

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 literature 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:

Required Readings: Read the entire text or the selections specified.

Study Guide: Topics, Texts, and Authors: Research, define, and study these authors, terms, literary movements, genres, and historical events. Be prepared to contextualize and explain the Required Readings with reference to the items on the Study Guide lists.

\*: These texts are on file with the graduate advisor in literature; you may photocopy them at your convenience I. Spain

## I. SPAIN

Obra de consulta: Richard Chandler and Kessel Schwartz. A New History of Spanish literature.

### A. Medieval

Required Readings (All on this list may be read in modern Spanish versions):

Gonzalo de Berceo. Milagros de Nuestra Señora (One milagro: “La casulla de San Ildefonso” or “El clérigo y la flor”)

Poema de mío Cid (Clásicos Esenciales edition: all auxiliary information, including summaries of the contents, plus: Canto 1, stanzas 1-10.)

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

Don Juan Manuel. El Conde Lucanor (One exemplum: “Doña Truhana” or “La mujer brava”)

Fernando de Rojas. La Celestina (Clásicos Esenciales edition: all auxiliary information, including summaries of the contents, plus: Actos 1, 20.)

### B. Renaissance and Golden Age

Required Readings: (All on this list may be read in modern Spanish versions):

Lazarillo de Tormes. Prólogo y tratados 1-3

Miguel de Cervantes. Don Quijote. La primera salida. (Ed. Francisco Rico. São Pablo, Brasil: Real Academia Española, 2004.)

Pedro Calderón de la Barca. La vida es sueño

Lope de Vega. Fuente Ovejuna

Tirso de Molina. El burlador de Sevilla

**Study Guide: Topics, Texts, and Authors for sections A & B:** Amadís de Gaula, Comedia\*, Garcilaso de la Vega, Luis de Góngora, Libros de caballería, Mester de clerecía, Literatura pastoril, Novelas ejemplares, Poema épico, Alfonso X, el Sabio, Romances

### C. 18th and 19th Centuries

Required Reading:

José Cadalso. Cartas marruecas, “Carta VII”\* (Ibarra, Fernando y Alberto Machado da Rosa, eds. Antología de autores españoles antiguos y modernos. Vol. 2. New York: MacMillan, 1972. Pags.15-19)

Leandro Fernández de Moratín. El sí de las niñas

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

Gustavo Adolfo Bécquer. Rimas, IV, XXI, XXXIII, XXXVIII\* (Ibarra, Fernando y Alberto Machado da Rosa, eds. Antología de autores españoles antiguos y modernos. Vol. 2. New York: MacMillan, 1972. Pags.166-168)

Benito Pérez Galdós. La de Bringas

Study Guide: Topics, Texts, and Authors: Neoclasicismo, Romanticismo, José de Espronceda y El estudiante de Salamanca, Realismo/naturalismo, Juan Valera, Emilia Pardo Bazán, Pedro Antonio de Alarcón, Fortunata y Jacinta, La regenta

## **D. 20th Century**

### Required Reading:

Antonio Machado. “Retrato,”\* “El mañana efímero”\*

Rafael Alberti. “Cita triste de Charlot,”\* “Mi corza”\*

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

Federico García Lorca. La casa de Bernarda Alba

Ramón J. Sender. Requiem por un campesino español

Study Guide: Topics, Texts, and Authors: Generación del 98, Generación del 27, Las dos Españas, La Guerra Civil Española, El franquismo, El realismo social, La transición a la democracia, El desencanto/”Contra Franco éramos mejor”

## **II. Spanish America**

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. 2<sup>nd</sup> ed. Upper Saddle River, NJ: Prentice Hall, 1997, 2002.

Voces = Voces de Hispanoamérica. Ed. Raquel Chang-Rodriguez y Malva E. Filer. 2<sup>nd</sup> ed. Boston: Heinle & Heinle, 1996.

