

MASTERS READING LIST

Department of Hispanic Studies University of California, Riverside

Brief list description and rationale

This revised MA reading list addresses the specific needs and interests of individual students, while also offering a common core of readings that will allow them to engage with the field at large.

The list is divided into two large categories: Cultural Production (A) and Linguistics (B). Each field (A and B) is ordered according to a second criterion: core readings (25 works) and elective readings (25 works), which totals 100 entries. The works are no longer divided by continent, but by discipline. List A includes books and excerpts covering all time periods and areas pertaining to the study of literature and culture. List B includes books and excerpts covering all time periods and areas pertaining to the study of language.

Coverage and depth are equally important. Students should become proficient in both fields (A and B) and acquire a specialization in one of them.

Reading Requirements

Students must read all 50 entries of both core lists A and B (Cultural Production and Linguistics). They must also read the 25 entries of the elective list of their choice. In total, students will all read **75 texts**. Please, note that some entries have more than one text due to length and representation. Also, each student will work with their graduate advisor, or doctoral advisor who may suggest some readings over others, or even recommend that they read the two different options of some entries (i.e. entries that have “work a” **OR** “work b”.)

In order to have an adequate preparation, students must read secondary sources (criticism and/or general histories, manuals of the discipline, etc.) A list with recommendations will be available.

Written Exam

The exam will be take-home with open books. Exam questions will be distributed to students 24 hours before the due date of completion. As usual, Seabrook Mendoza will send questions to students. Students will have 24 hours to write the take-home exam before sending it to Seabrook Mendoza who will distribute it to the faculty.

The type of questions, their number, disciplinary emphasis and alternative choices will be the following:

Answer 8 questions total:

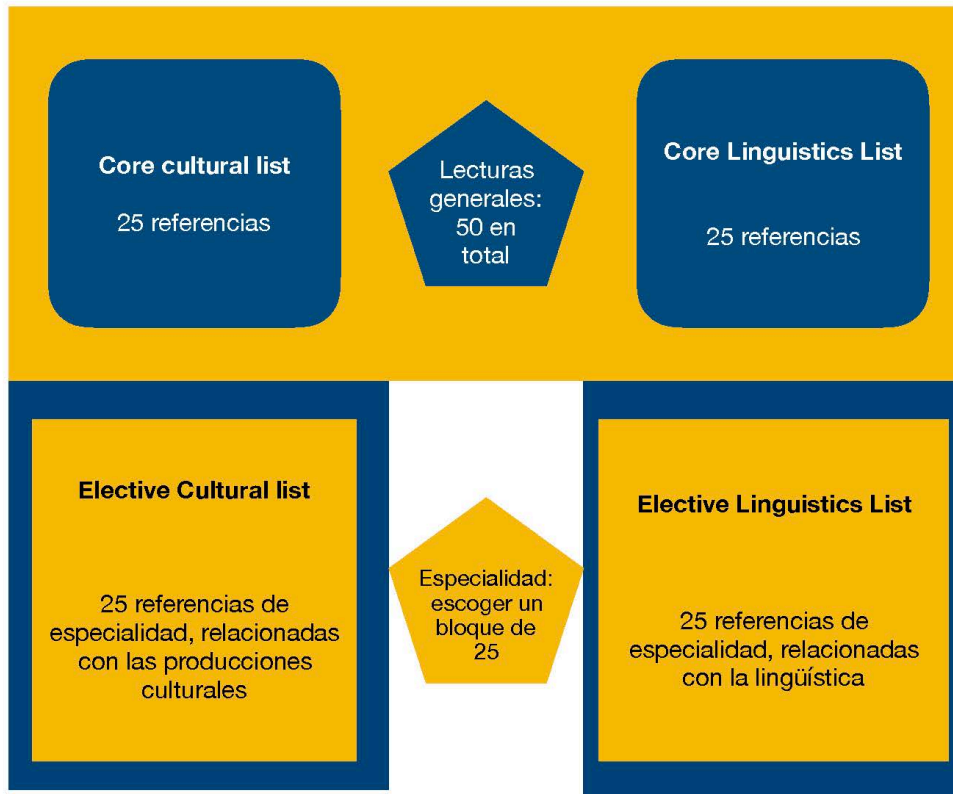
- a) 2 questions from the core cultural production reading list (from *the 3 or 4* provided)
- b) 2 questions from the core linguistics reading list (from *the 3 or 4* provided)
- c) 2 questions from the elective reading list chosen by the student (from *the 3 or 4* provided)
- d) 2 synthetic questions (cult prod + ling) (from *the 3 or 4* provided)

