



Department of Language, Journalism, Writing, Literature & Environmental Studies

SPA 3057 (3 units)

Crossover: Latin American Best Sellers in the US

Spring 2026

Meeting days: Monday, Wednesday & Friday	Instructor title and name: Dr. Margarita Pintado Burgos
Meeting times: 11:00 - 11:55	Email: mpintado@pointloma.edu
Meeting location: Ryan Learning 104	Office Location and Hours: Bond Academic Center (BAC) 120/
Final Exam: Wednesday, May 6, 10:30am -1:00pm	

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION

This class has several goals. First, it will introduce students to Latin America's vast, diverse, and complex literary culture through the works of its most widely known and revered international best-sellers. Second, it will go beyond the superficial reading to which these major writers are often subjected. Finally, it will examine the possible reasons behind their success. We will try to answer the following questions: What makes a work a classic? What kinds of imagery, styles, characters and plots attract the average reader? What version(s) of Latin America is the US literary market supporting? Students will read the works of classic authors such as Pablo Neruda (Chile), Jorge Luis Borges (Argentina), Julia Álvarez (Dominican Republic), and Gabriel García Márquez (Colombia), among many others.

Course Learning Outcomes (CLOs):

By the end of the class, ***YOU*** will be able to...

1. Identify major authors and styles from the Latin American literary world.
2. Describe the historical and political background of each literary work read in class.
3. Successfully analyze a variety of literary texts, beyond Latin America.

4. Consider the role of the market in shaping our literary culture.

General Education Learning Outcomes

GELO 2c Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

GE SIGNATURE ASSIGNMENT

[This signature assignment](#) is a formal, but personal essay due by the beginning of the final examination period. This essay will require you to reflect on your interpretive reading and as such will rely *solely* on the literary text and your own thoughts and perspectives.

Required texts:

Ariel Dorfman, *Death and the Maiden*, Penguin Group, 1991.

Julia Álvarez, *How the García Girls Lost Their Accent*. Any edition.

Pablo Neruda, Mark Eisner, Robert Hass, *The Essential Neruda: Selected Poems* (Bilingual Edition), City Lights Publishers, 2004.

Juan Rulfo. *Pedro Páramo*. Any edition.

*The remaining material will be provided by the professor or is available in Canvas.

Assessment and Grading:

Response papers (10)	30%
Quizzes (4)	
Presentations (3)	20%
Partial exams (4)	40%
<u>Final Exam</u>	<u>10%</u>
Total:	100 %

Grading Scale:

A: 93-100	C+: 77-79	D-: 60-62
A-: 90-92	C: 73-76	F: below 60
B+: 87-89	C-: 70-72	
B: 83-86	D+: 67-69	
B-: 80-82	D: 63-66	

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination on its scheduled day.

The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

COURSE POLICIES AND REQUIREMENTS:

Attendance: Attendance is required. Missing class for other than medical emergencies or excused absences will affect your grade, as per the University Catalog. Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the professor has the option of filing a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date, or after that date, receive an F grade. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of W or WF consistent with university policy in the grading section of the catalog. See current Academic Policies in the academic catalog.

Class Preparation: All assignments must be completed prior to the assigned due date and time. Some assignments will be discussed in class while others will be completed individually but not discussed.

Class Participation: Regular contributions to class discussion are expected, including but not restricted to discussions of weekly readings, related experiential exercises, and open dialogue. Despite the size of the class, I want everyone to feel compelled to share their thoughts on assigned readings.

Late Paper Policy: Be sure to hand in your assignment on time or make a prior arrangement to submit the assignment before the assigned due date. Otherwise, a late submission will be penalized by one letter grade if handed in after the due date and time, and by an additional letter grade for each day late following the assignment due date. Unless prearranged, assignments more than a week late will not be graded. Note: response papers may not be submitted late. Late response papers will receive a "0."

E-Mail: Please use e-mail for simple, logistical questions or clarifications. Write: "LIT 4048" in the subject line. Allow 24 hours/ 1 business day for a reply.

Public Discourse: Much of the work we will do in this class is cooperative, by nature of the class discussions and general feedback given to written work and/projects; thus, you should think of all your writing and speaking for and in class as public, not private, discourse. By continuing in this class, you acknowledge that your work will be viewed by others in the class.

CONTENT WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences which contribute to the way you perceive various types of information. In ENG 3023, all class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. If you encounter a topic that is intellectually challenging for you, I encourage you to talk to me about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement, and I will support you throughout your learning in this course.

TRIGGER WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In ENG 3023, we will cover a

variety of topics, some of which you may find triggering. These topics include [list topics]. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of Creative Writing and I will support you throughout your learning in this course.

TURNING IN ASSIGNMENTS AND DUE DATES

All major assignments must be turned in on Canvas on the day they are due in addition to being printed and turned in hard copy at class. Assigned work will have a due date and you will be expected to meet this requirement. Missed in-class work may not be made up unless you have an excused absence. I will accept the major projects one class period late, but your paper will be penalized one letter grade (A as maximum grade). Major projects turned in after that point will receive a score of 0. You must turn in all four major projects to pass this course. Failure to do so will result in a grade of F.

