

SUPA ENGLISH SUMMER READING

This fall you will be taking a concurrent college course offered by Syracuse University which will be referred to as SUPA English. The acronym stands for Syracuse University Project Advance. As you will be earning college credit, we will follow a syllabus that matches those taught on the Syracuse campus for each semester course. Keeping this in mind, the summer reading assignment that applies to students in the regular high school English classes does not work the same for you. Your summer reading assignment will count heavily in your grade that is considered field work.

Read *The Immortal Life of Henrietta Lacks* by Rebecca Skloot. We will be looking at aspects of this work in both semesters of SUPA English: WRT 105 and WRT 114.

As you read you are to complete a dialogic journal. You will need to divide your paper into two columns. On the left side of the page you are to write down passages that reflect historical significance, moral issues, and/or impact on society.

There are three sections in this novel: Part I – Life, Part II – Death, Part III – Immortality. You are to have at least 7 passages from each section. Your comments in the right hand column should reflect a scholarly analysis of the passage. Such comments as: “This was interesting” or “Wow, I don’t agree with that” are not acceptable. You can most certainly begin this way; however, your responses must go beyond general reactions. Your comments should reflect an engagement with the text. We have attached dialogic journal samples from past SUPA students as an example of our expectations. Again, you might address the historical significance, moral issues, and/or societal impact.

I would like you to obtain your own copy of the book. However, we are sure copies are available in local libraries. If you have any questions concerning this assignment, please contact us at mrivara@lvhs.org. Keep in mind that it is summer and we do not check email every day. Be patient: we will get back to you.

Have a great summer!

Author

"In common usage the term 'author' applies to a wide range of activities"
pg. 105

This quote suggests that anyone could be an author, but the canon says there are qualifications to be an author.

"The idea of authorship has a lengthy and somewhat problematic genealogy from the beginning. This ~~genealogy~~ genealogy has been associated with that of a related figure, the individual 'subject'."
pg. 106

Authorship has had a hard time throughout history, but this quote suggests that it is about the individual. I think being an author must have something to do with the readers, as well.

"Authors rose to cultural prominence in alliance with other individuals who exploited the dissipation between worlds: explorers, merchants, colonists, traders, reformers, and adventurers."

Authors were outcasted like these other individuals. This might be why authorship is related to the individual subject.

"The 'author' based his authority on divine revelation; the author derived his authority from the discovery of new worlds whose native environments contradicted the authors' mandates."

pg. 108

"The authorless subject is not a fact of modern existence, but only an effect of the discursive practices constitutive of subjectivity."

pg. 116

What exactly is an author? They seem to be similar, but opposite at the same time, almost like binaries. Is this why the names are similar.

This quote confused me. I feel like it is saying that to be authorless is caused by peoples subjective opinions of what is an author or what isn't. I agree with this thought.

Angel Sabuni

Basuki
a nice job

"Indians": Textuality, Morality, and the Power of History ✓

1) "My Indians, like my princesses, were creatures totally of the imagination and I did not care to have a real exemplar interfering with what I already know." Page 67

Her childhood ideologies involved believing in her imagination and real signifiers opposed her imagined signifiers. Her childhood ideologies have obviously changed with the introduction of new signifiers. for sure!

2) "As I read on however, I discovered that the problem was more complicated than deciding whose version of events was correct. Some of the conflicting accounts were not simply contradictory, they were completely incommensurable, in that their assumptions about what counted as a valid approach to the subject, and what the subject and what the subject itself was, diverged in fundamental ways."

Because of the historians different ideologies, the versions of the same events are binaries similar to the differences in the history books from different countries. This makes history subjective not objective. Example!

3) Miller's experiences in Africa are "tawdry" his topic is barbaric because the whole he stands on the edge of means nothing to him, no more, and indeed something less, ..."

This quote is representative of Miller's ideologies about Africa, but this quote reminded me of what Rachel said about Africa being a "dark place" ~~yo. lol!~~

4) "The point is crucial because it suggests that what is invisible to the historian in his own historical moment remains invisible when he turns his gaze to the past"

This quote suggests that historians ideologies do not affect their representation of events, but this contradicts what was said before about the subjective explanations of events. ~~let's look at this quote carefully to really really understand what it says~~

5) "In short, the Indians' motivation in participating in the fur trade was assumed to be the same as the white Europeans - ..."

This quote suggests that historians' ideologies affect how they represent the Indians' ideologies in the fur trade

yo and it might not be true at all so it might -

14/9/08
grad job
on 8

TOPIC	QUOTE	REACTION/COMMENT
<p>Mill Reef Club Pg. 27</p>	<p>It was built by some people from North America who wanted to live in Antigua and spend their holidays in Antigua but who seemed not to like</p>	<p>This section represents an obvious race conflict. The Antiguans were excluded from their race. Kincaid uses her authority to create significance for the treatment</p>
<p>government/corruption Pg. 27</p>	<p>The house in which he lives, Government house, is right across from the grounds where</p>	<p>Although this quote does not represent the entirety of the government corruption I feel it signifies the</p>
<p>language/English Pg. 31</p>	<p>For isn't it odd that the only language I have in which to speak of this crime is the language of the criminal who committed</p>	<p>Embroid because he is a slave I agree with the sense that the author expresses in this quote. The language is a semiotic or a signifier for the crime</p>
<p>banks/Swiss Pg. 35</p>	<p>You opened your own banks and you put our money in them. The accounts were in your name.</p>	<p>After reading this quote I felt it was unfair how great of a contrast there was between wealth and poverty. This binary</p>
<p>master/slave Pg. 26</p>	<p>When the English came, the slave trade, the country's brothers went into banks and and themselves rich. It's possible that when they saw how rich banking made them they gave themselves a good</p>	<p>This quote signifies the arrogance of the wealthy. The segregation and it's binary of white wealth and black poverty was</p>

of vicars in Antigua. This treatment is obviously unfair.
I'd say!

corruption! This metaphor shows how the governor
general feels about his job. He just wants the job
to benefit himself and he doesn't care about the
Antiguans.
For sure!

The fact that Antiguans speak English is a metaphor
for the entirety of the control that England had over
Antigua. *yo!*

expressed through this quote: "I willy received
their wealth from the impoverishment and put this
wealth in Swiss bank accounts! The poor receive
nothing from the money they pay in taxes."

caused by the want of wealth of already wealthy people.
The difference in color was not the issue!
Also beginning!