

AP Spanish Literature and Culture Syllabus

Teacher: Mr. Miguel Martinez
e-mail: mmartinez@stliz-hs.org
Extension: 9014
Period: 7



Course Description

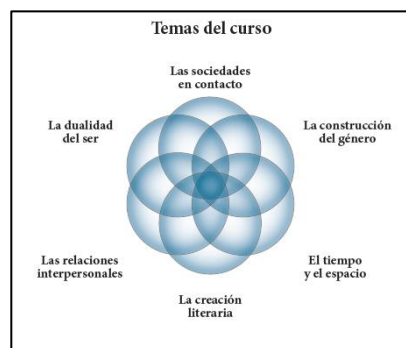
“The AP® Spanish Literature and Culture course is designed to provide students with a learning experience equivalent to that of an introductory college course in literature written in Spanish. The course introduces students to the formal study of a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature. The course provides opportunities for students to demonstrate their proficiency in Spanish across the three modes of communication (interpersonal, interpretive, and presentational) and the five goal areas (communication, cultures, connections, comparisons, and communities) outlined in the *Standards for Foreign Language Learning in the 21st Century*. The overarching aims of the course are to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills — with special attention to critical reading and analytical writing — and to encourage them to reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish.

The inclusion of “and Culture” in the title of the course reflects a purposeful alignment of the course to a standards-based Spanish curriculum. In particular, the course reflects a meaningful integration of the cultures, connections, and comparisons goal areas of the Standards. Emphasis is placed on approaching the study of literature through global, historical and contemporary cultural contexts. Teachers and students are encouraged to make interdisciplinary connections and explore linguistic and cultural comparisons. A key objective of the course is to encourage students not only to understand and retell the content of the texts they read but also to relate that content to literary, historical, sociocultural, and geopolitical contexts in Spanish.” (excerpt from the current AP Spanish Literature *Course Description*)

The overarching goals for the course are summarized by the *Standards’* “Five C’s:” communication, cultures, connections, comparisons and communities. I add a 6th C, creativity, which will be discussed later.

The course will be conducted completely in Spanish in order to provide students with as much practice in the target language and a more authentic experience with the literature.

Themes & Essential Questions



The course will be taught chronologically, beginning in the Medieval Period and ending with contemporary literature, using the required reading list from the College Board. Throughout the course,

students will be given the opportunity to look at each of the works of literature through the multiple lenses these themes provide. Additionally, the following essential questions will guide the course as a whole:

- How do these works of literature reveal the perspectives and customs of a particular culture and time period?
- How do the literary, historical, sociocultural and geopolitical contexts of a given time period affect the literary work's creation?
- What questions and dilemmas expressed in the literary works of different authors and in different time periods are still relevant today?
- What does the study of written literature in Spanish contribute to the study of the language?
- What questions does literature generate about literature itself and other art forms?

Each of the themes has subthemes that will help orient the study of the works of literature. Below are the themes, subthemes and essential questions, taken directly from the *Course Description*.

1. Theme: Las sociedades en contacto

Organizing Concepts:

- 1.1 La asimilación y la marginación
- 1.2 La diversidad
- 1.3 Las divisiones socioeconómicas
- 1.4 El imperialismo
- 1.5 El nacionalismo y el regionalismo

Essential Questions:

- ¿De qué manera las perspectivas de una cultura afectan la representación de eventos históricos?
- ¿Cómo los miembros de una minoría cultural se resisten (o se asimilan) a las costumbres y las perspectivas de la mayoría dominante?
- ¿Cómo se representan en obras literarias de distintos períodos y diversas culturas las relaciones entre grupos socioculturales (clases sociales, grupos étnicos, etc.)?

2. Theme: La construcción del género

Organizing Concepts:

- 2.1 El machismo
- 2.2 Las relaciones sociales
- 2.3 El sistema patriarcal
- 2.4 La sexualidad
- 2.5 La tradición y la ruptura

Essential Questions:

- ¿Cómo revela la literatura los cambios en la percepción de los géneros masculino y femenino?
- ¿De qué manera han servido los factores socioculturales como instrumentos de cambios (o no) en la representación de los géneros?
- ¿Cómo ha cambiado la representación de lo femenino (voces femeninas, personajes femeninos) a lo largo de la historia de la literatura?

