



Spanish SPA 311
Twentieth and Twenty-First Century
Spanish Peninsular Literature
(3 credits)
Fall 2025

Instructor's Information: TBD

Name: TBD

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Office hours: M [time], T [time], W [time], Th [time], F [time]

Sections/Days/Room: Section #, [Meeting days & times], Building # - Room #

Course Description: In this course, students examine non-dramatic literature after 1898, with emphasis on the social significance of literary production in contemporary Spain. Readings include Cela, Unamuno, Laforet, Matute, Delibes, Goytisolo, and Vázquez Montalbán.

Prerequisites: SPA 202, 6 credit hours at 300 course level, or department approval

Spanish SPA 311

Twentieth and Twenty-First Century Spanish Peninsular Literature

Student Learning Goals

By the end of this course, students will be able to:

Analyze Major Literary Works from Modern Spain

- Identify and interpret key works and authors from the 20th and 21st centuries in the Spanish Peninsula.
 - Demonstrate understanding of major literary movements such as the Generation of '27, Postwar Literature, and Contemporary Feminist and Postmodern trends.
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Critically Engage with Literary Themes and Historical Contexts

- Situate literary texts within their historical, political, and social contexts (e.g., Spanish Civil War, Francoist regime, democratic transition).
 - Analyze how literature reflects and challenges cultural identity, gender roles, and political ideologies.
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Develop Advanced Spanish Language Proficiency

- Read and discuss complex literary texts in Spanish with fluency and precision.
 - Write clear, well-organized analytical essays and reflections in Spanish, using appropriate literary and critical vocabulary.
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Interpret Literature from a Christian and Ethical Perspective

- Reflect on the moral, philosophical, and theological questions raised by Spanish literature through a biblical worldview.
 - Explore how themes of suffering, justice, redemption, and hope are presented in modern and contemporary texts.
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Compare Cultural Values and Worldviews

- Understand the evolving role of literature in shaping and reflecting Spanish culture.
 - Compare Spanish Peninsular values with those of other cultures, including the Christian worldview, fostering intercultural empathy and discernment.
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Conduct Literary Research in Spanish

- Use scholarly sources to support literary analysis.
 - Demonstrate competence in MLA/APA citation formats and engage with Spanish-language academic criticism.
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Communicate Effectively in Academic Settings

- Participate actively in class discussions, debates, and presentations in Spanish.
- Demonstrate respectful and informed engagement with diverse literary perspectives.

Mission of ACU:

Arizona Christian University provides a biblically integrated, liberal arts education equipping graduates to serve the Lord Jesus Christ in all aspects of life, as leaders of influence and excellence.

Students will have the benefit of learning Latin, although considered a “dead language. It is effective to understand as a root of many other languages and used in the Legal and Medical fields.

Texts and Resources:

The resources below are important for your success in this class. Learning occurs both in and out of the classroom and so having access to the required resources will allow you to keep up in class. If you have any questions or difficulties in finding a text, please let me know.

Required Texts/Equipment:

- **Text 1: (Required)** La Familia de Pascual Duarte
- **Author:** Camilo Jose Cela
- **Publisher:** Biblioteca El Mundo (Library of the World) – ISBN 13:978848`302493

- **Text 2: (Required)** Nada: Una Novela (Modern Library Classics)
- **Author:** Carmen Laforet
- **Publisher:** The Modern Library, New York – ISBN 978-0-8129-7771-4

- **Text 3: (Required)** Cinco Horas con Mario
- **Author:** Miguel Delibes
- **Publisher:** Columbia University Press – ISBN 13-9788423311309

Course Schedule:

Important dates such as deadlines on withdrawal and when holidays are can be found at <https://www.arizonachristian.edu/wp-content/uploads/2023/03/2023-2024-Academic-Calendar-Approved-v.1.pdf>

