

# AP Spanish Literature Course Syllabus

## Course Description:

This Advanced Placement course meets the requirements of a college course and is offered to students who wish to prepare for the advanced placement exam. This class places a strong emphasis on fluency and interpretation of Spanish literature.

## Course Objectives:

The students in the course of their Hispanic literature studies will consider the required works within a historical, social, and cultural context, and identify and evaluate the literary techniques employed within a work of literature. The course has five general objectives: Students should: (1) learn the major literary movements, writers, trends, and ideas that have shaped Hispanic peoples; (2) learn modern literary theory and its application in literary analysis; (3) learn the terminology used to engage in discussions about literary criticism; (4) think critically and logically; and (5) practice speaking and writings in Spanish. (The course is conducted completely in Spanish.) The course provides students with the opportunity to read, to discuss, and to analyze critically in Spanish representative works of Peninsular and Latin American literature through class discussion and essay writing.

## Course Objectives:

Students will be reading works by the following authors:

Alas, Leopoldo (Clarín)	Fuentes, Carlos	Nuñez, Cabeza de Vaca, Álvaro
Allende, Isabel	García Lorca, Federico	Palma, Ricardo
Anónimos	García Márquez, Gabriel	Pardo Bazán, Emilia
Bécquer, Gustavo Adolfo	Góngora y Argote, Luis de	Quevedo y Villegas, Francisco de
Borges, Jorge Luis	Guillén, Nicolás	Quiroga, Horacio
Burgos, Julia de	Heredia, José María	Rulfo, Juan
Castellanos, Rosario	Juan Manuel, Infante de Castilla	Storni, Alfonsina
Cervantes, Saavedra, Miguel de	Larra, Mariano José de	Télez, Gabriel (Tirso de Molina)
Cortázar, Julio	Machado, Antonio	Ulibarrí, Sabine R.
Cruz, Sor Juana Inés de la	Martí, José	Unamuno y Jugo, Miguel de
Darío, Rubén	Martín Gaité, Carmen	Vega, Garcilaso de la
Espronceda, José de	Neruda, Pablo	Vodanovic, Sergio

## REQUIRED TEXTS AND MATERIALS:

<u>Abriendo Puertas Tomo I &amp; II</u>	©2003 McDougall Littell	1st edition
<u>Azulejo</u>	©2002 Wayside Publishing Colbert, Colbert, Kanter, Maura, and Sugano	1st edition
<u>Momentos cumres de las literaturas hispánicas</u>	©2004 Pearson Education, Inc. Rodney T. Rodríguez, Upper Saddle River, N.J.	1st edition

Additional applicable websites to assist in providing historical context for works

## Sample Student Activities

1. I like to introduce each unit or theme by exposing the students to other examples of that theme or movement in a different medium. I will find some music or artwork to show the students that has similarities to the work we will be reading. I will then hold a discussion about its relevance and have the students analyze it.
2. At the end of each unit, we discuss themes common to the works that we have read. Students then do one of the following:
  - a. In groups, choose two of the works and brainstorm all of the specific examples in those works that support the theme, put them on butcher paper, and present them to the class.
  - b. Individually, write an analytical essay comparing two of the works, using specific examples in those works to support the theme.

## Student Evaluation:

1. For each six-week period, the students are required to write two essays. Students must demonstrate proper usage of literary terms and use the analytical tools they have learned in their essays. All papers undergo a maximum of two revisions if needed, and the final version is graded using the AP Spanish Literature scoring guidelines. The score of the final version will be used as their grade in the class.
2. I give short quizzes as well, which may consist of a single question modeled on one of the two questions in a two-part text analysis question from the AP Spanish Literature Exam.
3. A Required oral presentation that may be individual or in a small group, and involves a dramatized interpretation or extension of the prose/play, or the illustration and presentation of a poem. Students may be constructing additional chapters or scenes congruent with the foundation of the actual plot and characters, or they are assigned a poem from the reading list, and they must make a visual representation/interpretation with drawings, photos, or images from the internet that illustrates the metaphors or the symbols in the poem.
4. The midyear examination consists of specific questions pertaining to the works read, plus a reading comprehension passage from an AP Spanish Literature Released Exam. In addition, there are two essay questions, one on poetry analysis and the other on literary analysis, crafted in the format of the AP Spanish Literature Exam.

