

AP Government (APGOPO) Summer Reading Assignment Due: First Friday of School Year

Please PURCHASE the book *Homeland* (we will use in class during the semester).

Bibliographic Information:

Maharidge, Dale. *Homeland*. New York: Seven Stories Press, 2004.

I have a couple donated copies of this book in my room. First come First serve. Some of the students from AP GOPO last semester may also still have theirs.

ISBN:978-1-58322-627-8

40 pictures, 227 pages + notes.

Available on Amazon used from .01+ shipping as of 6/6/2016 or Kindle edition for 15.99

Synopsis: Longtime collaborators Maharidge and Williamson (*And Their Children After Them*, etc.) return with this Pulitzer Prize winning provocative montage of photographs and reportage that addresses the state of the American psyche before and after September 11. Williamson's 40 stunning b&w photos and Maharidge's fractured, descriptive reportage both explore an America that is not so much marginalized as it is simply "invisible"—places and people beyond the economic, political and urban foci of mainstream reporting. It is a disturbing portrayal of an anguished and economically depressed America, for which "[w]hat happened on 9/11 was not a genesis, but an amplifier of unease that had long been building." Some sections focus on victims of post-9/11 intolerance (a young girl suspended from a West Virginia school for wearing antiwar messages on her T-shirts (school administrators thought she should see a psychologist), while others address more complex characters who are confused and angered by September 11 (a goth white supremacist in Chicago fights with Arab-Americans at school, calling them "human bitches"). Maharidge argues that contemporary America dangerously resembles the Weimar Republic, or "Heimat," that led to Nazi Germany. Despite his anecdotal evidence, the author's portrait of America as "consumed by anger and fear" will strike many as questionable at best. Sympathizers will see the argument more as a provocative call for American self-assessment than a rant. While it threatens at times to dissolve into a simple juxtaposition of tolerance versus bigotry, this book emerges as a sensitive, heartfelt examination of a wounded America whose wounds existed long before the terrorist attacks.

"Homeland". *Publisher Weekly*. June 3, 2015.

Assignment

Note Any citations/quotations that are done should follow the Chicago Manual 16th Edition. You can locate this at: <https://owl.english.purdue.edu/owl/resource/717/01/> --This is the format that social sciences require and you should familiarize yourself with it prior to college. It requires footnotes along with a bibliography page. You are indeed expected to use quotations/citations as instructed. All papers should be 12 point font Times New Romans, double spaced with the exception of the Abstract/Reader response explained below. Margins should be 1inch. Yes, I can tell if you mess with margins, or put extra spaces between words, or change the font. Anyone caught doing so will receive a zero.

1. Read attached book review, "Whose Homeland Is this", by Annette Fuentes.
2. Read *Homeland*. There are no spark notes or whatever the new "I didn't read this book so let me read the short version" website for this book available.
3. Evaluate Fuentes book review. Do you agree with her assessment of Maharidge's book? Why or why not? (700 words). Use evidence from her review and the book to support your opinion.
4. Review attached instructions for book Abstract and Reader Response
5. Complete a book abstract and Reader Response of *Homeland* following the format given.
6. Submit a paper copy 1st Friday of School Year

Whose Homeland Is This?

BY [Annette Fuentes](#)

A week after the 9/11 attacks, I spoke to my nearest neighbor on our sparsely populated road in rural upstate New York. John is a city transplant with a Queens accent and the coffee-colored complexion of his Lebanese parents. He's a plumber and a tough guy who has been tossed from several local saloons for his fisticuffs, but now fear was in his voice. "Right after the attacks, this [expletive] at work came up to me and said, 'You people did it again!'" he recalled. "I looked at him and was about to tell him to go [expletive] off and then I thought, no, I better keep my mouth shut."

Racist stereotyping, harassment and self-censorship all played out in that brief encounter. John thinks of himself as American, but one hate-filled man in one moment could challenge his identity and sense of security. I wondered at the time how many other such scenarios were unfolding in communities around the country in this tense, overheated climate.