WEEK	PREPARE BEFORE CLASS	CLASSROOM ACTIVITY	ASSIGNMENTS
0			<i>Read the Syllabus/Purchase Books if needed, 3 for this class</i>
1	Read course syllabus; Read about Spain post-1898	Intro to course themes; historical overview: Spain 1898–1936	Vocabulary log; discussion prep
2	Read Cela's <i>La familia de Pascual Duarte</i> , Chapters 1–3	Introducing existential themes, narrative voice, setting	Reflection: How literature responds to crisis (1 page)

3	Read Cela's Book - Chapters 4–7	Discuss violence, fatalism, determinism	Quiz #1: Vocabulary + comprehension
4	Read Cela's Book - Chapters 8–11	Close reading: Pascual as unreliable narrator	Reflection: Fate vs. free will (Biblical World Lens)
5	Read Cela's final chapters (12–15)	Thematic synthesis: suffering, justice, and identity	Essay #1 (3–4 pages): Literary analysis of Pascual Duarte
6	Read Laforet's <i>Nada</i> , Chapters 1–4	Intro to postwar context; contrast Andrea and Pascual	Timeline of Spanish Civil War (brief research)
7	Read Laforet - Chapters 5–8	Focus on gender, silence, and trauma	Quiz #2; character map
8	Read Laforet - Chapters 9–11	Barcelona as symbol; family dysfunction	In-class close reading and group translation
9	Read Laforet - final chapters (12–18)	Final thoughts on <i>Nada</i> : spiritual emptiness and search	Essay #2 (3–4 pages): Andrea's development and social critique
10	Begin Delibes' <i>Cinco horas con Mario</i> , pp. 1–30	Context: Francoist Spain and conservative gender roles	Reflection: Carmen's monologue as cultural mirror
11	Read Delibes - pp. 31–70	Analyze monologue style, irony, and religious motifs	Quiz #3; write internal monologue from Mario's POV
12	Read Delibes - pp. 71–110	Discuss memory, censorship, moral ambiguity	Reflection: Key themes, passages, vocabulary
13	Read to end of Delibes's Book	Connect political critique with spiritual questions	Discussion: Key themes, passages, vocabulary
14	Review all three works	Thematic synthesis: identity, morality, and memory	Creative project proposals due
15	Student presentations on projects	Peer feedback and discussion	Creative Project or Essay #3 (due next week)
16	Final reflections: Literature and worldview	Present final projects; course wrap-up	Final Creative Project or Essay #3 (5–6 pages)

Course Assessment:

8 Assignments – In-Person or Online- 4 pts. Ea.	32%
3 Quizzes - In Person or Online - 8 pts. Ea.	30%
2 Essays – In Person or Online – 10 pts. Ea.	20%
Final examination	18%

GRADES	GRADING SCALE %	GRADE POINTS
A	90%-100%	4 points
B	80%-89%	3 points
C	70%-79%	2 points
D	60%-69%	1 point
F	Below 60%	0 points

A = 90-100

Excellent: Everything in the Superior category, but showing additional capacity for original thought, outstanding writing skills, and an ability to relate to wider contexts and issues.

B = 80-89

Good to very good: Displays substantial grasp of relevant issues, as well as the ability to analyze and apply these issues.

C = 70-79

Satisfactory: Work that meets basic requirements in all the relevant areas but does not go much beyond this.

D = 60-69

Below average: Work at this level does not meet minimum requirements.

F = 59 or below

Not acceptable: Work was not completed according to the assignment or at all.

Note: “A” does not mean “average.”

Late Work:

1. Any late work submitted will be marked down 10% per day.
2. Students may not submit any assignments or papers, which were assigned during the first part of the semester **after Friday of Week 8**.
3. All assignments, quizzes, papers, and exams assigned during the second half of the semester must be completed **and submitted by the Friday of Week 15** of class to receive credit.

Expectations for students and faculty:

Campus policies for students can be found at [Student Handbook](#); the ACU catalog can be found at [ACU Catalog](#).

Attendance:

My goal is to foster your growth as an academic scholar. However, it is essential that you take stewardship of your education. Your feedback and participation are important to me and to your classmates. Make sure you attend class on time and are ready to participate in the tasks

assigned for the session.

