COURSE DESCRIPTION
This course is based on the Spanish literary texts (from Spain) that appear on the Reading list for the College Board’s high school AP Spanish Literature and Culture course. For the College Board, these works are representative of Peninsular Literature from the medieval era through the present day. We will explore historical and cultural eras, like the Middle Ages, Al-Andalus and Reconquista; the Golden Age; the Enlightenment; the fin de siècle; the Spanish Civil War; the dictatorship and Franquismo; and the Transition to democracy. In our readings and cultural analyses, we will focus on the six AP themes: la dualidad del ser; las sociedades en contacto; la construcción del género; el tiempo y espacio; la creación literaria (metaficción); las relaciones interpersonales. We will also consider literary and aesthetic tendencies that influenced the production of literature and art (ex: Renaissance, Baroque, Romanticism, etc). The close-reading of literary texts will be combined with the study of academic articles on literature, literary themes, and the visual arts, as well as methods of teaching literature and culture in a Spanish (L2) class. There will be emphasis on the development of effective pedagogical strategies and the creation of educational tools and cultural resources for the future teaching of literature and culture in High School Spanish language and literature classes.

OBJETIVOS DEL CURSO
(1) Analyze, in their cultural and historical contexts, the Spanish literary texts from the reading list for the most recent AP Spanish Literature and Culture course and compare them to similar literary and artistic texts not included on the list.
(2) Develop the capacity to read, write, and speak (present) at the superior level (ACTFL).
(3) Develop pedagogical strategies and generate a collection of resources for the future teaching of AP Spanish or of Spanish literature and culture in general.
(4) Evaluate literary studies and critical articles, then incorporate them into an original analysis, argument, or commentary supported by textual and/or literary evidence.
(5) Create a variety of analytic activities focused on the readings from the AP list in order to help beginning literature students carry out close-readings and critical analyses.
(6) Either write an extensive, analytic research paper (MLA) that demonstrates your abilities to present an original argument and support it with literary, cultural, and/or historical evidence… Or design a Unit containing lesson plans and activities (designed according to a pedagogical approach) that will serve to teach AP Spanish literature for 6 consecutive classes.
TEXTBOOK AND MATERIALS

REQUIRED:

  
  Please purchase the following option from the website, that includes a traditional book:
  
  (1) **Softcover + Explorer**, $68.95

- Lecturas adicionales disponibles en Canvas (textos literarios y artículos críticos). Siempre hay que imprimir los textos **literarios**, puesto que las metas del curso se centran en el análisis literario y la identificación de técnicas y estrategias para enseñar la literatura – siempre hay que marcar el texto y escribir en los márgenes. NO hay que imprimir los artículos críticos/secundarios, pero debes poder referirte a ellos con precisión durante la clase (iPad, laptop, apuntes con citas y números de páginas, etc.).

- un **3-ring binder** de por lo menos 2-3” para organizar toda la información necesaria del examen AP, las lecturas primarias y secundarias y los materiales pedagógicos que acumularás para el portfolio final a lo largo del semestre

RECOMMENDED (OPTIONAL):


- España: **Culturas de España**, by Carmen Pereira-Muro (Amazon.com)

EVALUATION

- Participation, homework, journals 30%
- Presentations (2) 15%
- Exams (midterm and final) 20%
- Final project 25%
- Final course portfolio 10%

At Kansas State the following letter grading scale is used (without +/-), which corresponds to the following grades in this course:

- **A** 90.0-100: **excellent, outstanding**
- **B** 80-89.99: **very good**
- **C** 70-79.99: **adequate, acceptable**
- **D** 65-69.99: **poor**
- **F** < 64.99: **insufficient; failure**
- **XF** Violation of the KSU Academic Honesty code

Graduate vs. Undergraduate grades:
There will always be different expectations in terms of the extension and development (degree of “difficulty”) in the assignments, homework, and presentations of undergraduate and graduate students. The rubrics and instructions will always be available on Canvas.

COURSE COMPONENTS

Participation and attendance (10%)
Active participation is fundamental in an advanced seminar class. You will receive a grade for participation each day (3 outstanding, 2 good/sufficient, 1 lack of discussion or preparation, 0 no
speaking or participation). If you miss a class, the participation grade will be 0, unless you turn in completed homework and notes on the day you return; in that case, you will receive a 2.5.

Attendance policy: Attendance is obligatory; you may miss 2 classes throughout the semester without penalty to the final grade. The final grade will be reduced by 5% for each absence after the second; the limit of absences is 6 – with the 7th absence you will receive an F in the course.

