Spanish SPA 312
Twentieth and Twenty-First Century Latin-American Literature
(3 credits)
Fall 2025

Instructor's Information: TBD
Name: TBD
Office location: Building 2000, Faculty Offices, #
Office phone: (602) 489-5300 Ext. ####
Email address:
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 will examine various literary modes of thought and tendencies present in Spanish America from Modernism to the present in areas such as poetry, the short story, the novel and the essay. Writers studied generally include Allende, Borges Darío, Fuente, Huidoboro, Paz, García Márquez, and Menchú, among others.

Prerequisites: SPA 311, or Instructor approval

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Student Learning Goals

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

Analyze Diverse Literary Modes and Movements

Students will examine and distinguish key literary tendencies in twentieth- and twenty-first-century Latin-American literature—such as Modernismo, the Avant-Garde, the Boom, Realism, political narrative, and post-Boom innovations—understanding their aesthetic, cultural, and historical significance.

Develop Critical Interpretation of Varied Genres

Through close reading of poetry, short stories, novels, and essays, students will interpret how genre, form, and stylistic features are used to convey theme and meaning, recognizing how authors like García Márquez, Borges, and Menchú shape narrative voice, perspective, and symbolism.

Cultivate Intercultural and Historical Awareness

Students will contextualize literary works within their socio-historical and political milieus—including colonial legacies, revolutionary movements, Cold War dynamics, indigenous voices, and gender issues—enhancing intercultural literacy and a more nuanced comprehension of Spanish-American culture.

Articulate Insights with Persuasive Written and Oral Expression

Students will produce reflective essays, analytic papers, and class presentations that demonstrate clarity, coherence, and persuasive reasoning in both English and Spanish, applying literary concepts and cultural insights effectively.

Integrate a Christian Worldview with Literary Understanding

Students will engage with Latin-American literature from a faith-informed perspective, exploring how themes of identity, justice, suffering, redemption, and hope intersect with Christian Worldview convictions, while thoughtfully integrating these insights into personal and academic reflection.

Conduct Research Using Academic Tools and Resources

Students will demonstrate information literacy by locating, evaluating, and citing scholarly articles, critical essays, and primary sources (e.g., historical context, author commentary), leveraging these to support their literary analyses and deepen interpretive rigor in research projects.

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)** The Vintage Book of Latin American Stories, (Paperback)
- **Author**: Vintage – Edited by Carlos Fuents and Julio Ortega
- **Publisher**: Vintage – ISBN 10:97806775515

- **Text 2**: **(Required)** The Norton Anthology of Latino Literature
- Editor: Ilan Stavans
- Publisher: Amazon/Ebay – Used

- **Text 3**: **(Required)** Spanish to English/English to Spanish
- Author: Various Students can use the same dictionary for SPA 311
- Publisher: Various

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			*Read the Syllabus/Purchase Books if needed, 3 for this class*
1	Read course syllabus and overview. Review timeline of literary movements in Latin America.	Introduction to course themes, expectations, and reading strategies. Diagnostic Spanish reading activity.	Reflection: Why literature? Why Spanish America? + Author map assignment
2	Read selected poems by **Rubén Darío** (Vintage Anthology). Focus on *Azul* and Modernismo style.	Discuss Modernismo: aesthetics, beauty, and symbolism. Close reading of metaphors and rhythm.	Write a 1-page poetic interpretation. Vocabulary journal entry.)
3	Read **Vicente Huidobro** – excerpts from *Altazor* (Norton Anthology). Note avant-garde elements.	Discuss creationism, innovation in language. Visualize poetic structure.	Creative task: Write your own "avant-garde" poem (in Spanish).
4	Read **Jorge Luis Borges** – "El Aleph" or "La casa de Asterión" (Vintage Anthology).	Analyze literary puzzles, metaphysics, and unreliable narrators.	2-page analysis: Borges and the reader's role in constructing meaning.
5	Read **Octavio Paz** – essay from *El laberinto de la soledad* + 1 poem (Norton Anthology).	Discuss Mexican identity, solitude, and post-revolutionary culture.	Short essay: How does Paz link literature and national identity?
6	Read **Gabriel García Márquez** – "La siesta del martes" and "Un día de estos" (Vintage Anthology).	Define Realism; explore socio-political settings.	Create a story map + glossary of magical realism traits.

7	Read excerpts from **Cien años de soledad** (provided by instructor or Norton). Focus on family, time.	Trace narrative time and memory in the Buendía family. Interactive timeline activity.	Reading journal entry + thematic outline for short essay.
8	Read **Isabel Allende** – excerpt from *La casa de los espíritus* (Norton Anthology).	Compare Allende and García Márquez. Discuss gender, voice, and memory.	Group character web + 1-page reflection: Feminine narrative voice
9	Read **Carlos Fuentes** – "Chac Mool" or *Aura* excerpt (Vintage Anthology).	Discuss myth, history, and supernatural. Explore Latin-American gothic.	Essay draft: "Supernatural as History: Comparing Fuentes and Allende"
10	Read **Rigoberta Menchú** – selections from *Me llamo Rigoberta Menchú* (Norton Anthology).	Testimonio, indigenous voice, and political memory. Discuss ethics of narrative.	Response: How is literature a tool for justice? (1–2 pages)
11	Read poems by **Gioconda Belli**, **Storni**, or **Mistral** (Norton). Focus on gender and resistance.	Explore feminist literary voice. Poetry recitation and group interpretation.	Choose a poem to analyze in a short class presentation (3–5 min).
12	Read post-Boom story by **Samanta Schweblin** or **Mariana Enríquez** (Norton/Vintage).	Contemporary horror, psychological realism, or eco-fiction.	Write your own short story in Spanish (2–3 pages).
13	Choose 2 authors from course and read critical commentary (provided).	Peer workshops: literary comparison and research writing skills.	Draft comparative essay: Thematic, stylistic, or cultural contrast.
14	Revise comparative essays. Reread key excerpts to support claims.	Seminar-style presentations. Integrate biblical worldview discussion.	Final essay due (4–5 pages). Include Christian worldview reflection.
15	Review course readings and major literary movements.	Group project presentations: "Themes in 20th–21st Century Lit"	Presentation slides + summary handout. Peer evaluation.
16	Read selected final excerpts on justice, faith, or reconciliation	Final reflection circle. How does literature shape how we live, lead, and love?	Final reflection: "What this literature taught me about culture, truth, and grace."

Course Assessment:

1 Reflection – In-Person or Online- 5 pts. Ea.	5%
1 Poetic Interpretation - In Person or Online - 10 pts. Ea.	10%
3 Creative Tasks – In Person or Online – 10 pts. Ea.	30%
2 Analysis – In Person or Online – 10 pts. Ea.	20%
1 Reading Journal – In Person or Online – 10 pts. Ea.	10%
1 Short Story – In Person or Online – 10 pts. Ea.	10%
1 Final Exam – In Person	15%

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@arizonachristan.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.