3. Theme: El tiempo y el espacio

Organizing Concepts:

- 3.1 El carpe diem y el memento mori
- 3.2 El individuo en su entorno
- 3.3 La naturaleza y el ambiente
- 3.4 La relación entre el tiempo y el espacio
- 3.5 El tiempo lineal y el tiempo circular

3.6 La trayectoria y la transformación

Essential Questions:

- ¿Cómo presentan las literaturas de distintas culturas los conceptos del tiempo y el espacio?
- ¿De qué manera los autores se valen del tiempo y el espacio para construir una variedad de estados de ánimos o sentimientos (p. ej. la desorientación, la nostalgia, el remordimiento)?
- ¿Cómo se relacionan la representación del espacio y el manejo del tiempo en una obra literaria?

4. Theme: Las relaciones interpersonales

Organizing Concepts:

- 4.1 La amistad y la hostilidad
- 4.2 El amor y el desprecio
- 4.3 La comunicación o falta de comunicación
- 4.4 El individuo y la comunidad
- 4.5 Las relaciones de poder
- 4.6 Las relaciones familiares

Essential Questions:

- ¿De qué manera se transforma el/la protagonista de una obra a consecuencia de sus relaciones con otros personajes?
- De qué manera los individuos contribuyen o perjudican al bienestar de la familia o la comunidad
- ¿Cómo influye el contexto sociocultural en el desarrollo de las relaciones interpersonales?

5. Theme: La dualidad del ser

Organizing Concepts:

- 5.1 La construcción de la realidad
- 5.2 La espiritualidad y la religión
- 5.3 La imagen pública y la imagen privada
- 5.4 La introspección
- 5.5 El ser y la creación literaria

Essential Questions:

- ¿Qué preguntas plantea la literatura acerca de la realidad y la fantasía?
- ¿Cómo influye el contexto sociocultural o histórico en la expresión de la identidad?
- ¿Cuál es el significado de la vida (para un personaje, para un autor) y cómo se relaciona esto con las creencias o ideas en cuanto a la muerte?

6. Theme: La creación literaria

Organizing Concepts:

- 6.1 La intertextualidad
- 6.2 La literatura autoconsciente
- 6.3 El proceso creativo
- 6.4 El texto y sus contextos

Essential Questions:

- ¿Qué factores motivan a los escritores a crear sus obras literarias?
- ¿De qué manera la intertextualidad contribuye al significado de una obra literaria?
- ¿Cómo influye en la experiencia de los lectores la presencia de la literatura misma como tema de una obra literaria?

Textbook & Other Resources

Colbert, M., Kanter, A., Ryan, J. & Sugano, M. Azulejo Anthology and guide to the AP Spanish Literature and Culture Course. 2ed. Wayside Publishing. Yarmouth, ME 2012

It will be helpful to purchase a small Spanish-English dictionary.

Azulejo will be the primary text, but other texts and resources will be used to augment the course.

Students will need access to the internet to use the textbook website and the Google Classroom site.

<http://learningsite.waysidepublishing.com/classroom.google.com> class code: yvhjva

We will use a variety of internet sources to provide students practice in essay writing, critical thinking, auditory practice, learning about various cultural topics, etc. Some of those websites are listed below:

- it.stlawu.edu/~rgol/AP-Spanish, a central hub for AP Spanish Language and Literature
- todoele.net, songs, films, literature;
- lingtlanguage.com, literature-related videos;
- prezi.com, power point presentations;
- ivoxx.com, podcasts on historical and literary topics
- palabravirtual.com/, podcasts on authors and literary works;
- www.clubcultura.com, information on authors and their literary works
- www.facweb.furman.edu/~mcherry/spn31ol.htm, literary vocabulary and literary periods;
- <http://www.rinconcastellano.com/sigloxx27/index.html>, literary periods;
- www.audiria.com, podcasts
- <http://www.wga.hu/index.html>, literary and other related topics,
- <http://timerime.com/>, timelines on history and literature;
- <http://apcentral.collegeboard.com/apc/public/repository/APSpanishLiteratureGlossaryOfLiteraryTerms.pdf>, glossary of literary terms
- retoricas.com, explicaciones, ejercicios, etc. de las figuras retóricas;
- <http://hitchcock.itc.virginia.edu/SpanishFilm/principal.html>, films;
- <http://www.educa.madrid.org/cmstools/files/d47bb84c-0dc6-4426-b218b6f047082857/metrica/27actividadesderepaso.html>, explicaciones de la métrica;
- <http://www.slideshare.net/MrSebasCalvo/el-siglo-de-oro-espaol-8548050>, Golden Age Power Point