## **A. Before 20th Century**

### Required Reading:

Bernal Díaz de Castillo. Selección de Huellas

Rubén Darío. Poemas: “Canción de otoño en primavera”\* (Voces, Huellas), “El cisne”\* (Voces), “Sonatina”\* (Voces, Huellas), “Lo fatal”\* (Voces, Huellas), “A Roosevelt”\* (Voces, Huellas); Cuento: “La muerte de la emperatriz de la China”\*

José Hernández. Martín Fierro, Selección de Voces

El Inca Garcilaso de la Vega. Selección de Voces

Sor Juana Inés de la Cruz. “Redondillas,” “Respuesta a sor Filotea de la Cruz” (Voces)

Domingo Faustino Sarmiento. Selección de Voces

Ricardo Palma. “El alacrán de fray Gómez” (Voces)

José Martí. Selección de Voces\*

## B. 20th Century

### Required Reading

- Miguel Angel Asturias. “Espejo de Lida Sal” (in El espejo de Lida Sal), “La leyenda de la Tatuana” (in Leyendas de Guatemala and Huellas)
- Jorge Luis Borges. “Las ruinas circulares” (in Ficciones), “El sur” (in Artificios), “Borges y yo” (in El hacedor and Huellas)
- Ernesto Cardenal. “Oración por Marilyn Monroe,” “Salmo 5,” Selección de Epigramas in Huellas, “Epitafio para la tumba de Adolfo Báez Bone”
- Rosario Castellanos. “La lección de cocina” (in Albúm de familia); Poema: “Poesía no eres tú” (in En la tierra de en medio, collected in Poesía no eres tú)
- Julio Cortázar. “Las armas secretas,” “La noche boca arriba” (in Final del juego and El perseguidor y otros relatos), “Casa tomada”\* (in El perseguidor y otros relatos),\* “La autopista del sur”
- Carlos Fuentes. “Chac Mool” (in Los días enmascarados and Voces)
- Griselda Gambaro. “Decir sí” (in Teatro, vol. 3, published by Ediciones de la Flor)
- Gabriel García Márquez. Crónica de una muerte anunciada
- Nicolás Guillén. “Balada de los dos abuelos” and “Sensemayá” (both in Voces and West Indies Ltd.), “¿Qué color?” “Búcate plata” (in Voces and Motivos de son)
- Gabriela Mistral. “Decálogo del poeta,” (on the web), “Meciendo”
- Pablo Neruda. “Cuerpo de mujer,” “Galope muerto”\* (in Residencia en la tierra, vol. 1), “La United Fruit Co.”\* (in Canto General), “Arte Poética,” “Alturas de Macchu Picchu” (Voces), “Oda a los calcetines”\* (Voces)
- Octavio Paz. “Himno entro ruinas” (in La estación violenta and Voces), “Custodia,” “Todos santos, día de muertos” (parte de El laberinto de soledad in Voces)
- Horacio Quiroga. “El almohadón de plumas,” “El hombre muerto”\* (Huellas)
- Juan Rulfo. “Es que somos muy pobres,”\* “Luvina”
- Mario Vargas Llosa. “Día domingo”
- César Vallejo. “Los heraldos negros” (in Los heraldos negros and Voces), “Espergesia” (in Poemas Humanos), “Pequeño responso” (in España, aparte de mí este cáliz)

## Linguistics Track Part Two: Linguistics

### I. Spanish Phonology

Topics for identification:

1. Concept of phoneme. Double articulation. Phonemic transcription. Minimal pairs.
2. Phonetics and Phonology. Phonemes in Spanish. Allophones. Articulatory phonology. Consonants and vowels. Parameters for the classification of sounds (place of articulation, mode of articulation, voiced/voiceless consonants).
3. Main phonological phenomena: neutralization of phonemes, assimilation, dissimilation, lenition, ellipsis, articulatory refuerzo.
4. Classification of vowels. Semivowels. Diphthong and hiatus. Phonetic transcription. AFI and other phonetic

alphabets.

5. Neutralization of consonants in the coda.
6. Spanish vocalic system in comparison with other languages. Phonemic analysis of semivowels and related sounds.
7. Distinctive features. Some concepts of generative phonology. Phonological rules. Order of rules.
8. Voiced and voiceless stops. Spirantization. Sounds in the coda. Comparison with English.
9. Fricatives and affricates. Phonemes and their distribution. Aspiration. Phenomena in different dialects.
10. Liquids. Laterals and vibrants. Distribution of vibrants. Neutralization and reduction of liquids in the coda. Dialectal variation for the trill.
11. Syllable.
12. Stress. Stress patterns. Stressed and unstressed words. Intonation.