Preparation, homework, and journals (20%)

Daily homework and preparation is the key to success; there are two types of homework:

1. Explorers (online) – there are short multiple-choice quizzes that accompany every literary text in Azulejo. You must finish these quizzes BEFORE noon on the day of class. If there is a confusing or difficult question, make note of it and prepare to begin our discussion with these doubts/questions. You may take quizzes multiple times; the highest grade will be recorded.

2. Notes and questions/guides: It is necessary to read all assigned readings carefully before class, take detailed notes, look up unfamiliar terms or concepts, and reflect/think seriously about each text.

   a. For literary readings, you should arrive to class with a tentative analysis of the work(s) and be able to propose possible interpretive approaches or methods of teaching related to the themes and goals of the AP exam. Occasionally there will be 1 or 2 specific questions to answer in Azulejo or assigned by the instructor.

   b. For critical readings or articles, you should be able to offer a synthesis of the material (identify the thesis or the proposed main ideas/argument) and evaluate it critically (what is strong/weak evidence, what are limitations, etc.).

      *** There will be guides on Canvas to help you prepare appropriate notes ***

3. Weekly journal – You will write several informal “entries” during the semester in which you reflect on the literary or theoretical texts read for the week – questions in Azulejo (at the end of each text/section/unit) can serve as good sources of inspiration. Graduate students will write 6 entries and undergraduates will write 4 throughout the semester. You can select your own journal due dates – max of 1/week – but you must always turn them in by Friday at noon via email (Word document). Each entry will be written in Spanish, 350-500 words, double-spaced, with a relevant image. These are informal reflections, but there are high expectations for grammar and expression. All entries will form part of your final portfolio.

Presentations (15%)

You will present twice during the semester – once based on literature and the teaching of literature; the second time in an “academic” manner based on your final project. There will be detailed instructions for each presentation on Canvas, but the general format is the following:

For presentations on literature, you will plan, prepare, and implement an interactive analytic activity with the class, focused on the literary text corresponding to that day (10-15 min). You will turn in a written lesson plan summarizing the structure and objectives of your activity (1 page) and include a pedagogical “tool” (PowerPoint, worksheet, actividad en grupos, etc.)

For academic presentations, you will summarize the main points of your final Project and answer questions from the professor and your classmates (10-15 min). You will also create an original poster as a visual aid and a short one-page handout for the class.

Exams (midterm and final) (20%)

The two exams are opportunities for you to synthesize the assigned readings and cultural information in a format similar to you (future) students’ AP exams. Exams may include identifications or close-reading exercises, textual or visual analysis, definition of terms, and
analytic or comparative essays (on literature, art, history, and culture). The final exam will be cumulative, but with more emphasis on the texts and themes from the second half of the semester. The exams will be modeled after the AP exam style.

**Final project (25%):**
You may choose what type of final project you would like to do, depending on your interests and professional goals. In either case, you have the freedom to choose your own topic. However, to succeed, it is ESSENTIAL that you begin thinking about this project from the first week of class and especially during the library day in week 5 (Sept. 17, EH 212). As soon as you find a topic that interests you, email me or stop by my office to discuss your ideas and research plans.

The two options are as follows:

1. A **traditional essay** combining literary analysis and original research – This option will be centered on the AP Spanish reading list and may be comparative (2 or more texts) or focused more deeply on one specific, extensive work (ex: La casa de Bernarda Alba; El burlador de Sevilla, etc.). MLA style; 9-11 typed pages (12-14 graduate students); bibliography.

2. A **pedagogical project**: A “unit plan” designed to teach 1-2 works from the AP list that we do NOT read or discuss in class – the unit should cover at 6 classes (of 50-60 min. each). In addition to creating the lesson plans and all activities, you must justify your approach by explaining why and how you used certain pedagogical theories and strategies (discussed in class or identified in sources you discovered during your own academic research). The essay accompanying the project will be 4-7 pages.

During the final weeks of the semester, you will present your work and your research in class during your 10-15 minute “academic presentation”. You should come prepared to present professionally and to ask and answer questions from your classmates and/or the professor.

**Portfolio (10%)**:
The purpose of the portfolio is to ensure you complete this course with the resources necessary to teach from the AP Spanish Literature and Culture reading list. You will turn in the portfolio on the last day of class, but you will accumulate the materials throughout the entire semester. For this reason, please buy a 3-ring binder ASAP to facilitate this organizational project from day 1. There will be a list of required items on Canvas, which I will update periodically. Consider the portfolio a form of “enforced organization” 😊.

**GENERAL COURSE POLICIES AND RECOMMENDATIONS**

- **Deadlines** – All deadlines appear on the syllabus. If you are absent, your assignment is still due on the date indicated (you may email it by our class meeting time). If you do not send your assignment, you will lose one letter grade for each day it is late.

