Note: SPAN 270 or 271 is a pre-requisite for all SPAN 3xx courses, except SPAN 305 for which SPAN 251 is the pre-requisite.

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**SPAN 300-001; 1373 Independent Study**

*S decided by the Department of Spanish and Portuguese.*

**Spanish Major Requirement Fulfilled:** Spanish Elective (Two required)

**Description and outcome:** Independent study tutorial: As tutorial students, students work individually with a single professor or small group in an literary or cultural area of particular expertise of the professor and of special interest to the students. Students must secure the approval (by e-mail) of the professor and must also submit BEFORE the start of the semester of the tutorial a detailed description of the readings, assignments as well as planned meetings with the professor. Students receive 3-units of academic credit for their tutorial, depending on program requirements.

**Additional Prerequisite:** Meeting with Spanish Undergraduate Program Director (UPD) required; At least two completed 300-level courses. Approval by a Spanish faculty member & Spanish UPD is required. Please be advised that a given faculty member may not be able to offer a tutorial in a particular semester and that it is best to plan tutorials as far in advance as possible.

**Recommended for:** Seniors, especially those bound for Graduate study in Spanish

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**SPAN 311-001; 5117 Generation of 1898**

MWF 11:30AM-12:20PM Dr. Alrick Knight aknigh4@luc.edu

**Spanish Major Requirement Fulfilled:** Spanish Elective (Two required)

**Description:** The so called "Generation of 98" was the period of cultural renewal in Spain that extends from approximately the final third of the nineteenth century until the Spanish Civil War of 1936-39. Within this age of reform, a key moment was the crisis of Spanish culture that appeared at the end of the century as a result of Spain's defeat at the hands of the United States in the Spanish-American war of 1898. The failure of official political goals discredited the Spanish state, and the young people of the moment proclaimed the need to "regenerate" the nation. Above all, they hoped to renew the intellectual and artistic life of their culture. Traditionally, these writers have been divided into two groups: the "Generation of 1898" and the *modernistas*, each quite different from the other. More recently, concepts such as generation theory have lost ground in criticism of Spanish literature. In this course we will undertake the study of fundamental problems of Spanish culture in the first decades of the twentieth century. The context—Spanish society moving fitfully toward modernity—gives rise to important elements: the radicalization of the working and rural class; strong tensions between the center and periphery in the peninsula; a turn-of-the-century intellectual crisis and an identitary fragmentation of the subject; and, crucially, the aesthetic crosscurrents characterizing the period which attempt to grasp the above issues.

Other corollary inquiries will also be pursued, given that prevailing worldviews naturally bring about changes in literature, with new representational strategies and techniques being invented—or borrowed—to foreground these shifts. That is, our approach will be to study literature in relation to basic shifts in the intellectual, social, economic and spiritual realms. This conventional approach should serve as a springboard to more sophisticated ones: How are theoretical concepts such as Modernism, *modernismo*, *el noventayochino* and nationalism useful as a means of approaching these texts? In what ways should the same concepts be problematized or nuanced? More generally, which topics and issues are of particular relevance to students working within the Hispanic literary and critical tradition?

**Additional Prerequisite:** SPAN 250 or equivalent; Consent of instructor required.

**Recommended for:** All Spanish Majors
SPAN 381-001; 6017  Twentieth-Century Latin American Narratives: Social and Natural Landscapes and the Idea of Progress
TuTh 10:00-11:15AM  Dr. Deni Heyck dheyc@luc.edu

Spanish Major Requirement Fulfilled: Latin American Literature (Two required); Spanish Elective (Two required)
Description: In this course, we will read selected twentieth-century Latin American narratives, study their social and natural landscapes, and discuss their different representations of the idea of progress. The physical and social contours of the worlds our authors have sculpted include the dramatic interplay of complicating factors--inequality, violence, and conflicting attitudes toward the natural world--prompting us to rethink the meaning of progress as modernization and globalization reshape known landscapes. We will read short stories, novels, indigenista, and testimonial literature from the following authors: Isabel Allende, García Márquez, Manuel Puig, Graciliano Ramos, Jorge Amado, Rosario Castellanos, and Manlio Argueta. A special feature of this course is the inclusion of Brazilian novelists Ramos and Amado, whose foundational works are essential to any investigation of nature and culture in Latin America. Taught in Spanish and recommended for Spanish majors. Prerequisite: Span 270/271.
Outcome: Students will be able to identify and assess both the contextual and the formal features of representative twentieth-century Latin American narratives and to understand the basic tension between arguments for cultural, environmental, and social justice on the one hand, and those for economic progress and modernization on the other.