Questions about cultural production may not all be based on single historical periods (i.e. Twentieth century or Early Modern), nor will there be any questions based on single authors/works. Whenever feasible, the faculty will write the questions collectively.

Oral Exam

After the 24-hour written exam, MA candidates will choose one of the questions that they have answered in the exam in order to further develop it. When they submit the exam, they need to indicate which question they'd like to further investigate. MA candidates will have a period of one week to develop that question into a 15-minute oral presentation.

For that presentation, MA Candidates are expected to consult and use in their presentation at least 15 external references, both critical and theoretical, pertinent to the question. On the day of the oral presentation, MA candidates will have 15 minutes to talk about their in-depth examination of the topic. Faculty in attendance will then ask questions about the presentation, the exam, and the readings.



MA READING LIST

Cultural Production Reading List

Core Reading List

1. Juan Ruiz, Arcipreste de Hita, *El libro de buen amor*
2. Fernando de Rojas, *Tragicomedia de Calixto y Melibea (La Celestina)*
3. Debate de Valladolid. Francisco de Vitoria, *Relecciones sobre los indios y el derecho de guerra*, “Relección primera” (partes primera, segunda y tercera); Juan Ginés de Sepúlveda, *Tratado sobre las justas causas de la guerra contra los indios*; Miguel León Portilla (ed.), *Visión de los vencidos. Relaciones indígenas de la conquista*.
4. Henry Kamen, *La inquisición española*
5. *Lazarillo de Tormes*
6. Cervantes, *Don Quijote*
7. Poems by Garcilaso de la Vega, Juan Boscán, Juan de Yepes (San Juan de la Cruz), Quevedo, Francisco de Quevedo, Luis de Góngora. *Antología Cátedra de la poesía de las letras hispánicas*, ed. José Francisco Ruiz Casanova, Madrid: Cátedra, 1998. Juana Inés de Asbaje (Sor Juana Inés de la Cruz) “Primero sueño”, *Obras escogidas*, ed. Barcelona: Bruguera, 1968. and Luisa de Carvajal, *Epistolario y poesías de Da L. de Carvajal y Mendoza*, ed. J. Gonzalez Marañon, Madrid: Atlas, 1965 (selecciones).
8. Teresa de Ávila, *Vida, Castillo Interior*
9. Bartolomé de Las Casas, *Brevísima relación de la destrucción de las Indias*
10. Juana Inés de Asbaje (Sor Juana), *Respuesta a Sor Filotea, Carta Atenagórica*
11. Juan Francisco Manzano, *Autobiografía de un esclavo*
12. Domingo F. Sarmiento, *Facundo*, Introducción, chs. 1 (Aspecto físico de la República Argentina), 2 (Originalidad y caracteres argentinos), 3 (Asociación—La pulpería), 5 (Vida de Juan Facundo Quiroga) y 13 (Barranca-Yaco)
13. Poems by José Martí, Manuel Gutiérrez Nájera, Julián del Casal, Rubén Darío, in José Olivio Jiménez, ed. *Antología crítica de la poesía modernista hispanoamericana* **AND** Poems by Antonio Machado and Juan Ramón Jiménez in Gerardo Diego, ed. *Poesía española: Antología 1915-1931*
14. Mariano Azuela, *Los de abajo* **OR** Nellie Campobello, *Cartucho*
15. Poems by Vicente Huidobro, Gabriela Mistral, César Vallejo, Pablo Neruda, Octavio Paz, Nicanor Parra in José Olivio Jiménez, ed. *Antología de la poesía hispanoamericana contemporánea* **AND** Poems by Jorge Guillén, Federico García Lorca, and Luis Cernuda in Víctor García de la Concha, ed. *Poetas del 27: La generación y su entorno*
16. Jorge L. Borges, *Ficciones*.
17. José C. Mariátegui, *Siete ensayos de interpretación de la realidad peruana*
18. Clarice Lispector, *A hora da estrela* **OR** *A cidade sitiada* (in the original Portuguese, or in Spanish or English translation, as preferred)
19. Luis Rafael Sánchez, *La huaracha del Macho Camacho*

