrity?
- ✓ How does she attempt to overcome these challenges?
- ✓ Is she successful in overcoming these challenges?
- ✓ Is the degree of integrity she exhibits typical or atypical for females?
- ✓ Does she become more of a stereotypical woman or less so because of the degree of integrity she exhibits?
- ✓ Defend your claims with details from the text.

2. Choose one **male character** from the text and comment on the degree of integrity he exhibits, referencing **two** of the above-mentioned components of integrity. Explore the degree to which he does or does not exhibit the **two** chosen components of integrity. Provide a specific example from the text for **each** chosen component.

In essence, does he:

- Exhibit honesty
- Generate trust
- Exhibit healthy pride
- Exhibit responsibility
- Keep promises
- Help others

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- ✓ Who or what challenges his integrity?
- ✓ How does he attempt to overcome these challenges?
- ✓ Is he successful in overcoming these challenges?
- ✓ How does his integrity or lack thereof affect his relationship with a female (females) in his life?
- ✓ Is the degree of integrity he exhibits typical or atypical for males?
- ✓ Does he become more of a stereotypical man or less so because of the degree of integrity he gives or does not give the female?
- ✓ Defend your claims with details from the text.

3. **Compare or contrast** the degree of integrity exhibited by the female character explored in Question #1 and the degree of integrity exhibited by the male character explored in Question #2.

- Is the integrity demonstrated by the female character stronger or weaker than the integrity demonstrated by the male character?
- Is your conclusion gender-based? Why or why not?
- Defend your claims with details from the texts.

4. If you were any character in the work, discuss **either**:

how, **as the female character**, you would exhibit a greater degree of integrity **compared to the degree of integrity that female character exhibits in the text**

OR

How, **as the male character**, you would exhibit a greater degree of integrity **compared to the degree of integrity that male character exhibits in the text**.

In essence, *become* that character.

(i.e. **If I were** Celia Foote, and I were faced with _____, I would exhibit a greater degree of integrity by _____).

OR

(i.e. **If I were** Edmund Widdowson, I would exhibit a greater degree of integrity by _____).

- Generally speaking, your responses to Questions #1 and #2 will be lengthier than your responses to #3 and #4.
- When recalling plot points from the texts, remember to keep to the literary PRESENT tense.
- As a true pioneer, be open to new areas of exploration; have confidence in your intuitive reactions; I am certain that your pursuit will be a character-building and horizon-expanding experience.

Have a wonderful summer. I look forward to continuing our journey together in September.

All the best,

