

## AP Spanish Literature Course Syllabus

**COURSE OVERVIEW**

This course is designed for students who wish to complete studies in high school comparable in difficulty and content to a third-year college Introduction to Hispanic Literature course. It covers selected authors and works from the literature of Spain and Latin America and centers on the understanding and analysis of literary texts.

The coursework is taught and conducted exclusively in Spanish. Students read works that represent a variety of genres, time periods and styles. They are expected to participate in discussions (oral and written) where they analyze and evaluate pieces of literature as reflections of culture and historical events. In addition, students define literary terms and techniques and discuss their effectiveness in conveying the author's message. Students will be adept at comparing themes and styles of authors from different time periods and genres. Students will read all works listed on the Spanish AP Literature reading list. These works will be in their unabridged version and are made available through a variety of textbooks (Abriendo Puertas, Nuevas Vistas, Enlaces) and websites. In addition, students experience with these works will be enhanced by reading literary critiques over the selections and comparing video adaptations.

The objectives and goals of the course are to foster an abiding appreciation of the Spanish language and of Hispanic literature and culture, as well as to prepare the students to take the AP Spanish Literature Exam at the end of the first year.\* To facilitate these objectives, certain procedures have been established and will be further refined.

1. Emphasis is placed on vocabulary. Students practice using reading comprehension works from the list of readings. Vocabulary that is deemed important is highlighted and reinforced by the teacher.
2. Students take short-answer questions to improve their writing skills as well as quizzes provided by the authors and those developed by the teacher.
3. Students are encouraged to defend their answers for any questions with quotes used by the characters, from literary works studied, in order to enhance memory.
4. In class students are assigned essays crafted in the style of AP Exam questions. Their responses are weighted for content and grammar, as are the AP scoring guidelines, but with scores that translate into letter grades required by the school.
5. Project-oriented assignments help motivate students and are also beneficial in developing thinking skills. All projects count and must be done according to teacher rubric.
6. To encourage the reading of the texts in Spanish and discourage the reading of translations, the students are presented with activities, quizzes and tests that involve direct quotations from the works.

*\* Students are penalized by means of their class participation grade for any use of English in either formal or informal classroom interactions. Students will have 100 points each day and points will be subtracted each time they are heard speaking English. Permission will be granted to speak English in cases of emergency or a grammar clarification during class.*

## El Medioevo-

- *Los orígenes de la prosa*
  - Don Juan Manuel, Infante de Castilla, Conde Lucanor: Exemplo XXXV
    - “Lo que sucedió a un mozo que casó con una mujer muy fuerte y muy brava”
- *La poesía del pueblo*
  - Anónimo
    - “Romance de la pérdida de Alhama” (Ay de mi Alhama)
    - “Romance del Conde Arnaldos” (Versión de 26 versos)

## El Siglo de Oro (renacimiento y barroco)-

- *El descubrimiento del Nuevo Mundo*
  - Núñez Cabeza de Vaca, Álvar, *Naufragios*
    - “Cómo los indios nos trajeron de comer”
    - “De cómo nos huimos”
    - “De cómo curamos aquí unos dolientes”
    - “Cómo otro día nos trajeron otros enfermos”
- *La poesía renacentista*
  - Góngora y Argote, Luis de, Soneto CLXVI
    - “Mientras por competir con tu cabello”
  - Vega, Garcilaso de la, Soneto XXII
    - “En tanto que de rosa y de azucena”
- *Los orígenes de la novela moderna europea*
  - La novela picaresca, Anónimo
    - Lazarrillo de Tornos: Tratados 1, 2, 3 y 7
  - Cervantes Saavedra, Miguel de
    - El ingenioso hidalgo don Quijote de la Mancha
      - Capítulos I, II, III, IV, V y VIII
- *La “comedia” del Siglo de Oro*
  - Téllez, Gabriel (Tirso de Molina)
    - El burlador de Sevilla y convidado de piedra
- *El barroco*
  - Quevedo y Villegas, Francisco de, *Heráclito cristiano*: Salmo XVII
    - “Miré los muros de la patria mía”
- *El barroco en México*
  - Cruz, Sor Juana de la
    - “En perseguirme, Mundo, ¿qué interesas?”
    - “Hombres necios que acusáis”

## El Romanticismo

- *La transición del clasicismo al romanticismo*
  - Heredia, José María
    - “En una tempestad”
- *Dos caras de la prosa romántica*
  - Larra, Mariano José de
    - “Vuelva Ud. mañana”
  - Palma, Ricardo
    - “El alacrán de Fray Gómez”
- *La poesía romántica exaltdada*
  - Espronceda, José de
    - “Canción del pirata”

- La poesía posromántica
  - Bécquer, Gustavo Adolfo
    - Rima IV (“No digáis que agotado su tesoro”)
    - Rima XI (“Yo soy ardiente, yo soy morena”)
    - Rima LIII (“Volverán las oscuras golondrinas”)

### El Realismo y El Naturalismo

- *El realismo social y regionalista*
  - Pardo Bazán, Emilia
    - “Las medias rojas”
  - Alas, Leopoldo (Clarín)
    - “Adiós, Cordera”
- *El realismo psicológico*
  - Quiroga, Horacio
    - “El Hijo”
  - Ulibarrí, Sabine R.
    - “Mi caballo mago”
- *La continuación del realismo en el siglo XX*
  - Martín Gaité, Carmen
    - “Las ataduras”

