

AP Spanish Literature and Culture
Reading list at a glance

Año	Apellido	Nombre	Vida	Origen	Título	Época	Temas
1335		Don Juan Manuel	(1282 - 1348)	español	<i>Conde Lucanor</i> , Ejemplo XXXV (“De lo que aconteció a un mozo que casó con una mujer muy fuerte y muy brava”)	Medieval	b
1482	Anónimo				“Romance de la pérdida de Alhama”	Renacimiento/Reconquista	a
1554	Anónimo				<i>Lazarillo de Tormes</i> Prólogo; Tratados 1, 2, 3, 7	El siglo de oro	c
1543	de la Vega	Garcilaso	(1501 - 1536)	español, toledano	Soneto XXIII (“en tanto que de rosa y azucena”)	El renacimiento	d b
1582	de Góngora y Argote	Luis	(1561 - 1627)	español	Soneto CLXVI (“Mientras por competir con tu cabello”)	El siglo del oro	d
1520	Cortés	Hernán	(1485 - 1547)	español	“Segunda carta de relación” (selecciones)	La Conquista	a c f
1959	León-Portilla	Miguel	(1926 -)	mexicano	<i>Visión de los vencidos</i> (dos secciones: “Los presagios, según los informantes de Sahagún” y “Se ha perdido el pueblo mexica”)	La conquista	a c f
1613	de Quevedo y Villegas	Francisco	(1580 - 1645)	español	Salmo XVII (“Miré los muros de la patria mía”)		d c b
	de la Cruz	Sor Juana Inés	(¿1648? - 1695)	mexicana	“Hombres necios que acusáis”	Barroco	d c b
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1605, 1615	de Cervantes Saavedra	Miguel	(1547- 1616)	español	<i>Don Quijote</i> (Primera Parte, capítulos 1-5, 8, y 9; Segunda parte, capítulo 74)	El siglo de oro	e c f
1630	Tirso de Molina	(Gabriel Téllez)	(1584 - 1648)	español	<i>El burlador de Sevilla y convidado de piedra</i>		b a
1830	Heredia	José María	(1803 - 1839)	cubano	“En una tempestad”	El romanticismo	d e f
1860	Bécquer	Gustavo Adolfo	(1836- 1870)	español, sevillano	“Rima LIII”: (“Volverán las oscuras golondrinas”)	El Romanticismo	d e f
Fin del Primer Semestre							

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1891	Martí	José	(1853 - 1895)	cubano	"Nuestra América"	El modernismo	d
1898	Machado	Antonio	(1875 - 1939)	español	"He andado muchos caminos"	La Generación del 98	d
1905	Darío	Rubén	(1867 - 1916)	nicaragüense	"A Roosevelt"	El Modernismo	d
1885	Pardo Bazán	Emilia	(1851 - 1921)	española	"Las medias rojas"	El realismo/ el naturalismo	b a
1933	de Unamuno	Miguel	(1846 - 1936)	español	<i>San Manuel Bueno, mártir</i>		d e f
1936	García Lorca	Federico	(1898 - 1936)	español	"Prendimiento de Antofñito el Camborio en el camino de Sevilla"	Generación del 27	e b a f
1936	García Lorca	Federico	(1898 - 1936)	español	<i>La casa de Bernarda Alba</i>	Generación del 27	e b a f
1982	Montero	Rosa	(1951 -)	española	"Como la vida misma"		c a f
1971	Neruda	Pablo	(1904 -1973)	chileno	"Walking Around"	El vanguardismo	c d a
1934	Guillén	Nicolás	(1902 - 1989)	cubano	"Balada de los dos abuelos"	El vanguardismo	c d a
1979	Morejón	Nancy	(1944 -)	cubana	"Mujer negra"		b a e f
1919	Storni	Alfonsina	(1892 - 1938)	argentina	"Peso ancestral"		b a e f
1940	de Burgos	Julia	(1914 -1953)	puertorriqueña	"A Julia de Burgos"	El Modernismo	b a e f
1971	Rivera	Tomás	(1935 -)	chicano	<i>...y no se lo tragó la tierra</i> (dos capítulos: "...y no se lo tragó la tierra" y "La noche buena")	El modernismo	c d
¿1973?	Fuentes	Carlos	(1928 -)	mexicano	"Chac Mool"	El Boom/ El cuento fantástico	c d e f
1957	Dragún	Oswaldo	(1929 - 1999)	argentino	<i>El hombre que se convirtió en perro</i>		d e f
Año	Apellido	Nombre	Vida	Origen	Título	Época	Temas
1964	Ulibarrí	Sabine	(1919 - 2003)	estadounidense	"Mi caballo mago"		d a
1928	Quiroga	Horacio	(1878 - 1937)	uruguayo	"El hijo"	El Boom/ "Los Cristeros"	d a
1953	Rulfo	Juan	(1917 - 1986)	mexicano	"No oyes ladrar lo perros"	El siglo del oro	d a
1960	Borges	Jorge Luis	(1899 -1986)	argentino	"Borges y yo"	El Boom	c d a e f
1953	Borges	Jorge Luis	(1899 -1986)	argentino	"El sur"	El Boom	c d a e f
1956	Cortázar	Julio	(1914 - 1984)	argentino	"La noche boca arriba"	El Boom	c d a e f
1989	Allende	Isabel	(1942-)	chilena	"Dos Palabras"		b d a e f
1962	García Márquez	Gabriel	(1927 -)	colombiano	"El ahogado más hermoso del mundo"	El Boom	b d a e f
1968	García Márquez	Gabriel	(1927 -)	colombiano	"La siesta del martes"	El Boom; El realismo mágico	b d a e f

Advanced Placement Spanish Literature and Culture

The AP Spanish Literature and Culture course is intended for advanced students who are prepared for a fourth or fifth level course. While it is generally advised that students take the AP Spanish Language course prior to literature, students with strong reading and writing skills may find it possible to reverse the order to accommodate scheduling difficulties. The class will be conducted entirely in Spanish and students will be evaluated exclusively in Spanish.

