

AP Spanish Literature and Culture  
2017-2018 Syllabus

**Course description:** AP Spanish Literature and Culture is designed to introduce students to the formal study of Peninsular Spanish, Latin American, and US Hispanic literature. The course aims to develop students' critical reading and analytical writing skills in Spanish as well as their ability to make interdisciplinary connections and explore linguistic and cultural comparisons.

This class will be conducted entirely in Spanish appropriate to this level and covers the entire official AP Spanish Literature and Culture reading list. Literary texts are grouped by themes and presented in chronological order within each theme. Students are expected to discuss literary texts and their different historical, socio-cultural and geopolitical contexts in a variety of interactive oral and written formats in Spanish. Additionally, students will analyze themes and features of artistic representations, audiovisual materials and audio sources in Spanish related to course content.

**Course content:** Students will learn the definition and application of a variety of literary terminology required to properly analyze all authentic literary works. Throughout the course, students will read and analyze works of prose, poetry and drama from different periods with a consideration of their cultural, social, historical and philosophical context.

**This course explicitly addresses each of the following themes:**

1. Las relaciones interpersonales
2. La construcción del género
3. Las sociedades en contacto
4. El tiempo y el espacio
5. La dualidad del ser
6. La creación literaria

**Required Reading List:**

1. Allende, Isabel, "Dos palabras"
2. Anónimo, "Romance de la pérdida de Alhama"
3. Anónimo, Lazarillo de Tormes (Prólogo; Tratados 1, 2, 3, 7)
4. Bécquer, Gustavo Adolfo, " Rima LIII " ("Volverán las oscuras golondrinas")
5. Borges, Jorge Luis, "Borges y yo"
6. Borges, Jorge Luis, "El Sur"
7. Argües, Julia, "A Julia de Burgos"
8. Cervantes, Miguel de, Don Quijote (Parte I, capítulos 1-5, 8 y 9; Parte II, capítulo 74)
9. Cortázar, Julio, "La noche boca arriba"
10. Cortés, Hernán, "Segunda carta de relación" (selecciones)
11. Cruz, Sor Juana Inés de la, "Hombres necios que acusáis"
12. Darío, Rubén, "A Roosevelt"
13. Don Juan Manuel, El Conde Lucanor, "Ejemplo XXXV" ("De lo que aconteció a un mozo que casó con una mujer muy fuerte y muy brava")
14. Dragún, Osvaldo, El hombre que se convirtió en perro
15. Fuentes, Carlos, "Chac Mool"
16. García Lorca, Federico, La casa de Bernarda Alba



## Course Overview

The AP Spanish Language and Culture course is a rigorous course taught exclusively in Spanish that requires students, through the use of the Spanish language, to improve their proficiency across the three modes of communication. The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources, as well as traditional print resources that include literature, essays, and magazine and newspaper articles with the goal of providing a rich, diverse learning experience. Students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication toward the pre-advanced level.

## Organization

The course is divided into thematic units which are further based on recommended contexts and guided by essential questions. Corresponding cultural elements are integrated into the study of the units, and activities are directed with those cultural connections in mind. Discussion of the topics completely in Spanish is a requirement for this course. It is assumed that students have previously been exposed to advanced language structures in the courses leading up to the AP Spanish Language and Culture course; however, review of the mechanics is done within the contextual framework of each unit as needed.

## Real-Life Language and Culture

Students are required to engage in real-life activities outside the classroom to enrich their Spanish language and culture experiences. They complete entries that interest them throughout the year for their Language and Culture Portfolio. Options include but are not limited to: interviewing Spanish-speaking members of our community about their cultures and traditions; attending an art exhibit, musical show or play; preparing a meal while following recipes written in Spanish; regular correspondence through email, Skype or Face Time with heritage speakers in a Spanish-speaking country; viewing of important events involving target language speakers, such as a president's acceptance speech or a national celebration of a country's independence; and visits to university campuses for special events, or visiting area businesses and learning about opportunities with Spanish. Students will maintain a blog about their experiences.

## Ongoing Assignments

- \*Keep a blog of cultural connections made outside of class. Student must participate in one cultural connection each month and post a blog describing the experience, comparing and contrasting it to our culture, and expressing feelings about the experience.
- \*Read three other blog entries each week and respond through canvas
- \*Participate in classroom discussions, small group discussions, debates, and presentations. Students will be evaluated based on participation and use of the Spanish language. Risk taking will be rewarded.
- \*Locate two current events each week from authentic sources dealing with one of the thematic units. Students will explain the current event to the class or small group and lead a discussion about the cultural connections.
- \*Each week half of the students will write an email to respond to a prompt and the other half will read those emails and write a response following AP format.
- \*Attend the tertulia after school where we have native Spanish-speakers come in and discuss a cultural topic each week.
- \*Keep a reflection log online through Canvas
- \*Write a persuasive essay each unit according to the AP format
- \*Leave one message per unit through google voice. Topics will vary by unit.

