

Department of Modern Languages
University of Mississippi
Spanish MA Reading List: Linguistics Track

Part One: Literature

Studying literature at the MA level is a long-term exercise that requires a consistent investment of effort and time. Therefore, begin reading the works on this list during the first semester of your MA program, and take advantage of summer and winter breaks to read and study.

While some works may be taught in your literature courses, most will not. Therefore, you must set an ambitious reading agenda and take the initiative to investigate these works, authors, and literary movements on your own. Obviously, the literature faculty is available to offer guidance, give advice, and answer questions. Nevertheless you must be motivated to study this literature independently.

Studying literature at the MA level requires a close reading of the text, such that you are able to identify not only the plot, characters, and style of the text in question, but you should also be able to explain the characterization, symbolism, and deeper meanings that a work is communicating.

On the written and oral MA exams, you should be able to explain how a work fits into wider literary movements and its historical context (or how it defies them). Exam questions will ask you to think analytically about literature via explication, comparison/contrast, synthesis, and evaluation. Therefore you must study these works and their movements in enough depth to be able to provide cogent explanations and scholarly insights into literature in Spanish.

The works on this list may be available in the library, in the file in the Modern Languages office, or online. If you have trouble locating a reading in the edition specified, consult the reference librarians in the library. It is your responsibility to find the works in time to read and study them in advance of the MA exams.

Students in Spanish who do a thesis choose a director from among the graduate faculty in Spanish. If one cannot be found in Spanish, but can be found in another specialty within Modern Languages, the student may petition the Graduate Program Coordinator for French, German, and Spanish, for an exception.

You will meet with the graduate advisor in Spanish each semester to gauge your progress on this reading list and to prepare for the MA exams. Your exam committee should consist of two faculty members in Linguistics, and a third in Literature.

A note on the terms used on this list for the literature section:

Lecturas requeridas: Read the entire text or the selections specified.

Términos y nombres de importancia: Research, define, and study these authors, terms, literary movements, genres, and historical events. Be prepared to contextualize and explain the Lecturas requeridas with reference to the items on these lists.

*: The asterisk indicates a choice of texts. You need to make this choice in writing the semester prior to taking your exams and give a copy to each member of your committee as well as to the GPC.

I. ESPAÑA

Obras de consulta:

Richard Chandler y Kessel Schwartz. A New History of Spanish literature.
John Hooper. The New Spaniards. 2a edición.

Las selecciones en disco están disponibles en Bondurant C114.

A. Edad Medieval

Lecturas requeridas (Se pueden leer en versiones de español moderno):

Don Juan Manuel. “La mujer brava” en El conde Lucanor

Poema de mio Cid. En la edición de Clásicos Esenciales: “Argumento del poema”; “Elementos históricos del Poema”; “Valor artístico del Poema”; Cantar primero, estrofas 1-10; *en disco*.

Fernando de Rojas. La Celestina: En la edición de Clásicos Esenciales, toda la información auxiliar, incluso los resúmenes del contenido y: Actos 1, 20; *en disco*.

Juan Ruiz, el Arcipreste de Hita. “Cuarta Dama” (=Doña Endrina y Don Melón) en Libro de buen amor

Términos y nombres de importancia: Gonzalo de Berceo; mester de juglaría; mester de clerecía; Alfonso X el Sabio

B. Renacimiento y los Siglos de Oro

Lecturas requeridas (Se pueden leer en versiones de español moderno):

Pedro Calderón de la Barca. La vida es sueño (completo)

Miguel de Cervantes. Capítulos 1-9 en Don Quijote (Ed. Francisco Rico.)

Lazarillo de Tormes. Prólogo y tratados 1-3

Félix Lope de Vega Carpio. Fuente Ovejuna (completo)

San Juan de la Cruz. “Noche oscura”

Tirso de Molina (pseud.). El burlador de Sevilla (completo)

Términos y nombres de importancia: Amadís de Gaula; comedia; Garcilaso de la Vega; Luis de Góngora; libros de caballería; literatura pastoril; novelas ejemplares; romances; Francisco de Quevedo; misticismo; teatro de honor

C. Siglos XVIII y XIX

Lecturas requeridas:

Gustavo Adolfo Bécquer. En Rimas: 53 “Golondrinas”; 21 “Poesía eres tú”; 11 “Yo soy ardiente” (Edición recomendada: Foster, David William, ed. Literatura española: una antología. Tomo 2. New York: Garland, 1995.)