Homeland, the newest work by journalist Dale Maharidge, answers that question and raises many more about the impact 9/11 had on the psyche of a nation already divided by race, class, religion and, most fundamentally, by different understandings of what it means to be American.

In the years since, publishers have cranked out hundreds- of books about 9/11. But where was the reporting on the real and perceived changes in communities far from New York and the Pentagon?

In *Homeland*, Maharidge breaks new ground in the genre of 9/11 journalism by heading into heartland America, his old stomping grounds from three earlier books with photographer Michael Williamson.

For two years, Maharidge traveled the country, from Chicago to West Virginia to Maine, practicing what he calls "Star Trek journalism"—going where no journalists have gone before. He reports the stories that the news media ignored while Williamson documents the story with photos that are poignant and frightening evidence of America's pulsing heart of darkness.

On September 11, 2002, while the herd produced predictable flag-waving and maudlin reportage, Maharidge went to a Chicago suburb where ethnic whites staged a violent rally in an Arab neighborhood. "It seemed every journalist and writer and producer in America was working on a 9/11 anniversary story that day," he writes. "I was no different. But where I was going there was no national press, no bands, no politicians working a crowd, no emotional tales of heroism or loss."

The tales Maharidge relates expose the synergy between economics and racism in Rust Belt communities, whose residents are the victims of post-industrial collapse and what he describes as a "30-year war against the working class." Maharidge aims to "draw back the curtain" on the anger of white working-class people like Nancy and Jim, a mother and son from Oak Lawn, Illinois. Behind their flag-waving and anti-Arab pronouncements are real financial fears. Jim, 35, had two heart attacks and has \$200,000 in medical bills he can't pay because he is uninsured and hasn't held a job in two years. Nancy, 56, needs a knee operation but her HMO won't cover it. They are riled up, believing Arab immigrants get "the best medical care" free.

September 11 didn't transform the United States from a nation of tolerant, freedom-loving citizens into one seething with the brand of racial intolerance Jim and Nancy display. It uncorked the genie. "People had hate, they had anger," Maharidge says in an interview. "But it was directionless. After 9/11, it had direction. George Bush was channeling

the anger.” To what extent are economics and what Maharidge documents as a deepening depression in most of the country responsible for the currents of racism and xenophobia? That is an important question.

As *Homeland* came out, Harvard’s Samuel P. Huntington arrived in bookstores with *Who Are We? The Challenges to America’s National Identity*, the intellectual equivalent of the nativism expressed by Jim and Nancy. Huntington posits that Americans faced with a growing immigrant population need to protect Anglo-Protestantism as a shared culture. He writes that during economic downturns “white nativist movements are a possible and plausible response to these trends.” But if Huntington sees nativism as “plausible” and hence defensible because of his own identification with its basic tenets, Maharidge sees nativism and racism as fundamentally anti-democratic, the curdled byproducts of a failed economic system and the betrayal of working-class people whatever their color or creed.

Maharidge finds historical precedents in post-World War I Weimar Germany for what he found as he traveled post-9/11 America “harvesting” stories of reaction and rage. Germany’s political and economic fall from power and the accompanying nationalism fed Hitler’s rise to power. Maharidge sees in today’s America the awful possibilities of a similar angry nationalism. “Many Americans long for a nation- that is powerful—at least in economic terms. Americans may not be lugging bushel baskets of money to buy bread, but they are trying to live on Wal-Mart wages paying Silicon Valley-level prices for mortgages and rents in the hinterlands. These Americans want back the America they remember.” Conservative talk radio, Maharidge writes, is “a virtual beer hall” where right-wing thugs like Rush Limbaugh and Bill O’Reilly whip up their listeners with inflammatory racist and anti-immigrant—not to mention homophobic and sexist—blather.