19. Rosario Ferré, *Papeles de pandora*
20. Rigoberta Menchú y Elizabeth Burgos, *Me llamo Rigoberta Menchú*
21. Gloria Anzaldúa, *Borderlands/La frontera*
22. Poems by Idea Vilariño, Antonio Gamoneda, Raúl Zurita, Coral Bracho, and Ernesto Cardenal in *Las ínsulas extrañas*, ed. by José Á. Valente, Eduardo Milán, Blanca Varela, and Andrés Sánchez Robayna. Selecciones Piñera, Burgos **AND** Julia de Burgos, *Poema en veinte surcos* **AND** Virgilio Piñera, *La isla en peso*: “La isla en peso”, “Vida de Flora”, “Un hombre es así”, “Un bamboleo frenético”, “Palma negra”, “Decoditos en el Tepuén”, “Bueno, digamos”, “Un teológico atracón”.
24. Mario Bellatin, *Salón de belleza* **OR** Roberto Bolaño, *Estrella distante*
25. Eduardo Lalo, *Simone*

Elective Reading List

1. *Poema del Mio Cid* **OR** Fernán González
2. Juan Manuel, *El conde Lucanor*
3. Suárez de Figueroa, Gómez (Inca Garcilaso), *Comentarios reales* **OR** Felipe Guaman Poma de Ayala, *Nueva corónica y buen gobierno*
4. Lope de Vega, *El arte nuevo de hacer comedias* **AND** one of the following: *Fuenteovejuna*, *Perro del hortelano*, *Peribañez y el comendador de Ocaña*, *El castigo sin venganza*
5. María de Zayas, *Novelas amorosas y ejemplares*
6. Cabeza de Vaca, *Naufragios*
7. Calderón, *La vida es sueño*
8. Declaraciones de Independencia de México, Venezuela y Uruguay en Javier Malagón, ed. *Las actas de independencia de América* (Washington, DC: Unión Panamericana, 1955). Simón Bolívar, “Carta de Jamaica”; “Proclama de guerra a muerte [Brigadier de la Unión, General en Jefe del Ejército del Norte, Libertador de Venezuela a sus Conciudadanos, 15 de junio de 1813]”
9. Jorge Isaacs, *María*
10. José Hernández, *El gaucho Martín Fierro*
11. Benito Pérez Galdós, *Fortunata y Jacinta*
12. Rómulo Gallegos, *Doña Bárbara*
13. Mercè Rodoreda, *La plaça del diamant* (in the original Catalan, or in Spanish or English translation, as preferred)
14. Juan Rulfo, *Pedro Páramo*
15. Manuel Puig, *El beso de la mujer araña*
16. Gabriel García Márquez, *Cien años de soledad*
17. Ángel Rama, *La ciudad letrada*
18. Ariel Dorfman, *La muerte y la doncella*
19. Diamela Eltit, *Lumpérica*
20. Pedro Lemebel, *Loco afán*
21. José Vasconcelos, *La raza cósmica*
22. Juan José Saer, *El entenado*
23. César Aira, *Cómo me hice monja*
24. Guillermo Rosales, *Boarding Home* **OR** Junot Díaz, *Negocios*
25. Films (minimum of 3)