  **Quizzes and exams**: There are no make-ups. Pay attention to the dates on the syllabus. If you missed an unannounced quiz, you may speak with the professor to discuss an alternative.

- **E-mail and communication**: Consult with me immediately (rmbender@ksu.edu or in EH 107) if you have concerns about the course or your progress. Typically I respond quickly, however if you email me after 8:00pm it is possible that you will not receive a response until the next morning; on weekends (Fri. 5pm – Sun. 5pm) a response could take 12-24 hours.

- **Movies** – Movies will be on reserve in Hale Library, or streaming via Swank Digital Campus and/or a link in Canvas; some may be available on Netflix or Amazon and you may have to
purchase them or attend a group showing. We will NOT watch movies in class. **You must watch all movies BEFORE the class dedicated to their discussion.**

**Grammar and writing** – Although this course does not focus explicitly on grammar, one of the objectives of the oral and written assignments is to improve your control of basic and advanced grammar structures and vocabulary. **You are responsible for revising your written work and avoiding basic errors.** An excessive amount of grammatical errors may result in the loss of 1-2 letter grades (up to 20 points) from the writing assignment.

**Dictionaries** – **Online translators are prohibited and their use will be considered a violation of the Academic Honesty code.** Online dictionaries are not the same as instant translators, and in fact you are encouraged to consult the following online resources:

- **www.wordreference.com** – Spanish/English; there are also discussion forums for common phrases, a verb conjugator, and a free App for your smartphone.
- **www.spanishdict.com** – Spanish/English; like WordReference, but without discussion forums. It also provides a variety of informal and colloquial words (slang).
- **www.rae.es** – Spanish/Spanish. *Diccionario de la Real Academia Española.* Especially useful for finding less common words in Spanish that may not have English equivalents.

**Social Media:** Social media can be very useful for academic purposes. Follow me on Twitter where I share articles and links related to my ongoing projects and courses at Kansas State, or visit my blog ([www.rebeccambender.wordpress.com](http://www.rebeccambender.wordpress.com)) to learn more about my research.

FYI: Tweets and resources from previous Span 779 courses can be found via:  
#APTransatlanticKSU (mix of Latin America and Peninsular texts)  
#779APLatAmLit (Latin American texts only)

**Kansas State University Policies**

**Statement regarding Academic Honesty:**

Kansas State University has an Honor System based on personal integrity, which is presumed to be sufficient assurance that, in academic matters, one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor System ([www.k-state.edu/honor](http://www.k-state.edu/honor)). The policies and procedures of the Honor System apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. A component vital to the Honor System is the inclusion of the Honor Pledge which applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: "**On my honor, as a student, I have neither given nor received unauthorized aid on this academic work.**" A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

**Academic dishonesty, as defined by the Honor System, includes, but is not limited to:**

- Turning in work that you have purchased, been given, or that another person has done;
- Turning in a paper for which you have received excessive assistance from a tutor/friend;
- Turning in someone else’s work that you have downloaded or copied from the Internet;
- Including others’ ideas in your work without giving credit (i.e. including correct citation);
- Using an Internet translator or other electronic translator, or having a Spanish-
Speaking friend of family member translate your written assignments to Spanish.

**Weapons Policy and Concealed Carry Statement:** Kansas State University prohibits the possession of firearms, explosives, and other weapons on any University campus, with certain limited exceptions, including the lawful concealed carrying of handguns, as provided in the University Weapons Policy: [http://www.k-state.edu/police/weapons/index.html](http://www.k-state.edu/police/weapons/index.html). You are encouraged to take the online weapons policy education module ([http://www.k-state.edu/police/weapons/index.html](http://www.k-state.edu/police/weapons/index.html)) to ensure you understand the policy’s requirements, including the requirements related to concealed carrying of handguns on campus.

Students possessing a concealed handgun on campus must be 21 years of age or older and otherwise lawfully eligible to carry. All carrying requirements of the policy must be observed in this class, including but not limited to the requirement that a concealed handgun be completely hidden from view, securely held in a holster that meets the specifications of the policy, carried without a chambered round of ammunition, and that any external safety be in the “on” position.

If an individual carries a concealed handgun in a personal carrier such as a backpack, purse, or handbag, the carrier must remain within the individual’s exclusive and uninterrupted control. This includes wearing the carrier with a strap, carrying or holding the carrier, or setting the carrier next to or within the immediate reach of the individual.