## Readings ordered by Genre:

### I. Los cuentos del siglo XX

- Quiroga – “El hijo”
- Ulibarrí – “Mi caballo mago”
- Rulfo – “No oyes ladrar los perros”
- Alas – “¡Adiós, Cordera!”
- Bazán – “Las medias rojas”
- Martín Gaité – “Las ataduras”

## II. La poesía: el romance

- Anónimo – “Romance del rey moro que perdió Alhama”
- Anónimo – “Romance del conde Arnaldos”
- García Lorca – “Romance de la luna, luna”
- García Lorca – “Romance de la pena negra”
- García Lorca – “La monja gitana”
- García Lorca – “prendimiento de Antoñito el Camborio”
- García Lorca – “Muerte de Antoñito el Camborio”
- García Lorca – “Romance sonámbulo”

## III. La poesía: el soneto

- Vega – Soneto XXIII (“En tanto que de rosa y azucena”)
- Góngora y Argote – Soneto CLXVI (“Mientras por competir con tu cabello”)
- Quevedo y Villegas – Heráclito cristiano: Salmo XVII (“Miré los muros de la patria mía”)
- Sor Juana Inés de la Cruz – “En perseguirme, Mundo, ¿Qué intereses?”

## IV. El cuento fantástico del siglo XIX y del siglo XX

- Palma – Tradiciones peruanas, “El alacrán de fray Gómez”
- Borges – “El Sur”
- Borges – “La muerte y la brújula”
- Cortázar – “Continuidad de los parques”
- Cortázar – “La noche boca arriba”
- Fuentes – “Chac Mool”
- García Márquez – “Un señor muy viejo con unas alas enormes”
- Allende – “Dos palabras”

## V. El cuento sociopolítico: siglo XX

- García Márquez – “Un día de estos”
- García Márquez – “La prodigiosa tarde de Baltazar”
- García Márquez – “La viuda de Montiel”

## VI. Poesía romántica y modernista del siglo XIX

- Heredia – “Un una tempestad”
- Espronceda – “Canción del pirata”
- Bécquer – Rima IV (“No digáis que agotado su tesoro”)
- Bécquer – Rima XI (“Yo soy ardiente, so soy morena”)
- Bécquer – Rima LII (“Volverán las oscuras golondrinas”)
- Martí – “Dos patrias” (“Dos patrias tengo yo: Cuba y la noche”)
- Martí – Versos sencillos, I (“Yo soy un hombre sincero”)
- Darío – Cantos de vida y esperanza, VIII (“A Roosevelt”)
- Darío – Cantos de vida y esperanza, Otros poemas, VI (“Canción de otoño en primavera”)
- Darío – Cantos de vida y esperanza, Otros poemas, XLI (“Lo fatal”)

## VII. La poesía feminista del siglo XVII y del siglo XX

- Sor Juana Inés de la Cruz – “Hombres necios que acusáis”
- Storni – “Tú me quieres blanca”

- Storni – “Peso ancestral”
- Burgos – “A Julia de Burgos”
- Castellanos – “Autorretrato”

#### **VIII. La Poesía lírica del siglo XX**

- Machado – “He andado muchos caminos”
- Machado – “Caminante, son tus huellas”
- Machado – “la primavera besaba”
- Neruda – Veinte poemas de amor y una canción desesperada, Poema 15 (“Me gustas cuando callas porque estás como ausente”)
- Neruda – “Oda a la alcachofa”
- Neruda – Residencia en la Tierra, “Walking around”
- Guillén – “Balada de los dos abuelos”
- Guillén – “Sensemayá”

#### **IX. La poesía dramática**

- Gabriel Téllez (Tirso de Molina) – El burlador de Sevilla y convidado de piedra

#### **X. El drama peninsular del siglo XX**

- García Lorca – La casa de Bernarda Alba

#### **XI. El teatro satírico y sociopolítico hispanoamericano**

- Vodanovic – El delantal blanco

#### **XII. La poesía peninsular desde el Medioevo hasta el siglo XX**

- Don Juan Manuel Infante de Castilla – El conde Lucanor: Exemplo XXXV
- Anónimo – Lazarillo de Tormes: Tratados I, II, III, y VII
- Cabeza de Vaca – Naufragios: Capítulos XII, XX, XXI y XXII
- Miguel de Cervantes Saavedra – El ingenioso hidalgo don Quijote de la Mancha: Primera parte, capítulos I, II, III, IV, V, VIII
- Mariano José de Larra – “Vuelva Ud. Mañana”
- Miguel de Unamuno y Jugo – San Manuel Bueno, mártir