Units of Study

The course will be taught in a chronological order with the course themes discussed throughout. As the course progresses, reference will be made to previous works to emphasize the importance of themes. Every week, a discussion question (from Azulejos or one similar to the released exams) will be posted on the class website. All students will be required to answer the question and comment on each other's posts to stimulate dialogue on the literary works.

All units will follow a similar structure:

- presentation of historical, socioeconomic, religious and cultural context
- introduction of the literary terminology and vocabulary needed to understand the work of literature
- reading and discussion of the literature, using essential questions to guide discussion
- comparison of each work to a visual work of art

- creative project (i.e. create movie trailers with an emphasis on theme or plot, write a song that relates to the theme, create a visual work of art that represents the concepts in the literature, create a comic book version of the work, etc.)
- unit assessment that will include both multiple choice questions and written responses (based on the format of the actual AP exam)
- Several times throughout the year, students will write formal essays.

Unit 1 – La Edad Media (week 1)

“De lo que aconteció a un mancebo que se casó con una mujer muy brava”
 “Romance de la pérdida de Alhama”

Unit 2 – El Renacimiento y el Barroco/ Siglo de Oro (weeks 2-3)

“Segunda carta de relación” Hernán Cortés, 1520
 “Visión de los vencidos” (dos selecciones: “Los presagios, según los informantes de Sahagún” y “Se ha perdido el pueblo mexicana”), Miguel León-Portilla (translated selections of the Nahuatl accounts of the Spanish conquest of the Aztec Empire)

Unit 3 – Poesía del Renacimiento y Barroco/ Siglo de Oro (weeks 4-5)

“Soneto XXIII, En tanto que de rosa y de azucena (lily)”, Garcilaso de la Vega, 1543.
 “Soneto CLXVI, Mientras por competir con tu cabello”, Luis de Góngora y Argote, 1582
 “Salmo XVII, Miré los muros de la patria mía”, Francisco de Quevedo (1612)
 “Hombres necios que acusáis”, Sor Juana Inés de la Cruz, 1680

Unit 4 – Relaciones Sociales en el Siglo de Oro (weeks 6-10)

“El burlador de Sevilla y convidado de piedra”, Tirso de Molina, 1613
 “Lazarillo de Tormes”
 “Don Quijote” (Primera Parte, capítulos 1-5, 8, 9; Segunda parte, capítulo 74), Miguel de Cervantes, 1605

Unit 5 – Romanticismo (week 12)

“En una tempestad”, José María Heredia, 1835.
 “Rima LIII, Volverán las oscuras golondrinas”, Gustavo Adolfo Bécquer, 1868

Unit 6 – El realismo y el naturalismo (week 13)

“Las medias rojas”, Emilia Pardo Bazán, 1923.
 “El hijo”, Horacio Quiroga, 1928.

Unit 7 – El fin de siglo (week 14)

“Nuestra América”, José Martí, 1891.
 “A Roosevelt”, Rubén Darío, 1905.

Unit 7 – El siglo XX, la novella dudas inmanentes (weeks 15)

“San Manuel Bueno, mártir”, Miguel de Unamuno, 1898.

Unit 8 – El siglo XX, la poesía (weeks 16-17)

“He andado muchos caminos” (Soledades), Antonio Machado, 1907.
 “Balada de dos abuelos”, Nicolás Guillén, 1934.
 “Walking around”, Pablo Neruda, 1935.
 “Prendimiento de Antoñito el Camborio en el camino de Sevilla”, Federico García, 1928.