During this course, you will be required to engage in activities, such as group-work, board-work, individual or collaborative oral presentations in front of the class, or skits that may require you to separate from your belongings, and thus you should plan accordingly. Each individual who lawfully possesses a handgun on campus shall be wholly and solely responsible for carrying, storing and using that handgun in a safe manner and in accordance with the law, Board policy and University policy. All reports of suspected violation of the weapons policy are made to the University Police Department by picking up any Emergency Campus Phone or by calling 785-532-6412.

**Academic Accommodations:** Students with disabilities who need classroom accommodations, access to technology, or information about emergency building/campus evacuation processes should contact the Student Access Center and/or their instructor. Services are available to students with a wide range of physical or learning disabilities, medical conditions, attention deficit disorder, depression, and anxiety. If you are a student enrolled in courses at the Manhattan campus, contact the [Student Access Center](mailto:accesscenter@k-state.edu) at 202 Holton Hall, 785-532-6441.

**Expectations for Classroom Conduct:** All student activities in the University, including this course, are governed by the [Student Judicial Conduct Code](http://www.k-state.edu/police/studentconduct/index.html) as outlined in the Student Governing Association [By Laws](http://www.k-state.edu/student-gov), Article V, Section 3, number 2. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

**Academic Freedom Statement:** Kansas State University is a community of students, faculty, and staff who work together to discover new knowledge, create new ideas, and share the results of their scholarly inquiry with the wider public. Although new ideas or research results may be controversial or challenge established views, the health and growth of any society requires frank intellectual exchange. Academic freedom protects this type of free exchange and is thus essential to any university's mission. Moreover, academic freedom supports collaborative work in the pursuit of truth and the dissemination of knowledge in an environment of inquiry, respectful debate, and professionalism. Academic freedom is not limited to the classroom or to scientific and scholarly research, but extends to the life of the university as well as to larger social and political questions. It is the right and responsibility of the university community to engage with such issues.
**HORARIO TENTATIVO DEL CURSO**

*La profesora tendrá derecho de cambiar este horario y/o las lecturas durante el semestre.*