José de Espronceda. “Canción del pirata”

Mariano José de Larra. “Vuelva usted mañana” (Edición recomendada: Foster, David William, ed. Literatura española: una antología. Tomo 2. New York: Garland, 1995. Págs. 92-100)

Emilia Pardo Bazán. “El encaje roto”

Benito Pérez Galdós. La de Bringas (completo)

José Zorrilla. Don Juan Tenorio (completo)

Términos y nombres de importancia: neoclasicismo; romanticismo; realismo/naturalismo; Juan Valera; Pedro Antonio de Alarcón; Fortunata y Jacinta; La Regenta

D. Siglos XIX, XX, y XXI

Lecturas requeridas:

Rafael Alberti. “Cita triste de Charlot”; “Mi corza”

Federico García Lorca. La casa de Bernarda Alba (completo)

Juan Ramón Jiménez. “Intelijencia dame...”; “¿Soy yo quién anda, esta noche...?”

Antonio Machado. “Retrato”; “El mañana efímero”

Carmen Martín Gaité. El cuarto de atrás (completo)

Términos y nombres de importancia: Generación del 98; Generación del 27; las dos Españas; Guerra Civil Española; franquismo; realismo social; transición a la democracia; desencanto/“Contra Franco éramos mejor”; Ramón J. Sender; “La movida”; Luis Buñuel; Pedro Almodóvar

II. HISPANOAMÉRICA

Obra de consulta: Jean Franco. An Introduction to Spanish-American Literature.

Note: Many selections are chosen from one of two anthologies, abbreviated as Huellas or Voces. It is recommended that you purchase these to have the exact selection. The complete references are:

Huellas = Huellas de las literaturas hispanoamericanas. Ed. Garganigo, et al. 2nd ed. Upper Saddle River, NJ: Prentice Hall, 1997, 2002.

Voces = Voces de Hispanoamérica. Ed. Raquel Chang-Rodríguez y Malva E. Filer. 2nd ed. Boston: Heinle & Heinle, 1996.

Las selecciones en disco están disponibles en Bondurant C114.

A. Siglos XVI a XIX

Lecturas requeridas:

Rubén Darío. “Lo fatal” (Voces, Huellas); “A Roosevelt” (Voces, Huellas)

José Hernández. Selección de Martín Fierro en Voces

El Inca Garcilaso de la Vega. Selección de Comentarios reales de Voces

Felipe Guamán Poma de Ayala. “Padres castigan cruelmente”; “Criollas que son peores que mestizas”; *en disco*

Sor Juana Inés de la Cruz. “Hombres necios”; “Respuesta a sor Filotea de la Cruz”

José Martí. Nuestra América (completo); “Dos patrias” (Voces)

Domingo Faustino Sarmiento. Selección de Facundo en Voces

Términos y nombres de importancia: Bernal Díaz de Castillo; Ricardo Palma; Hernán Cortés; Cristóbal Colón; modernismo; romanticismo; realismo

B. Siglos XX y XXI

Lecturas requeridas:

Jorge Luis Borges. “Las ruinas circulares”; “El sur”; “Borges y yo”

Ernesto Cardenal. “Oración por Marilyn Monroe”; “Salmo 5”; Selección de Epigramas in Huellas

Rosario Castellanos. “La lección de cocina” (en Albúm de familia); “Poesía no eres tú” (en En la tierra de en medio; en Poesía no eres tú)

Julio Cortázar. “La noche boca arriba”; “Continuidad de los parques”

Carlos Fuentes. “Chac Mool”

Griselda Gambaro. “Decir sí” (en Teatro, vol. 3, Ediciones de la Flor)

Gabriel García Márquez. “Un día de estos”; “Un señor muy viejo con unas alas enormes”

Nicolás Guillén. “Balada de los dos abuelos” y “Sensemayá”

Gabriela Mistral. “Decálogo del poeta” (en línea); “Meciendo”

Pablo Neruda. “Cuerpo de mujer” (=Poema 1); “La United Fruit Co.” (en Canto General); “Alturas de Macchu Picchu” (selección de Voces); “Oda a los calcetines” (Voces)

Octavio Paz. “Himno entre ruinas”; “Todos santos; día de muertos” (selección de El laberinto de soledad en Voces)

