

DOWNLOAD PDF AN INTRODUCTION TO SPANISH-AMERICAN LITERATURE.

Chapter 1 : - An Introduction to Spanish-American Literature by Jean Franco

This is a revised, updated edition of Jean Franco's classic Introduction to Spanish-American Literature, first published in and much recommended ever since.

Monday and Wednesday 9: This course will present the students with an overview of the most important contributions to the Hispanic American literary canon. The analysis and explanations of each work will depart from a historical and cultural context, considering the biography of the authors, the events that surrounded their publications, and the literary movements that impacted their work. Each Latin American country has its peculiarities, which will also be considered, but most of the historical background is shared by most of them. The works presented in this course will begin from what is called the Modernism, the first original movement from Latin America. Nevertheless, an introductory session of classes will explain previous movements pre-colonial and colonial texts and the Romantics. Will expand their literary and cultural knowledge of Latin America and its literary canon. Will learn and apply a critical analysis of the texts by the use of poetic licenses, rhetorical and discursive figures, in combination with contextual and historical background from the author and the country he or she comes from. Will expand their vocabulary, with special focus on the *vocabulario culto*, which is related to the literary analysis and formal discussions. Will receive a panoramic knowledge of the literary movements, the canonical and non-canonical authors from Latin America. Through literature, will acquire a genuine curiosity for the cultures and history in Latin America. Will receive a broad understanding of the current issues in Latin American literature, as well as the impact it has in the regional and continental canon. Thomson Heinle, Cisneros, Sandra. *The House on Mango Street*. Vintage Books, A good and broad paperback Spanish dictionary. Notebook and pen or pencil: For no reason, computers or phones will be allowed in the classroom. If an emergency, let the professor know. Two 2 exams will be administered during the semester, a mid-term and a final at the end of the semester. These exams will consist of two parts and will cover the vocabulary, texts and discussions given up to that point in the semester. Each part will be 50 points: This part will be given in class. It may consist of practical exercises identify, vocabulary in context, multiple choice- and comprehensive questions short answer-. For no reason, a makeup test will be given. A test model will be presented a week before the first exam. This will be a take home test. It will be posted on t-learn the same day as the first part. You will have one week no excuses for delay- to complete it. This part will consist of three to four questions from which you will choose only two to answer. Your answer pages per question, Times New Roman , 1 inch margin, double space should be consistent with the discussion in class and the readings in the book. You may use your notes or your textbook, but for no reason consult with your classmates or any other person. If in doubt with a question, please contact the professor. During the semester, a pair of students will start the discussion of an author and the text that will be presented that day in class. You will have 10 minutes by the clock to present: You may base your presentation on the questions at the end of the author s section in the textbook, but I will also prefer for you to give me your own perspective, interpretation, and, if possible, use a journal article to help you. More details and the grading criteria will be posted on T-learn. In it, you will find extended information of the authors, links that will help you for historical contexts, and other good resources. It also contains a page called Discussion. Every week, the professor will post a question regarding our discussion in class. It is expected that you will participate at least three times in this forum. Your answer should be, at least, words long, in Spanish. You may also post a comment to one of your class-mates answer, and it will count as one of your participations. Nevertheless, it needs to be at least 1 participation per question. The questions and discussions related to the forum will form part of the comprehensive exams. Along with the presentaciones orales, a student will create a vocabulary list that will be shared among the classmates with each reading. This list must be prepared at least three days before the discussion. The student will make sure that each vocabulary word meaning goes with the context of the reading for that day. Also, other definitions should be provided in order to help expand the *vocabulario culto*,

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and give other options of interpretation. More details and a model of this 2 3 vocabulary list will be posted on T-learn. It is expected for the students to attend every day. Nevertheless, 2 unexcused absences will be accepted. More than this, two points will be taken off from your participation grade for each absence. If an emergency, please, let the professor know. Discussion in class is very important to keep track of the literary analysis and different contexts. This is why regular attendance is necessary. The students must follow the readings organized in the course s calendar. Every day, ALL students should reflect and answer these questions, in order to be prepared to participate in class. Sometimes, the professor will ask for these questions to be turned in. Please, always prepare them typed on your computer double space, Times New Roman , 1 inch margins , just in case. Keep in mind that these questions will be helpful for the comprehensive exams. It is expected for the students to participate at least once in class. Literary interpretation and analysis discussion must be share in order to improve our perspectives and understanding of the readings. It does not matter if you agree or not with whatever is exposed in the classroom. The importance is for you to contribute in one way or the other. This is why is important for ALL to come prepare with your questions from the readings. Along the semester, you will prepare a final essay. If the author you picked was discussed in class, you must consider a literary work outside from the syllabus. The objective of this paper is to apply the discussion and key concepts given in class, along with the historical and social context related to his or her work. The development of this paper will follow three steps: This will be done in order for the professor to give you feedback on your analysis and how to better approach the writing process. At least, two journal resources should support your views. More details will be given in class and will be posted on T-learn. Balada de los dos abuelos, ; Juan Rulfo, ; De El llano en llamas:

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Chapter 2 : An Introduction to Spanish-American Literature by Jean Franco (, Hardcover, Revised) | eBay

An Introduction to Spanish-American Literature has 12 ratings and 2 reviews. First published in , this revised, updated edition of a classic work ran.