Additional Prerequisite: Consent of instructor required.
Recommended for: All Spanish Majors

SPAN 385-001; 5679  Caribbean Literature
TuTh 2:30-3:45PM  Dr. Olympia Gonzalez ogonzal@luc.edu

Spanish Major Requirement Fulfilled: Spanish-American Literature (One required); Spanish Elective (Two required)
Description: The Caribbean has always been “in the eye of the storm.” When the original Amerindian population took to worship the god Hurricane, they were acknowledging the unstable but irresistible climate of the islands and the extraordinary and terrifying beauty of their natural environment. Surrounded by the Caribbean Sea and reached by Spanish explorers as early as the 16th century, these islands exerted deep attraction on Europeans who projected their memory of ancient Greek myths on the mysterious space of its forests and crystal like waters. Later, when thousands of slaves were brought from Africa, a new layer of myth became the mortar with which a growing historical consciousness was created. This course will cover a selection of novels and short stories about life in the Hispanic Caribbean to understand the unique culture of the region. Main topics will deal with the role of religion in the depiction of the Haitian revolution, the search for authenticity in nature, the impact of tourism, Caribbean Spanish terms, and music’s contribution to a common sense of identity as well as the presence of a powerful popular culture in Cuba and Puerto Rico which transcends geographical borders. Special attention will be given to art objects and songs as interpretations of daily life.

Additional Prerequisite: Consent of instructor required.
Recommended for: All Spanish Majors

SPAN 396-001; 5119  Spanish Christian Authors
TuTh 1:00-2:15PM  Dr. D. Scott Hendrickson, S.J. dhendrickson@luc.edu

Spanish Major Requirement Fulfilled: Spanish Elective (Two required)
Description: This course is a survey of the most prominent Golden Age authors – Ignatius of Loyola, Teresa of Avila, John of the Cross, Fray Luis de León, including Miguel de Cervantes, Pedro Calderón de la Barca, and Francisco de Quevedo – whose writings reflect the religious, spiritual, and intellectual currents of Counter-Reformation Spain. It examines the ascetical, mystical, and Illuminist trends of the sixteenth and seventeenth centuries, as well as the most important themes writers developed in early modern Iberia: conversion and authority, vice and virtue, penance and pilgrimage, devotion and humor. These themes will be explored across
several genres: prose, poetry, drama, autobiography, and the treatise. The writers and their texts studied in this course will also be viewed in the context of the greater artistic production of the Spanish Golden Age. This is a foundational course for students interested in Spanish literature, and fulfills either the Golden Age requirement or can be an elective for Spanish majors. This class is taught in Spanish, and will consist of lectures, seminar discussions, oral presentations, and dramatic readings.

**Course Objectives:**

- To comprehend the religious, spiritual, and intellectual currents of the Spanish Golden Age
- To understand the cultural context of Counter-Reformation (Catholic) Spain
- To identify the historical and religious circumstances that came to define the Spanish Golden Age
- To define and explain the ascetical, mystical, and illuminist trends that took shape in early modern Spain
- To establish connections between the art, literature, religion, and politics of Catholic Spain during the sixteenth and seventeenth centuries
- To demonstrate familiarity with the different literary genres of early modern Spain
- To improve the skills of reading, writing, speaking and listening in Spanish
- To improve critical and analytical skills required for the study of literature

**Additional Prerequisite:** Consent of instructor required.

**Recommended for:** All Spanish Majors

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**SPAN 397-001; 3987**  
**Topics in Hispanic Literature: Spies, Sleuths, and Snitches in Contemporary Latin American Literature and Cinema**

Mon 4:15-6:45PM  
Dr. Ana Rodriguez Navas  
arodrigueznavas@luc.edu

**Spanish Major Requirement Fulfilled:** Spanish Elective (Two required)

**Description:** Spies, sleuths, and snitches are united by a common desire to learn and expose the secrets of others. Indeed, detective and spy novels are typically constructed as narratives of inquiry: in their traditional forms, these novels are founded on the implicit promise that truth will be found, justice restored, and wrongs righted. In Latin America, however, the long history of colonialism, postcolonialism, and social inequality makes for a different story; indeed, the Mexican writer Carlos Monsivais argues that in Latin America “we don’t have any detective literature because we don’t have any faith in justice”, and similar claims have been made about the relative paucity of espionage fiction in the region. This course seeks to scrutinize Monsivais’s assertion, arguing that while there is, in fact, a rich tradition of what we may call epistemological fiction in Latin America, the region’s troubled history and socioeconomic conditions means that in such texts justice is not always served. On the contrary, many of the texts studied in this course depict not impartial processes of law and justice, but rather systems of power that are corrupt, inefficient, and unequal. In Latin America, as we shall see in this course, the policiaco and related genres function as indictments of the state and its institutions, and by extension, of the prevailing social and political order.

**Additional Prerequisite:** Consent of instructor required.

**Recommended for:** All Spanish Majors