- Víctor Gaviria, *Rodrigo D or La vendedora de rosas* **OR** Arturo Ripstein, *El lugar sin límites*
- María Novaro, *Danzón* **OR** Lucrecia Martell, *La ciénaga*
- Paz Encina, *La Hamaca Paraguay* **OR** Adrián Caetano, *Bolivia*
- Tomás Gutiérrez Alea, *Memorias del subdesarrollo* **OR** Sara Gómez, *De cierta manera*, **OR** *La vida es silbar* Fernando Pérez **OR** Juan Carlos Tabío, Tomás Gutiérrez Alea, *Fresa y chocolate*

Linguistics Reading List

Core Reading List

A. Historia de la lengua

- Marco teórico y de contenido
- Contexto socio-histórico básico del español
- Características lingüísticas básicas del español
- Contexto socio-político e histórico del español en la península ibérica y su difusión al Continente Americano

1. Company Company, Concepción, *Gramática histórica*, México, UNAM, 2008
2. Mar-Molinero, C. (2000). *The Politics of Language in the Spanish-speaking World: From Colonization to Globalization*. Routledge. (Chs. 1, 2)
3. Nevalainen, Terttu, y Raumolin-Brunberg, Helena. (2012). Historical Sociolinguistics: Origins, Motivations and Paradigms. In Hernández Campoy, Juan Manuel. *Handbook of Historical Sociolinguistics*. Maiden, MA: Blackwell Publishing. (capítulo 3)
4. Saussure, Ferdinand. (1945). *Curso de gramática general*. Buenos Aires: Losada.
5. Valle, José del, “Andalucismo, poligénesis y koenización”, *Hispanic Review* 66 (2) (1998): 131-149.

B. Ideologías y actitudes lingüísticas

- Marco teórico y de contenido
 - Ideologías sociolingüísticas del discurso, en especial, sobre el español de los Estados Unidos.
 - Las actitudes sociolingüísticas conformadas por estas ideologías.
 - Teoría de la lingüística cognitiva sobre la naturaleza del pensamiento metafórico de los seres humanos.
 - Efectos de los hablantes, aplicaciones sociales y pedagógicas de estas posturas teóricas.
6. Galindo, D. Leticia (1996). Language use and language attitudes: A study of border women. *Bilingual Review* 21(1), 5-17.
 7. Hill, Jane (2008). Covert Racist Discourse: Metaphors, Mocking, and the Racialization of Historically Spanish-Speaking Populations in the United States. In Hill Jane, *The everyday language of white racism* (pp. 119-157). UK: Wiley-Blackwell.
 8. Kroskrity, Paul, V. (2000). *Regimes of Language: Ideologies, Politics, and Identities*
 9. Pavlenko, Aneta (2002). ‘We have room for but one language here’: Language and national identity in the US at the turn of the 20th century. *Multilingua* 21, 163-196.
 10. Rosa, Jonathan Daniel. (2016). Standardization, Racialization, Languagelessness: Raciolinguistic Ideologies across Communicative Contexts. *Journal of Linguistic Anthropology*, 26: 162-183.

C. Lengua e identidad (enfoque: los hablantes del español en los Estados Unidos)

- Marco teórico y de contenido
- Contexto sociopolítico y socioeconómico (antropológico) de los hablantes del español en los Estados Unidos
- Los significados sociales (macro elementos de raza, clase, género) como marcadores de identidad
- Posturas cognitivas afectivas (stance) sociopragmáticas como marcadores de identidad
- La construcción metafórica y lingüística de las narrativas identitarias
- El discurso de género y sus elementos lingüísticos en las narrativas identitarias