- Barrutia, Richard and Schwegler, A. 1994. *Fonética y fonología españolas*. Second edition. New York: John Wiley and Sons.
- Hualde, J.I., Olarrea, A., Escobar, A.M. 2001. *Introducción a la lingüística hispánica*. Cambridge University Press. [cap. 1, 2]
- Alonso, Amado. 1945. "Una ley fonológica del español: variabilidad de las consonantes en la tensión y distensión de la sílaba." *Hispanic Review* 13: 91-101. (I-63 PQ6001H5)
- Amastae, Jon. 1989. "The intersection of s-aspiration/deletion and spirantization in Honduran Spanish." *Language Variation and Change* 1: 169-183.
- Eddington, David. 1998. "Spanish diphthongization as a non-derivational phenomenon." *Rivista di Linguistica* 10/2: 335-354.
- Hooper, Joan and Tracy Terrell. 1976. "Stress assignment in Spanish: a natural generative analysis." *Glossa* 10: 64-110. (P1-G4)
- Hualde, J.I. 1997. "Spanish /i/ and related sounds: An exercise in phonemic analysis." *Studies in the Linguistic Sciences* 27: 61-79.
- \_\_\_\_\_. "La silabificación en español." *Fonología generativa contemporánea de la lengua española*. Edited by Rafael Núñez-Cedeño and Alfonso Morales-Front, 170-188. Washington, DC: Georgetown University Press.
- \_\_\_\_\_. 2000. "Intonation in Spanish and the other Ibero-Romance languages: overview and status questions." *Proceedings of Linguistic Symposium on Romance Languages* 30.
- Martínez Celdrán, Eugenio. 1991. "Duración y tensión en las oclusivas no iniciales del español: un estudio perceptivo." *Revista Argentina de Lingüística* 7: 51-71.
- \_\_\_\_\_. 1991. "Sobre la naturaleza fonética de los alófonos de /b,d,g/ en español y sus distintas denominaciones." *Verba* 18: 235-253.
- Navarro Tomás, Tomás. 1974. *Manual de entonación española*. Fourth edition. Madrid: Guadarrama.
- Quilis, Antonio. 1993. *Tratado de fonología y fonética españolas*. Madrid: Gredos.
- Williams, Lee. 1977. "The voicing contrast in Spanish." *Journal of Phonetics* 5: 169-184. Zamora
- Munné, Juan y Jorge Guitart. 1982. *Dialectología hispanoamericana. Teoría, descripción, historia*. Salamanca: Almar. (cap. II-III) (PC 4821.Z35 1988)

#### • Obras de consulta

- Halle, Morris and G.N. Clements. 1983. *Problem Book in Phonology*. Cambridge, MA: MIT Press. (Introduction)
- Lipski, J. M. 1986. *El español de las Américas*. Madrid: Cátedra.

## II. 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.

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

Hualde, J.I., Olarrea, A., Escobar, A.M. 2001. *Introducción a la lingüística hispánica*. Cambridge University Press. [cap. 5]

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)

Trask, R.L. 1996. *Historical Linguistics*. London: Arnold. (P140.T74 1996)

## III. Spanish Syntax and Morphology

Topics for identification: 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<sub>i</sub>-theory.
4. Thematic roles. Correspondence between thematic role and syntactic function. Levels of representation. Syntactic transformation. Trace theory. Post-verbal subjects.
5. Sentences. Subject and predicate. Verbal inflection. Nule subjects. Impersonal sentences.
6. Word order. Basic Spanish word order. Tema y rema. Topicalization and focalization.
7. Empty categories. Types of empty categories: pro, PRO, traces. Sentences with se.
8. Noun phrases. Specifiers and complements of the noun. Nouns and pronouns. Relative sentences. Order of elements in the NP. Position of adjectives.
9. Verb phrases. Atributive and predicative sentences. Copulative and pseudocopulative verbs. Adjectives with adverbial function. ser/estar/haber.
10. Sentences with predicative verb phrase. Transitive and intransitive verbs. Subcategorization.
11. Complements of the verb (Direct object, Indirect object, etc.)
12. Mode, time and aspect.
13. Verb forms.
14. Indicative and subjunctive in Spanish.
15. Types of coordinate and subordinate sentences. Classification and analysis.