Horacio Quiroga. “El almohadón de plumas”

Juan Rulfo. “Es que somos muy pobres”

Alfonsina Storni. “Tú me quieres blanca”

César Vallejo. “Los heraldos negros” (en Los heraldos negros and Voces); “Espergesia” (en Poemas Humanos); “Pequeño responso” (en España, aparte de mí este cáliz)

Mario Vargas Llosa. “Día domingo”

Términos y nombres de importancia: Miguel Ángel Asturias; Rayuela; Vicente Huidobro; Elena Garro; la guerra sucia; poesía concreta; vanguardismo; realismo mágico; lo real maravilloso; Tomás Gutiérrez Alea

Spanish M.A. Reading List
Part Two: Linguistics Sections

General Reading and Consultation

Azevedo, Milton M. *Introducción a la lingüística española*. 2009. Third edition. Prentice Hall.
Hualde, José Ignacio, Olarrea, Antxon, Escobar, Anna María and Travis, Catherine E. 2010.
Introducción a la lingüística hispánica. Second edition. Cambridge University Press.

Spanish Phonetics and Phonology

Topics for identification:

1. Phonetics and Phonology. Phonemes and allophones. Articulatory phonetics. Consonants and vowels. Minimal pairs.
2. Transcription. Phonemic and phonetic transcription. AFI and other phonetic alphabets.
3. Classification of consonants. Parameters for the classification of sounds (place, manner, voicing).
4. Classification of vowels. Parameters for the classification of sounds (height, placement, lip rounding, tension). Semivowels. Diphthong and hiatus.
5. Main phonological phenomena: assimilation, dissimilation, lenition, fortition, elision, epenthesis.
7. Distinctive features. Some concepts of generative phonology. Phonological rules. Order of rules.
8. Syllable. Onset, nucleus, coda, rhyme.
9. Prosody. Stress patterns. Stressed and unstressed words. Intonation.

• Required for all graduate students

Barrutia, Richard and Schwegler, A. 1994. *Fonética y fonología españolas*. Second edition. New York: John Wiley and Sons.

Teschner, Richard V. 1996. *Camino oral: Fonética, fonología y práctica de los sonidos del español*. McGraw-Hill.

• Additionally required for linguistics specialization

Lipski, John M. 1986. *El español de las Américas*. Madrid: Cátedra.

Morgan, Terrell A. 2010. *Sonidos en contexto: Una introducción a la fonética del español con especial referencia a la vida real*. Yale University Press.

Pullum, Geoffrey K. and Ladusaw, William A. 1996. *Phonetic Symbol Guide*. Second edition. University of Chicago Press.

Spanish Historical Linguistics

Topics for identification:

1. Pre-Roman Iberian Peninsula.
2. Transition from a quantitative vowel system to a qualitative one.
3. Diphthongization, metaphony, apocope.
4. Lenition.
5. Loss of the case system in nouns.
6. Reorganization of the verb system.
7. Creation of new modes of expression for the passive.
8. Borrowings from other languages and dialects.

• Required for all graduate students

Pharies, David A. 2007. *Breve historia de la lengua española*. University of Chicago Press.

• Additionally required for linguistics specialization

Lapesa, Rafael. 1988. *Historia de la lengua española*. Madrid: Gredos.

Lloyd, Paul M. 1987. *From Latin to Spanish*. Philadelphia: American Philosophical Society. (PC 4101.L48 1987)

Penny, Ralph. 1991. *A History of the Spanish Language*. Cambridge: Cambridge University Press. (PC 4075.P46.1991)

Spaulding, Robert K. 1967. *How Spanish Grew*. University of California Press (PC 4075.S6.1967)

Spanish Syntax and Morphology

Topics for identification:

Morphology:

1. Internal structure of the word. Analysis and synthesis
2. Verb forms. Tense (past, present, future), aspect (perfective, imperfective), mood (indicative, subjunctive, conditional, imperative), person (1st, 2nd, 3rd), number (singular, plural).
3. Noun forms. Gender (masculine, feminine, neuter). Number (singular, plural).
4. Verbal morphology: types of verbs, verb derivation, periphrastic verbs.
6. Noun morphology: formation of nouns, gender (masculine, feminine, neuter), number (singular, plural), articles and pronouns.
6. Morphological processes (affixation, borrowing, clipping, compounding, blending, acronymy, invention, onomatopoeia). Productivity. Creativity.