11. Escobar, Anna María, Ciriza, María del Puy, y Holguín Mendoza, Claudia (2011). Lengua e identidad. In Niño-Murcia, Mercedes y Susana de los Heros (Eds.), *Fundamentos y modelos del estudio pragmático y sociopragmático del español* (pp. 259-284). Washington, D.C.: Georgetown U.P.
12. Farr, Marcia (2006). *Rancheros in Chicagoacán: Language and Identity in a Transnational Community*. Austin, Texas: University of Texas Press. (Chapter 8, Relajo, pp. 223-267).
13. Mendoza-Denton, N. (2008). *Homegirls: Language and Cultural Practice Among Latina Youth Gangs*. Malden, MA: Blackwell.
14. Schenk, Petra Scott (2007). I'm Mexican, remember? Constructing ethnic identities via authenticating discourse. *Journal of Sociolinguistics*, 11(2), 194-220
15. Vila, Pablo (2000). *Crossing borders, social categories, metaphors, and narrative identities on the U.S.-Mexico Frontier*. Austin, TX: University of Texas Press. (Chapter 3, The American as the other, pp. 51-80, and Appendix, Theoretical approach, pp. 227-249).

D. Sobre enseñanza a estudiantes de español como lengua heredada

16. Beaudrie, S., Ducar, C., & Potowski, K. (2014). *Heritage language teaching: Research and practice*. New York, NY: McGraw-Hill Education Create.
17. Holguín Mendoza, Claudia. In Press. Beyond registers of formality and other categories of stigmatization: Style, awareness and agency in SHL. In *Outcomes of University Spanish Heritage Language Instruction in the United States*, Melissa A. Bowles (Ed.). Georgetown University Press
18. Kubota, R. 2004. Critical multiculturalism and second language education. In *Critical Pedagogies and Language Learning*, Bnny Norton & Kelleen Toohey (Eds.), 30-52. Cambridge, UK: Cambridge University Press.
19. Leeman, J. (2018). Critical Language Awareness and Spanish as a Heritage Language: Challenging the Linguistic Subordination of US Latinxs. In *Handbook of Spanish as a Minority/Heritage Language* edited by Kim Potowski, 345–58. New York: Routledge.
20. Valdés, Guadalupe, González, Sonia V., García, Dania López, & Márquez, Patricio (2003). Language ideology: the case of Spanish in departments of foreign languages. *Anthropology & Education Quarterly* 34(1), 3-26.

E. El español de los Estados Unidos

21. Hidalgo, Margarita G. (1987). Español mexicano y español chicano: problemas y propuestas fundamentales. *Language Problems and Language Planning* II(2), 166-193.
22. Lamar Prieto, Covadonga (2018). *Californios*. Madrid, Iberoamericana. (cap. 2, 5)
23. Lippi-Green, Rosina (1997). *English with an Accent: Language, Ideology, and discrimination in the United States*. London/NY: Routledge.
24. Parodi, Claudia. (2011). El otro México: español chicano, koineización y diglosia en Los Ángeles, California. In: R. B. Villanueva and P. M. Butragueño, eds. *Realismo en el análisis de corpus orales: Primer Coloquio de Cambio y Variación Lingüística*. Mexico, D.F.: El Colegio de México, pp. 217-243.
25. Zentella, Ana Celia (2002). Latin@ languages and identities. In Suárez-Orozco, Marcelo, & Mariela Paez M. (Eds.), *Latinos Remaking America* (pp. 321-338). Los Angeles: University of California Press.

Elective Reading List

A. Historia de la lengua

26. Chambers, J. K, Trudgill, Peter y Schilling-Estes, Natalie (2006). *The Handbook of Language Variation and Change*. Maiden, MA: Blackwell Publishing (capítulos 21, 22 y 23)
27. Chambers, J. K, Trudgill, Peter y Schilling-Estes, Natalie (2006). *The Handbook of Language Variation and Change*. Maiden, MA: Blackwell Publishing (capítulos 25 y 26)
28. García, Ofelia (1993). From Goya Portraits to Goya Beans: Elite Traditions and Popular Streams in U.S. Spanish Language Policy. *Southwest Journal of Linguistics* 12, 69-86.
29. Parodi, Claudia. (1995). *Orígenes del español americano*. México: El Colegio de México.
30. Valdés, Alfonso, *Diálogo de la lengua*; Nebrija, “Prólogo” a la Gramática de la lengua castellana y Bello, “Prólogo” a la Gramática de la lengua castellana destinada al uso de los americanos