But all is not darkness in heartland America. Maharidge also tells stories of courage and conviction. Chief among them is how 15-year-old Katie Sierra faced down the thugs in Sissonville, West Virginia, “a community that relished being redneck” and waved the Confederate flag as “a talismanic symbol that guards the town and announces: no minorities. No gays. No pinkos[derogative term for anyone who sympathizes with communism/socialism] . No ‘other’ of any kind.” In fall 2001, Sierra became an outcast in her school and the town of Sissonville for opposing the bombing of Afghanistan and trying to organize an anarchist club whose manifesto opposed hate or violence. Maharidge followed Sierra as she went to court to challenge school authorities and, indeed, the very definition of civil liberties and democracy in one small town. For Sissonville’s residents, being patriotic Americans means conformity and obeisance to authority. To Katie Sierra and her civil liberties attorneys, patriotism includes and encourages dissent and individual expressions of unpopular views.

Who will get to define patriotism and democracy in post-9/11 America? Will it be, as Maharidge describes them, the “thousand mini-Ashcrofts [John Ashcroft, US Attorney General 2001-2005] scattered around the country—On school boards, in newspaper publishers’ offices, among some college administrators, on local police departments”—or will it be the Katie Sierras? *Homeland* poses this fundamental question. It is one that all of us who are committed to social and economic justice must ultimately answer.

“Whose Homeland is This?” *In These Times*. June 29, 2004. Accessed: June 3, 2015.
http://inthesetimes.com/article/whose_homeland_is_this.

How to Write an Abstract

An abstract is a summary in your own words, of an article, chapter, or book. It is not evaluative and must not include your personal opinions. The purpose of an abstract is to give a reader sufficient information for him or her to decide whether it would be worthwhile reading the entire article or book. An abstract should aim at giving as much information as possible in as few words as possible. For our purposes this should be a minimum of 150 words and max of 200 (allowance of 20 words below, none under). The abstract should include:

1. Complete bibliographic information
2. A clear statement of the scope and purpose of a work
3. A summary of the contents
4. A statement of the conclusion or results

SAMPLE ABSTRACT

This article examines the relationship between athletes and the structure of the athletic personality, and more precisely, the importance of the choice of a sport and athletics in general in the development of the personality. Forty 17-21 year olds (20 football players and 20 basketball players) were studied, and the data were compared with those from 17 technical school students of the same age. Data from the sports group were significantly different from the control group: the sports group showed freer expression, more aggression, a more evident state of anxiety, and relatively more effective control mechanisms (kinetic responses). Data for the basketballers were significantly different from those of the footballers: the basketballers had a higher tendency toward static kinetics, and the footballers had a higher anxiety index. Results are discussed in relation to the athletic capacity specifically called for in particular types of sports: location on the court in basketball, and active and direct struggle in football. (157).

What is a Reader Response?

A reader response is a short review of an article. Once you have completed the abstract, contextualize your article in the context of the readings for the week. This is not your personal opinion of the article (i.e. whether or not you liked it), but it is your scholarly assessment of the strengths and weaknesses in the arguments, a discussion of contributions in ideas, sources, and themes offered by the author, and how perspective presented in the article is similar or different from those presented in articles on the same theme. This should be completed in a short paragraph of 100-150 words (with word count at end).

Document Format:

- Must be typed in Times-Roman, 12-point font with one-inch margins.
- Single-space the entire document
- Name in the first line
- Bibliographic information about the article in the second line, using bibliography format in CMS style. Hint: I did it above for you.
- Skip a line, put *Abstract* in italics in the next line
- Skip line before beginning abstract described above. Word count at the end
- Skip a line, put *Reader Response* in the next line
- Skip a line before beginning your response in paragraph form as outlined above

Style:

- This is formal scholarly summary of the content of the article, not your personal opinion. Use the format "in this book, X argues Y" rather than "I really hated the way X wrote."
- Use your own words throughout your summary, but do not interpret or use "I"
- Avoid presentism. Don't try to make every article and topic about now
- Do not use quotes or merely paraphrase sentences from the document
- Write clearly and concisely. Edit for excess wordiness
- Use correct grammar, spelling, and punctuation