Semester 1 Exam will simulate the actual AP exam, using the works that have already been covered.

Unit 9 – El siglo XX y XXI. La narrativa breve: del realismo a lo fantástico (weeks 1-5)

- “No oyes ladrar los perros”, Juan Rulfo, 1953.
- “El Sur”, Jorge Luis Borges, 1956.
- “Borges y yo” (1960), Jorge Luis Borges.
- “La noche boca arriba”, Julio Cortázar, 1964.
- “El ahogado más hermoso del mundo”, Gabriel García García Márquez, 1968.
- “La siesta del martes”, Gabriel García García Márquez, 1962.
- “Chac Mool”, Carlos Fuentes, 1954.
- “Dos palabras”, Isabel Allende, 1990.

Unit 10 – El siglo XX y XXI Compromiso con lo cotidiano (weeks 6-7)

- “Historia del hombre que se convirtió en perro”, Osvaldo Dragún, 1956.
- “Como la vida misma”, Rosa Montero.

Unit 11 – El siglo XX y XXI. La cuestión femenina (weeks 8-10)

- “Peso ancestral”, Alfonsina Storni,
- “A Julia de Burgos”, Julia de Burgos, 1938.
- “Mujer negra”, Nancy Morejón, 1962.
- “La casa de Bernarda Alba”, Federico García Lorca, 1936.

Unit 12 – El siglo XXy XXI. La presencia hispana en los Estados Unidos: aquí y allá (weeks 11-13)

- “Mi caballo mago”, Sabine Ulibarrí, 1964.
- “...y no se lo tragó la tierra”, Tomás Rivera.
- “La noche buena”, Tomás Rivera.

Unit 13 – Review

Student groups will create 3-5 minute trailers using iMovie that discuss the themes, plots and authors of each work.

Whole class discussions regarding the major themes of the course; thematic groupings of the readings

The AP Spanish Literature and Culture exam is Tuesday, May 12, 2015.

After the exam we will work on several projects and prepare for the final exam.

Classroom Requirements

Students are expected to

1. be on time and prepared for class. On time means in the room when the bell rings. If you are not in the room by the time the bell has rung, you will be marked tardy.
2. speak in Spanish only while in the classroom. Points will be deducted from the subsequent assessment for each time English is used.
3. maintain a neat and organized 3-ring binder that will be used solely for this class.
4. have a one-subject notebook that will be used in class on a daily basis.
5. complete and understand (as best you can) all assigned readings.
6. bring all materials to class everyday. This includes texts, blue or black pen for notes and a red pen for correcting, #2 pencils for Scantron quizzes and tests, etc.

7. all work must be done in black or blue ink or typed. It must be on standard 8-1/2" by 11" binder paper that is not torn, wrinkled, folded, torn from a spiral notebook, etc or I will give it right back to you!
8. all projects and papers must be typed.
9. complete all assignments and turn them in at the beginning of the class period.
10. RESPECT EVERYONE in the classroom. Everybody has a valid opinion. We must agree that we can (and will) disagree. If there is a disagreement, argue against the rationale not the individual.

Behavioral Expectations:

Students are to behave in a civil, adult manner. I will treat each person in this class as an adult. If a student begins to act in a childish manner, I will treat him accordingly.

Behavioral Expectations include, but are not limited to:

1. Students should arrive to class on time and be ready to learn when the bell rings
2. Students are expected to behave in an appropriate manner
3. Disruptive behavior will be frowned upon and unequivocally disapproved of
4. Talking should be kept to a minimum and be related to the course

Behavioral Consequences:

1. A verbal warning
2. A second verbal warning requires that the student remain 15 minutes after school in hallowed Shrine of Wisdom (my office).
3. Should the need arise, a third warning will, in addition to the above mentioned consequences, warrant a phone call to the appropriate parent or guardian.
4. In the rare event that a situation should require further action, the student will be sent to either his/her counselor.

Addendum: In the event of extremely disrespectful or disruptive behavior, the student will be sent directly to the Assistant Principal's Office.