This class is designed to introduce the formal study of Peninsular Spanish, Latin American, and U.S. Hispanic literature from medieval times to the present age. Students will read a wide variety of works from diverse genres as recommended by the College Board. During the year, all works on the official AP Spanish Literature and Culture reading list will be covered in class. The course aims to develop critical reading and analytical writing skills in Spanish as well as the ability to make interdisciplinary connections and explore linguistic and cultural comparisons.

Students will learn the definition and application of a variety of literary terminology required to properly analyze all authentic literary works. Throughout the course each work on the reading list will be studied and analyzed in the following areas:

1. Historical and cultural context: Each work will be placed in an appropriate historical and cultural context. Literary movements, author biographies, and events in the history of the country of origin as well as the world at large will be considered.
2. Thematic: The works studied will be evaluated and analyzed according to thematic concerns and placed into context accordingly. Students will be asked to write comparative essays based on this knowledge. Explicitly the themes addressed will be:
 - a. *Las relaciones interpersonales*
 - b. *La construcción del género*
 - c. *Las sociedades en contacto*
 - d. *El tiempo y el espacio*
 - e. *La dualidad del ser*
 - f. *La creación literaria*
3. Style/genre: Works will be analyzed on the basis of style and genre. An extensive working vocabulary of literary terms and devices will be required.

The course is designed to be taught chronologically and will be divided according to the following calendar:

Quarter 1: Medioevo—Siglo de Oro

Quarter 2: Siglo de Oro—Siglo XIX

Quarter 3: Siglo XX

Quarter 4: Siglo XX y Repaso

The text used will be *Reflexiones: Introducción a la literatura hispánica* by Rodney T. Rodríguez (Pearson Education, Inc., 2013). Numerous handouts will also be given to supplement the text. Students are expected to read relatively large quantities each night. Reading does not mean looking at the words printed on the page, but rather it means comprehension of the words and their context. Students must have ready access to a good dictionary and they must know how and when to use it.

As each work is read, the socio-cultural context as well as the historical context must be taken into account. Students will discuss and research the geo-political climate of the period in which each work was written to better understand the context of the work and the author's intent.

Students will also be required to supplement the studies of the works and authors by doing additional research. Some useful websites will be indicated; however, students are encouraged to pursue additional avenues for enrichment. Videos and a variety of aural artifacts (lectures, songs, poetry readings, and music) will also be provided to enrich the classroom experience.

It is highly recommended that students begin some of the readings prior to entering the class in the fall. They are also responsible for knowing basic literary terms as well as verbs appropriate for writing critical essays. Students who do not have such lists may want to approach the teacher to request a list prior to the beginning of the AP course. Reading and writing over the summer will be highly advised. The other skills should be rehearsed as the class will be conducted in Spanish.

Students will be assessed in Spanish by means of the following:

1. In-class timed essays (generally 30 minutes): either analytical or comparative
2. Quizzes, tests and exams: reading comprehension, vocabulary, socio-cultural, geo-political contexts of texts
3. Projects and presentations
4. Out of class essays
5. Class participation in discussions, practice exams, etc.

GRADING: The grading scale of BTHS will be followed. The grading criteria are as follow:

Summative (Tests, Quizzes, Projects, Essays, etc.).....80%

Formative (Classwork, Homework, Essays, etc.).....20%

MAKE-UP WORK: The BTHS policy on make-up work regarding the credit received for excused and unexcused absences will be followed. Students will have up to 48 hours from their date of absence to turn in assignments assigned during their absence. Any work not submitted within that time period will be counted as a zero (0). Any work turned in late will **not** be accepted for any credit. All assignments assigned **before** the absence are **due** on the date of return, including but not limited to, homework, tests, quizzes, projects, essays, etc.

CHEATING: Cheating in any form is prohibited. Any student cheating on any test, quiz, assignment, project, essay, etc. will receive a zero for that assignment. This includes but is not limited to plagiarism and the use of translation software and web sites. Please refer to the student honor code.

CLASSROOM RULES AND EXPECTATIONS:

Students are expected to:

1. Be on time.
2. Be prepared.
3. Be respectful.
4. Be responsible.
5. Never chew gum, eat (including candy or mints), or drink in class.
6. Never use profanity or the words “shut up”.
7. Adhere to all other BTHS policies and guidelines.

CONSEQUENCES:

1. Warning. (May be verbal)
2. Parent contact and/or detention.
3. Referral to the dean’s office.

NOTE: Some behavior may warrant an immediate referral to the dean’s office.