<http://www.lagaceta.com.ar/>  
<http://www.lasexta.com/noticias/>  
<http://www.masvoces.org>  
<http://www.nacion.com/>  
<http://www.rae.es> (La Real Academia Española)  
<http://www.rnw.nl/espanol/radioprogramme/informativo-internacional> (Noticiero)

---

<http://www.spanishnewsnetwork.com/>  
<http://www.telecinco.es/informativos/>  
<http://www.un.org/spanish/News/>  
<http://www.unesco.org>  
<http://www.univision.com/>  
<http://www.unmultimedia.org/radio/spanish/>  
<http://www.ver-taal.com/>  
<http://www.rtve.es>  
<http://zachary-jones.com/zambombazo>

#### Written and Print:

[www.bbc mundo.com](http://www.bbc mundo.com) - British Broadcasting Corporation - news and video in Spanish – this is one of my favorite  
<http://www.univision.com> - news and video  
[www.thepaperboy.com](http://www.thepaperboy.com) - online newspapers by country  
[www.prensaescrita.com](http://www.prensaescrita.com) - online newspapers by country  
<http://www.unesco.org/new/es> - United Nations educational, scientific, and cultural organization  
<http://elpais.com> - newspaper from Spain, America edition also available  
<http://www.abc.es> - newspaper from Spain  
<http://www.lasexta.com> - news and video from Spain  
<http://www.elnuevoherald.com> - newspaper from Miami  
<http://www.nacion.com> - newspaper from Costa Rica  
<http://www.biografiasyvidas.com> - biographies of famous people  
<http://prensaescrita.com> Prensa Escrita  
[http://cvc.cervantes.es/ensenanza/actividades\\_ave/aveteca.htm](http://cvc.cervantes.es/ensenanza/actividades_ave/aveteca.htm)  
<http://www.ciudadseva.com/>  
<http://www.ecos-online.de/la-revista>

#### Dictionary:

[www.wordreference.com](http://www.wordreference.com) - excellent dictionary with conjugation charts and semantic discussion boards  
[www.rae.es](http://www.rae.es) - Royal Spanish Academy's Spanish only dictionary

#### Grammar and Vocabulary:

[www.quizlet.com](http://www.quizlet.com) - make personal vocab flashcards and play games with the words  
[www.studyspanish.com](http://www.studyspanish.com)  
[www.conjuguemos.com](http://www.conjuguemos.com)  
[www.quia.com](http://www.quia.com)  
<http://www.colby.edu/~bknelson/SLC/index.php>  
<http://www.indiana.edu/~call/ejercicios.html>  
<http://www.spaleon.com>  
<http://www.bowdoin.edu/~eyepes/newgr/>  
<http://www.ver-taal.com> - good grammar exercises plus video and listening comp activities

¿Qué papel cumple la étnica en los avances científicos?

Connections also to the themes of: Los desafíos mundiales, La vida contemporánea, Las familias y las comunidades, La belleza y la estética, Las identidades personales y públicas

### **III. El Valor de la Familia y la Comunidad**

Theme: Las Familias y las Comunidades

Contexts Covered:

Customs and Values / Las tradiciones y los valores

Education Communities / Las comunidades educativas

Family Structure / La estructura de la familia

Global Citizenship / La ciudadanía global

Human Geography / La geografía humana

Social Networking / Las redes sociales

Essential Questions:

¿Cómo se define la familia en distintas sociedades?

¿Cómo contribuyen los individuos al bienestar de las comunidades?

¿Cuáles son las diferencias en los papeles que asumen las comunidades y las familias en las diferentes sociedades del mundo?

Connections also to the themes of: Los desafíos mundiales, La vida contemporánea, La belleza y la estética, Las identidades personales y públicas, La ciencia y la tecnología

### **IV. ¿Cómo se define la Belleza?**

Theme: La Belleza y la Estética

Contexts Covered:

Architecture / La arquitectura

Defining Beauty / Definiciones de la belleza

Defining Creativity / Definiciones de la creatividad

Fashion and Design / La moda y el diseño

Language and Literature / El lenguaje y la literatura

Visual and Performing Arts / Las artes visuales y escénicas

Essential Questions:

¿Cómo se establecen las percepciones de la belleza y la creatividad?

¿Cómo influyen los ideales de la belleza y la estética en la vida cotidiana?

¿Cómo las artes desafían y reflejan las perspectivas culturales?

Connections also to the themes of: La vida contemporánea, Las identidades personales y públicas

## **Semester II**

### **V. Nosotros y Nuestro Mundo**

Theme: Los Desafíos Globales

Contexts Covered:

Economic Issues / Los temas económicos

Environmental Issues / Los temas del medio ambiente

Philosophical Thought and Religion / El pensamiento filosófico y la religión