## Topics for Identification: Morphology

1. Internal structure of the word.
2. Morphological processes.
3. Grammatical categories.
4. Markedness.
5. Verbal morphology: types of verbs, verb derivation, internal structure, time, aspect, mode and modality, periphrastic verbs, ser/estar + adjective.
6. Noun morphology: formation of nouns, emotive morphemes, gender, number, articles and pronouns.
7. Derivational morphology: prefixes, compound words, word formation.
8. Internal structure of the word.
9. Morphological processes.
10. Grammatical categories.
11. Markedness.
12. Verbal morphology: types of verbs, verb derivation, internal structure, time, aspect, mode and modality, periphrastic verbs, ser/estar + adjective.
13. Noun morphology: formation of nouns, emotive morphemes, gender, number, articles and pronouns.
14. Derivational morphology: prefixes, compound words, word formation.

Hernanz, María Lluósa and J.M. Brucart. 1987. *La sintaxis*. Barcelona: Crítica.  
[chapters 1,2,3,4,5,7,8,11,12]

Hualde, J.I., Olarrea, A., Escobar, A.M. 2001. *Introducción a la lingüística hispánica*. Cambridge University Press. [chapters 3, 4]

Bosque, Ignacio. 1989. *Las categorías gramaticales: relaciones y diferencias*. Madrid: Síntesis. [chapters 1-3]  
Culicover, Peter. 1997. *Principles and Parameters: An Introduction to Syntactic Theory*. New York: Oxford University Press. [chapters 4-7] (P291 C79 1997)

Demonte, Violeta. 1992. *Teoría sintáctica: de las estructuras a la redacción*. Madrid: Síntesis.

Haegeman, Liliane. 1991. *Introduction to Government and Binding Theory*. First edition. New York: Basil Blackwell. [chapters 1,2,3,4,5,7,10,14] (P158.2.H34 1994)

Lang, M.F. 1990. *Spanish Word Formation*. London/New York: Routledge.

Luján, Marta. 1981. "The Spanish copulas as aspectual indicators." *Lingua* 54: 165-210. (P9 L47 I-79)

Morreale, Margherita. 1971. "Aspectos gramaticales y estilísticos del número." *Boletín de la Real Academia Español* 51-192: 83-138.

Roca, Iggy M. 1989. "The organization of grammatical gender." *Transactions of the Philological Society* 87: 1-32.

Rosenblat, Angel. 1962. Morfología del género en español. *Nueva Revista de Filología Hispánica* 16: 31-80. (PC 4008:N84 30-47)

### • Obras de consulta

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)

## IV. Second Language Acquisition

Topics for identification:

1. Theories of Second Language Acquisition: Behaviourism, 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.

- Lee, J. F. and B. VanPatten. 1995. *Making Communicative Language Teaching Happen*. New York: McGraw-Hill.
- Lightbown, P. M. and N. Spada. 1999. *How Languages are Learned*. Revised edition. Oxford: Oxford University Press. (P118. L53 1993)
- Omaggio Hadley, Alice. 2001. *Teaching Language in Context*. Third edition. NY: Heinle & Heinle.
- Brown, H.D. 2000. *Principles of Language Learning and Teaching*. Fourth edition. New York: Longman (P51 .B775 1994)
- Fryer, M. 1996. *Creative Teaching and Learning*. Liverpool: Paul Chapman Publishing Ltd.
- Larsen-Freeman, D. and M. H. Long. 1991. *An Introduction to Second Language Acquisition Research*. New York: Longman.
- Lee, James and A. Valdman (eds.) 1999. *Form and meaning: Multiple perspectives*. Boston: Heinle & Heinle.
- 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)
- Woods, D. 1996. *Teacher Cognition in Language Teaching: Beliefs, Decision-Making, and the Classroom Practice*. Cambridge: Cambridge University Press. (P53 W66 1996)