A student may miss up to two weeks' worth of classes during a semester (for classes that meet 2x per week up to four classes can be missed in the term; for classes that meet once a week, two classes can be missed in a term). If a student misses between two-three weeks of class, her final grade may be deducted by one letter. If the student misses more than three weeks' worth of classes during a semester (for classes that meet 2x per week, that is more than six classes), the student may fail the course.

There are no excused or unexcused absences; the two weeks' worth of absences is yours to use wisely. If you are struggling with attendance, then please contact me so that we can discuss options such as incomplete or withdrawal.

If you are absent for a University Sanctioned Event, then the absence is not counted towards the above totals. Note, you are responsible though for making up all the work you miss when gone. I encourage you to work with your classmates on getting notes and other important information you may have missed. Contact me for procedures to make up any in-class assignments.

Academic Integrity:

We want you to learn and grow to become men and women of integrity and excellence. To that end all assignments in this class are expected to be done in a way that is honest and reflects your effort and understanding. It can be confusing to know what is allowed or not allowed on an assignment. Here are some general guidelines, more specific instructions will be included with assignments.

Citation: Any assignment (for example a power point, speech, discussion post, paper, etc.) should be cited accurately in a way appropriate for the type of assignment.

Working with others: Sometimes you will be encouraged to work in groups to complete an assessment, other times you will be asked to work alone. In general, while you should work with your classmates to learn material, assessments should be completed by yourself unless otherwise stated.

Use of technology and artificial intelligence: There are several ways that technology and artificial intelligence can be used to enhance our learning and productivity. Sometimes I will encourage you to use technology in the completion of an assignment. Other times use of technology, such as having a chatbot generate part of a paper, will be forbidden as it will be important to see you work through the process without those aids. It is considered academically dishonest to use technology that is ruled out by the assignment.

New work: It is assumed that the work you do for the class is new and has not been submitted in another class. If you do want to use work that you created for another class in the current class, please speak with me first and get permission. I likely will ask that you significantly revise

or expand on previous work. It is considered academically dishonest to submit a work for credit in multiple classes.

Consequences: If I determine that academic dishonesty has occurred, I will contact you directly about it. Potential consequences include having to redo the assignment to receive credit or receiving no credit on the assignment. If needed, I may refer the incident to the dean or vice president of academic affairs for further action.

Use of technology in the classroom:

Tech Support Services

For Populi support, please email populi@arizonachristian.edu

For Canvas support, please email canvas@arizonachristian.edu

For help with any other IT concerns, please email IThelpdesk@arizonachristian.edu

Read about [Netiquette Expectations](#)

Semester Dates:

Please review the current [Campus Calendar](#) for important dates, including the following:

1. Withdrawal deadlines
2. Tuition Refund Policies
3. Academic Symposium
4. Finals Schedule (Students are required to attend all classes, even during finals week.)

Accommodation and Special Needs:

Your instructor is willing to make any reasonable adaptations for limitations due to any disability, including a learning disability, in keeping with ACU policies and the Student Handbook. Any student with documented certifiable special needs should contact the office of the Associate Director of Academic Services on campus, and they will inform your instructor of the proper accommodation you require. If you have a special need, even on a temporary basis, it is your responsibility to contact this office as soon as possible to disclose your disability information and discuss your accommodation needs. Students are required to make their requests in writing using the Accommodation Request and Documentation Form and document their disability in accordance with ACU policies and procedures. Documentation of the disability must be current (not older than 1 year) and provided by a qualified healthcare professional such as a diagnosing or current physician, psychiatrist or psychologist. It must comply with the requirements for documentation outlined on the Accommodation Request and Documentation Form.

Accommodation is not retroactive. ACU reserves the right to verify all professional documentation and determine reasonable accommodation for any disability, including a learning disability. Please see the Student Handbook for current detailed information regarding accommodation and special needs.

Final Note:

We need to be flexible as items outside our control or anticipation can change the best way to move through the material. This syllabus is subject to modification, and I will communicate with you any changes that occur. In addition, I will use my best judgement in evaluating exceptional cases with regards to assigning grades and implementing these policies.