### El Modernismo y posmodernismo

- *El modernismo simbolista y puro*
  - Darío, Rubén (Félix Rubén García Sarmiento)
    - Otros poemas, VI (“Canción de otoño en primavera”)
- *El modernismo intimista*
  - Martí, José
    - Versos sencillos, (“Yo soy un hombre sincero”)
  - Machado, Antonio
    - “La primavera besaba”
  - Neruda, Pablo (Ricardo Neftalí Reyes Basoalto)
    - Poema 15 (“Me gustas cuando callas porque estás como ausente”)
- *El modernismo filosófico*
  - Darío, Rubén (Félix Rubén García Sarmiento)
    - *Cantos de vida y esperanza*: Otros poemas XLI (“Lo fatal”)
  - Machado, Antonio
    - “He andado muchos caminos”
    - “Caminante, son tus huellas”
- *El modernismo comprometido*
  - Martí, José
    - “Dos Patrias” (“Dos Patrias tengo yo: Cuba y la noche”)
  - Darío, Rubén (Félix Rubén García Sarmiento)
    - *Cantos de vida y esperanza*, VIII (“A Roosevelt”)
- *El posmodernismo feminista*
  - Storni, Alfonsina
    - “Tú me quieres blanca” y “Peso ancestral”
  - Burgos, Julia de
    - “A Julia de Burgos”

### El Vanguardismo

- *La novela existencialista*
  - Unamuno y Jugo, Miguel de
    - San Manuel Bueno, mártir

- *El surrealismo poético*
  - Lorca, Federico García
    - Dos Romances del *Romancero Gitano*
  - Neruda, Pablo (Ricardo Neftalí Reyes Basoalto)
    - *Residencia en la Tierra 2*, “Walking Around”
    - “Oda a la alcachofa”
- *La poesía negra*
  - Guillén, Nicolás
    - “Balada de los dos abuelos”
    - “Sensemayá”
- *El teatro poético*
  - Lorca, Federico García
    - La Casa de Bernarda Alba
- *El teatro de lo absurdo*
  - Vodanovic, Sergio
    - El Delantal Blanco
- *La nueva voz femenina*
  - Castellanos, Rosario
    - “Autorretrato”

#### El “boom” de la narrativa hispanoamericana

- *Juegos con el tiempo y el espacio*
  - Borges, Jorge Luis
    - “El Sur”
    - “La muerte y la brújula”
  - Cortázar, Julio de
    - “Continuación de los parques”
    - “La noche boca arriba”
- *El realismo poético*
  - Rulfo, Juan
    - “No oyes ladrar los perros”
  - García Marquez, Gabriel
    - “La siesta del martes”
    - “Un día de éstos”
    - “La prodigiosa tarde de Baltazar”
    - “La viuda de Montiel”
- *El realismo mágico*
  - García Marquez, Gabriel
    - “Un señor muy viejo con unas alas enormes”
    - “El ahogado más hermoso del mundo”
  - Fuentes, Carlos
    - “Chac Mool”
  - Allende, Isabel
    - “Dos Palabras”

#### ACTIVITIES

- Feminist Poetry
  - “Book Talks” centering on the themes of each poem
  - Essay comparing the role of women in society in the Golden Age and the 20<sup>th</sup> century
  - Literary summaries of each work
  - A timeline of historical events/literary movements from Medieval times to the 20<sup>th</sup> century
- Exploration of the new world-

- Small group project-present an episode from Lazarillo de Tormes then discuss the significance
- Literary summaries of each piece including thematic analysis and literary techniques used
- Video: Naufragios-then discuss (orally and in writing) the purpose of the epistolary form
- Identify the structure and form of a sonnet
- Creative writing: students write a sonnet
- Socio-political-
  - Define archetype and identify modern examples of the Don Juan from literature, movies, etc.
  - Literary summaries over each piece
  - Analytical essays
  - Perform a dialogue using an excerpt from the literary works
- Fantasy/Magical Realism-
  - Recognize and discuss (orally and in writing) common elements of short stories by Marquez, Cortazar and Borges
  - Write literary summaries of each piece including thematic analysis and literary techniques
  - Video: Un Milagro en Roma; identify elements of magical realism
  - Multiple choice quizzes of literary analysis
- Short stories/lyric poetry-
  - Identify tone in short stories and its effect
  - Select a poem and put it to music
  - Literary summaries including thematic analysis and literary techniques
  - Multiple Choice quizzes of literary analysis
  - Discuss poetry as a reflection of cultural traditions
- Romantic poetry and romances-
  - Identify common imagery and symbolism of romanceros (cite specific examples)
  - Describe literary techniques used in modernist poetry/romantic poetry giving examples from specific works (oral discussion)
  - Write essay of literary analysis
  - Literary summaries that include thematic analysis and literary techniques
  - Multiple choice quizzes of literary analysis
  - Fill in a timeline of historical and literary movements in Hispanic literature

### **TEACHER RESOURCES**

#### **Text**

*Abriendo Puertas: Antología de literatura en español.* 2vols. Evanston, III: McDougal Littell/Nexttext, 2003. (Nexttext 800 323-5435; [www.nexttext.com](http://www.nexttext.com))

*Abriendo puertas: Teacher's Resource Manual,* 2vols. Evanston, III: McDougal Littell/Nexttext, 2003.

Colber, Ana, et al. *Azulejo: Study Guide for the New AP Spanish Literature Course.* Sandwich, Mass.: Wayside Publishing, 2002.

## Websites

[Apcentral.collegeboard.com](http://apcentral.collegeboard.com)

A teacher's resource for information

Facets Multimedia

[www.facets.org](http://www.facets.org)

Film vendor

Geocities

[www.geocities.com/apspanishlit/](http://www.geocities.com/apspanishlit/)

Reading list dedicational website

Poesía

[www.poesia-inter.net/index.htm](http://www.poesia-inter.net/index.htm)

A resource for poems