Syntax:

1. Language as a system of rules. Recursivity. Objectives of linguistics. Descriptive and prescriptive rules.
2. Syntax as one of the branches of linguistics. Tree diagrams. Syntactic constituents. Procedures for the identification of constituents. Agreement. Question formation. Sentences with syntactic ambiguity.
3. Grammatical categories. Determinants and other specifiers. X-Bar theory.
4. Types of coordinate and subordinate sentences. Classification and analysis.
5. Thematic roles. Correspondence between thematic role and syntactic function. Levels of representation. Syntactic transformation. Trace theory. Post-verbal subjects.
6. Sentences. Subject and predicate. Verbal inflection. Null subjects. Impersonal sentences.
7. Word order. Basic Spanish word order. Subject and predicate.
8. Noun phrases. Specifiers and complements of the noun. Nouns and pronouns. Relative sentences. Order of elements in the NP. Position of adjectives. PRO drop.
9. Verb phrases. Attributive and predicative sentences. Types of verbs: transitive, intransitive, copulative. Adjectives with adverbial function. *ser/estar/haber*.
10. Complements of the verb (direct object, indirect object, complement clauses)

• Required for all graduate students

Wheatley, Kathleen. 2006. *Sintaxis y morfología de la lengua española*. Pearson/Prentice Hall

• Additionally required for linguistics specialization

Alarcos Llorach, Emilio. 1978. *Estudios de gramática funcional del español*. Madrid: Gredos. [pp.166-177]

Bull, William. 1992. *Time, Tense and the Verb*. Berkeley: University of California Press. (P123.B6)

Second Language Acquisition

Topics for identification:

1. Theories of Second Language Acquisition: Behaviorism, Innatism, Connectionism, Input processing, Interaction hypothesis.
2. Learning vs. acquisition. Krashen's Monitor model.
3. Factors any theory of SLA must account for: orders of acquisition, stages of development, differences in ultimate attainment etc.
4. Factors that affect second language acquisition; intelligence, motivation, aptitude, age (the critical period), personality.
5. Comprehensible input and role of explicit instruction.
6. Errors in SLA: error analysis, CAH, fossilization.
7. Communicative competence.
8. Teaching methodologies: Grammar translation, Audiolingualism, TPR, Communicative method.
9. Teaching grammar and vocabulary.
10. Teaching reading and composition.
11. Teaching listening comprehension and oral practice.
12. Testing: grammar, vocabulary, reading comprehension, listening comprehension, oral skills. Oral proficiency tests: SOPI.

• Required for all graduate students

Lee, J. F. and B. VanPatten. 1995. *Making Communicative Language Teaching Happen*. New York: McGraw-Hill.

Lightbown, P. M, and N. Spada. 2006. *How Languages are Learned*. Third edition. Oxford: Oxford University Press. (P118. L53 1993)

Omaggio Hadley, Alice. 2001. *Teaching Language in Context*. Third edition. NY: Heinle & Heinle.

• Additionally required for linguistics specialization

Brown, H.D. 2000. *Principles of Language Learning and Teaching*. Fourth edition. New York: Longman (P51 .B775 1994)

Larsen-Freeman, D. and M. H. Long. 1991. *An Introduction to Second Language Acquisition Research*. New York: Longman.

Richards, J. C. and T. S. Rodgers. 2001. *Approaches and Methods in Language Teaching*. Second edition. Cambridge: Cambridge University Press. (P51. R467 2001)

Savignon, S. 1997. *Communicative Competence: Theory and Classroom Practice*. Second edition. New York: McGraw-Hill. (PB36. 827 1983)

Spanish Applied Linguistics

Topics for identification:

1. Acquisition and teaching. Error correction. Curriculum design.
2. Audiology and speech pathology. Therapeutic linguistics.
3. Language planning and politics.
4. Translation theory and practice.
5. Industry and technology.

• Required for all graduate students

Davies, Alan and Elder, Catherine. 2008. *The Handbook of Applied Linguistics*. Blackwell.

• Additionally required for linguistics specialization

Kaplan, Robert B. 2002. *The Oxford Handbook of Applied Linguistics*. Oxford University Press.

Koike, Dale A. and Klee, Carol A. 2003. *Lingüística aplicada: Adquisición del español como segunda lengua*. John Wiley and Sons.