Readings of moderate difficulty and grammar review. The goal is attainment of intermediate proficiency in the language. In addition, medical readings in Spanish will give professional and paraprofessional students an increased vocabulary related to the many fields within the health sciences. One year of college Spanish. May not be repeated for credit. Elementary I and II college-level courses. A representative work or works of each genre will be thoroughly studied and analyzed. Critical reports will be written about different features of the literary works under consideration. Strongly recommended for all majors, to be taken before level literature courses. Readings from representative literary works. Readings will include works by Vasconcelos, Reyes, Ramos, Paz, Rulfo and Fuentes, and will be complemented by slide presentations of pertinent works by major artists. May be repeated for credit when the topic changes. Selected readings in historical and literary material from the time of the conquest to the period of struggle for independence. Selected readings from prose and poetry of Spanish-American writers. Refinement of grammatical and stylistic skills. Subjects treated include price inquiries, quotations, offers, orders, complaints, administrative, banking and diplomatic correspondence. From the Generation of to Surrealism Credits: First semester required of all majors and second semester recommended. Both semesters required of prospective high school teachers. Either or both semesters may be repeated with the consent of the instructor and the Spanish section head. No more than six hours credit may be applied towards a degree. Various literary genres will be studied; these will include works by Rivas, Espronceda, Larra, Zorrilla, Gil y Carrasco, Becquer and others. Part One is not a prerequisite. Required for teacher certification in Spanish. Poets and poetry will be studied in the light of literary movements, foreign influences, political tendencies and philosophical ideas. Possible topics include authorship, innovative narrative techniques, textual strategies and metafiction issues. These works will be examined within their historical and cultural context. Attention will be paid to interpretive possibilities and how knowledge of historical contexts might influence readings of this rich and varied cultural output. It examines theoretical and methodological approaches to literary analysis and also provides practical experience in exploring poetic texts. Students will analyze a wide spectrum of poems, while discussing the cultural, philosophical, linguistic, political and ethical considerations that surround the reception of a text. Literature and Film Credits: The focus will be dual: Among the authors to be studied are: The course will be taught in English, the language in which the texts are produced. Topics will be announced in advance. Available, by permission only, to advanced students of Spanish; available only when student cannot take regularly scheduled courses. Covers seminal works of Peninsular and Latin American literature in their historical and cultural context. Course content varies, but will include such elements as geography, politics, folklore, history of the language, architecture, art and music. To be taken during final Fall Semester of residence.

Chapter 3 : An Introduction to Spanish-American Literature : Jean Franco :

An introduction to Spanish-American literature. [Jean Franco] -- This is a revised, updated edition of Jean Franco's classic, first published in and much recommended ever since. Its coverage ranges from colonial times to the present day, the later chapters.

Chapter 4 : An Introduction to Spanish-American Literature by Jean Franco (, Paperback, Revised) | eBay

Get this from a library! An introduction to Spanish-American literature.. [Jean Franco] -- Spanish-American literature from the Conquest to the present, but 20th century dominates.

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Chapter 5 : The Mangy Parrot - Wikipedia

Introduction to Spanish-American Literature SPANISH A survey of major writers and movements from the periods of discovery to conquest, colonial rule, and early independence.

Chapter 6 : Introduction to Spanish American Literature - PDF

An Introduction to Spanish-American Literature by Jean Franco (, Hardcover, Revised) Be the first to write a review. About this product.

Chapter 7 : An Introduction to Spanish-American Literature by Jean Franco

An Introduction to Spanish-American Literature, Jean Franco, Cambridge University Press, , , , pages. This is a revised, updated edition of Jean Franco's.

Chapter 8 : Spanish (SPANISH) < University of Missouri - Kansas City

Synopsis. This is a revised, updated edition of Jean Franco's Introduction to Spanish-American Literature, first published in Its coverage ranges from colonial times to the present day, the later chapters having been rewritten to take account of recent developments in both literature and criticism.

Chapter 9 : Spanish Courses | University of Wisconsin-Whitewater

The Cambridge Introduction to Early American Literature / Presenting a literary history of American writing (from to) and a concise social and cultural history, Emory Elliott traces the impact of race, gender, and ethnic conflict on early American culture.