B. Ideologías y actitudes lingüísticas

31. Bonilla-Silva, E. 2013. *Racism Without Racists: Color-Blind Racism and the Persistence of Racial Inequality in America*. Lanham, Maryland: Rowman & Littlefield. (Chap. 1 y 3).
32. Dil, A.S. (ed.) (1971). *Language Structure and Language Use: Essays by Charles A. Ferguson*. Stanford, CA: Stanford University Press. (1-26)
33. Ellis, Elizabeth (2006). Monolingualism: the unmarked case. *Estudios de sociolingüística* 7(2),173-196
34. Kalmar, T. M. 2015. *Illegal alphabets and adult biliteracy: Latino migrants crossing the linguistic border*. New York; London: Routledge, Taylor & Francis Group. Impreso. (Chap. 1 and 2).
35. Niño-Murcia, Mercedes y Susana de los Heros (Eds.). 2011. *Fundamentos y modelos del estudio pragmático y sociopragmático del español*. Washington, D.C.: Georgetown U.P. Capítulos 3 y 5.

C. Lengua e identidad

36. Bucholtz, M., & Hall, K. 2005. Identity and interaction: A sociocultural linguistic approach. *Discourse Studies*, 7(4/5), 585-614.
37. Gold B., Matthew. (ed.) (2020). *Debates in Digital Humanities*. Chicago: University of Chicago Press.
38. Lesley Milroy & Pieter Muysken (Eds.), *One speaker, two languages*. Cambridge: Cambridge University Press. (capítulos 6, 7 y 8)
39. Mejías, Hugo A., Pamela L. Anderson-Mejías y Ralph Carlson. 2003. Attitude Update: Spanish on the South Texas Border. *Hispania* 86 (1), 138-150.
40. Santa Ana, Otto (2009). Did you call in Mexican? The racial politics of Jay Leno immigrant jokes. *Language in Society* 38, 23-45.

D. Sobre enseñanza a estudiantes de español como lengua heredada

41. Ayban, A. 2016. Critical Pedagogy and Postcolonial Education. In Darder, A., Mayo, P., Paraskeva, J. (Eds.), *International Critical Pedagogy Reader*, pp. 17-26. New York and London: Routledge.
42. Martínez, G. A. (2003). Classroom based dialect awareness in heritage language instruction: A critical applied linguistic approach. *Heritage Language Journal*, 1(1), 1-14.
43. Freire, P. (1973). *Education for critical consciousness*. New York, NY: Seabury Press. (Cap. 6).
44. de Oliveira, V. 2016. Critical Literacy: Theories and Practices. In A. Darder, P. Mayo. & J. Paraskeva (Eds.), *International Critical Pedagogy Reader*, 193-202. New York and London: Routledge.
45. MacGregor-Mendoza, P. & Moreno, G. 2016. Connecting Spanish heritage language students with the community through service-learning. *Heritage Language Journal*, 13(3), 405-433.

E. El español de los Estados Unidos

46. Alfaraz, Gabriela G. 2002. Miami Cuban Perceptions of Varieties of Spanish. In *Handbook of Perceptual Dialectology*, ed. by Daniel Long and Dennis R. Preston, 1-11. Amsterdam and Philadelphia: John Benjamins Publishing Company.
47. Cashman, Holly (1999). Language choice in U.S. Latina first person narrative: the effects of language standardization and subordination. *Discourse* 21(3), 132-150.
48. García, Maryellen. 2005. Influences of Gypsy calo on Contemporary Spanish Slang. *Hispania*, 88 (4), 800-812.
49. Lipski, John. (1996). *El español de América*. Madrid: Cátedra.
50. Wilson, Damian. (2015). *Panorama del español histórico de Nuevo México*. Instituto Cervantes de Harvard, DOI: 10.15427/OR012-06/2015SP