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| 1 M, 22 ago | **Acercamientos a la literatura. Vocab. literario: géneros, figuras retóricas, etc.**  
(1) AP Website (see Canvas)  
| L 27 ago | **La España medieval (la edad media)**  
(1) Leer y tomar apuntes: Azulejo, pp. 1-3, Encuentro de culturas en la península ibérica; pp. 4-9, “De lo que aconteció a un mancebo…” de Don Juan Manuel  
(2) Explorer (online): Reading Analysis, “De lo que aconteció a un mancebo…” |
| 2 M, 29 ago | **Sociedades en contacto: La hibridez cultural de la España medieval (Al-Andalus)**  
(1) Leer y tomar apuntes: Azulejo, pp. 9-12, Los romances y “Romance de la pérdida de Alhama”  
(2) Explorer (online): Reading Analysis, “Romance de la pérdida de Alhama” |
| L 3 sept | **Día de trabajo – No hay clase** |
| 3 J 5 sept | **La poesía: El Renacimiento y el Barroco españoles. Los sonetos y la versificación**  
(1) Leer y tomar apuntes: Azulejo, pp. 18-20 (Renacimiento/Barroco); pp. 21-23, Garcilaso de la Vega, Soneto XXIII; pp. 24-26, Luis de Góngora, Soneto CLXVI  
(2) Explorer (online): Reading Analysis, “Garcilaso de la Vega” y “Luis de Góngora”  
| L 10 sept | **La narrativa: El renacimiento español, la novela picaresca y el pícaro**  
(1) Leer y tomar apuntes: Azulejo, pp. 63-75, Lazarillo de Tormes, anónimo. (Prólogo y Tratado primero)  
(2) Artículo: “The Deceptiveness of Lazarillo de Tormes” (Mancing 1975) |
| 4 M, 12 sept | **La narrativa: El renacimiento español, la novela picaresca y el pícaro**  
Leer y tomar apuntes:  
(1) Azulejo, pp. 95-99, Lazarillo de Tormes, Tratado 7 + Sugerencias/Temas  
(2) Explorer (online): Reading Analysis, Lazarillo de Tormes  
(3) Artículo: Approaches to Teaching Lazarillo de Tormes y la novela picaresca |
| L 17 sept | **Cómo hacer investigaciones en la biblioteca** – **Clase en EH 212, traer tu laptop**  
Antes de clase, completar los 4 *New Literacies modules* en Canvas (Scholarship as Conversation; Ask the Right Questions; Search Strategies; Citations). Pensar en el proyecto final (tu preferencia en cuanto a las dos opciones, los textos y temas, etc.)  
Vas a poder empezar el proceso investigativo durante clase. |
| --- | --- |
| 5 M, 19 sept | **La narrativa: Don Quijote, las novelas de caballería y la parodia**  
Ley y tomar apuntes:  
(1) *Azulejo*, pp. 100-31, Miguel de Cervantes Saavedra, *Don Quijote de la Mancha*.  
Capítulos I-III.  
(2) Artículo de *Approaches to Teaching Don Quijote* (Canvas) |
| L 24 sept | **La narrativa: Don Quijote y la novela moderna.**  
Ley y tomar apuntes:  
(1) *Don Quijote de la Mancha*. Capítulos VIII-IX, pp. 133-44.  
| 6 M, 26 sept | **Día de trabajo, no hay clase: Propuesta (para el trabajo escrito)**  
Ley el artículo de Harper, “Strategies for Teaching Literature at the Undergraduate Level” (Canvas). Contestar las preguntas de discusión en Canvas. |
| L, 1° oct | **El teatro del Siglo de Oro: El burlador de Sevilla**  
| M, 3 oct | **El arte del siglo de Oro**  
Ley y tomar apuntes:  
(1) Artículo teórico-crítico: “Reading ‘Las Meninas’: An Ekphrastic Approach to Teaching *Don Quijote*” (Ortuño 2012).  
(2) Análisis artísticos, Canvas  
**Entregar: Propuesta (para el trabajo escrito: viernes, 5 de octubre)** |
| L 8 oct | **Repaso y síntesis** (literatura, contextos y Examen AP)  
Capítulos 6-7, Nance, selecciones (consulta Canvas) |
| 8 M, 10 oct | **Repaso y síntesis** (literatura, contextos y Examen AP) |
| L 15 oct | **Examen parcial** |
| 9 M, 17 oct | **La poesía: El (Pos)romanticismo**  
Ley y tomar apuntes  
(2) poemas (rimas) de Bécquer, en Canvas  
*Explorer* (online): Reading Analysis, “Gustavo Adolfo Bécquer” |
| L 22 oct | **La narrativa y la mujer: Siglo XIX y XX**  
|  | (2) *Explorer* (online): Reading Analysis, “Emilia Pardo Bazán” |
| M, 24 oct | **La poesía: Generación ’98**  
| 11 | Leer y tomar apuntes  
|  | (1) *Azulejo*, pp. 302-04, Antonio Machado, “He andado muchos caminos”  
|  | (2) *Explorer* (online): Reading Analysis, “Antonio Machado”  
|  | (3) Leer el poema de Quevedo, “Miré los muros de la patria mía” y comparar el tema de la muerte en el poema del siglo de oro y en éste de Machado. |
| L 29 oct | **Generación ’27, Federico García Lorca y la marginalización**  
| 12 | Leer y tomar apuntes:  
|  | (1) *Azulejo*, pp. 312-316, Federico García Lorca, “Prendimiento de Antoñito…”  
|  | (2) *Romancero gitano* (selecciones) y el artículo corto (3 pp.): “Lorca y los Gitanos”  
|  | (3) *Explorer* (online): Reading Analysis, “Federico García Lorca”  
| M, 31 oct | **Día de investigación: Citas con la profesora** (30 oct. – 2 nov)  
|  | Trabajar en los proyectos finales. Recibirás 3/3 puntos de participación sólo si haces una cita con la profesora. |
| L, 5 nov | **CRÍTICAS**. Peer-review y discusiones del borrador.  
| 13 | Traer el borrador impreso a la clase – escrito a computadora, doble-espacio. Consulta a Canvas para instrucciones específicas. |
| M, 7 nov | **El siglo XX: El teatro y la narrativa**  
|  | *San Manuel bueno, mártir* (1931, Miguel de Unamuno)  
|  | *La casa de Bernarda Alba* (1936, 1945, Federico García Lorca) |
| L 12 nov | **El siglo XX: El teatro y la narrativa**  
| 14 | *San Manuel bueno, mártir* (1931, Miguel de Unamuno)  
|  | *La casa de Bernarda Alba* (1936, 1945, Federico García Lorca) |
| M 14 nov. | **El siglo XX: El teatro y la narrativa**  
|  | *San Manuel bueno, mártir* (1931, Miguel de Unamuno)  
<p>|  | <em>La casa de Bernarda Alba</em> (1936, 1945, Federico García Lorca) |
| 19-23 nov. | <strong>VACACIONES – DÍA DE ACCIÓN DE GRACIAS</strong> |
| L, 26 nov. | <strong>La Guerra Civil y el arte</strong> |
| M 28 nov. | <strong>Presentaciones</strong> |</p>
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**Examen final, entregar el trabajo final: miércoles 12 de diciembre 4:10-6:00pm**