PLNU SPIRITUAL CARE

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate and Adult Undergraduate students to encounter God and grow in their Christian faith. We have onsite chaplains at our different campuses who may be available during class break times across the week. If you have questions or a desire to meet or share any prayer requests with our chaplains, you can find them at the [Chaplain's Page](#) via myPLNU. In addition, the Mission Valley and Balboa campuses have a prayer chapel for use as a space set apart for quiet reflection and prayer.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU RECORDING NOTIFICATION

To enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel. Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

ACADEMIC HONESTY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See Academic Policies for definitions of kinds of academic dishonesty and for further policy information.

ARTIFICIAL INTELLIGENCE (AI) POLICY

The use of Artificial Intelligence (AI) tools (e.g., ChatGPT, iA Writer, Marmot, Botowski, GrammarlyGo, Perplexity, etc.) is prohibited in this course for any aspect of your work, including idea generation, drafting, editing, or final submissions. This course is designed to assess your independent critical thinking, writing, and research skills without the assistance of AI technologies. Violations of this policy will be treated as breaches of academic integrity.

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2533). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. Professors are able to view a student's approved accommodations through Accommodate.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to ensure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

LANGUAGE AND BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital

status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at www.pointloma.edu/nondiscrimination.

SEXUAL MISCONDUCT AND DISCRIMINATION

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at <http://pointloma.edu/Title-IX> or as shown in the PLNU Spiritual Care section of this syllabus.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Refer to [Academic Policies](#) for additional detail.

LOMA WRITING CENTER

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual

communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research. Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: <https://plnu.mywconline.com/>
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>
- Email: writingcenter@pointloma.edu

Course Schedule

-subject to change-

M	January 12	Welcome! Syllabus, class dynamics and expectations.
W	January 14	Short Stories by Gabriel García Márquez: “The Handsomest Drown Man in the World”/ “El ahogado más hermoso del mundo”, “A Very Old Man with Enormous Wings.” Available in Canvas.
F	January 16	G García Márquez: “One of These Days,” “Tuesday’s Siesta.” Stories available in Canvas. *Response paper. Instructions in Canvas.
M	January 19	No class- MLK Day ☺
W	January 21	Short novel by Gabriel García Márquez: <i>Chronicles of a Death Foretold</i> (novella), first 2 chapters. Available in Canvas. *Quiz
F	January 23	<i>Chronicles of a Death Foretold</i> , conclusion
M	January 26	Short novel by Juan Rulfo, <i>Pedro Páramo</i> , first 30 pages *Response paper. Instructions in Canvas.
W	January 28	<i>Pedro Páramo</i> , next 25 pages
F	January 30	<i>Pedro Páramo</i> , next 25 pages
M	February 2	<i>Pedro Páramo</i> , conclusion and movie available in Netflix. *Response paper. Instructions in Canvas.
W	February 4	Julio Cortázar, “After Lunch/ “Después del almuerzo,” “Axolotl,” (stories) *Quiz
F	February 6	Exam 1
M	February 9	No class
W	February 11	Ariel Dorfman, <i>La Muerte y la doncella/ Death and the Maiden:</i> Afterword and Act One. *Response paper. Instructions in Canvas.
F	February 13	<i>Death and the Maiden</i> , Acts Two and Three.
M	February 16	<i>Death and the Maiden</i>

W	February 18	Pablo Neruda/ <i>The Essential Neruda</i> ~ poetry, bilingual edition. *Students present a poem of their choice
F	February 20	<i>The Essential Neruda</i>
M	February 23	Gabriela Mistral, poetry selection available in Canvas. *Response paper. Instructions in Canvas.
W	February 25	Octavio Paz & Jorge Luis Borges, poetry selection available in Canvas.
F	February 27	Exam 2
M	March 2	Samanta Shwelbin, <i>Seven Empty Houses/ Siete casas vacías</i> ~short stories *Response paper. Instructions in Canvas.
W	March 4	<i>Seven Empty Houses</i>
F	March 6	<i>Seven Empty Houses</i>
M→F March 9-13 Spring Break ☺		
M	March 16	Fernanda Melchor, <i>Aquí no es Miami/ This is not Miami</i> ~ chronicles
W	March 18	<i>Aquí no es Miami/ This is not Miami</i> *Response paper. Instructions in Canvas.
F	March 20	Valeria Luiselli, <i>Tell Me How It Ends: An Essay in 40 Questions</i>
M	March 23	<i>Tell Me How It Ends: An Essay in 40 Questions</i>
W	March 25	Review
F	March 27	Exam 3
M	March 30	<i>How the García Girls Lost Their Accent/ De cómo las muchachas García perdieron su acento</i> , part I *Quiz
W	April 1	<i>How the García Girls Lost Their Accent</i> , part II
F	April 3	No class- Easter Break ☺
M	April 6	No class- Easter Break ☺
W	April 8	<i>How the García Girls Lost Their Accent</i> , part III

***Response paper.** Instructions in Canvas.

F	April 10	<i>How the García Girls Lost Their Accent</i>
M	April 13	Junot Díaz: <i>This is How You Lose Her</i> , “The Sun, the Moon, the Stars,” “Nilda,” “Alma,” “The Pura Principle.”
W	April 15	<i>This is How You Lose Her</i> ,” “Invierno,” Otravida, otra vez,” “Flaca.”
F	April 17	<i>This is How You Lose Her</i> , “Miss Lora, “The Cheater’s Guide to Love,” Roxane Gay, <i>Bad Feminist</i> , “How We All Lose,” essay on Junot Díaz’s writing. *Response paper. Instructions in Canvas.
M	April 20	Review
W	April 22	Examen 4
F	April 24	Sandra Cisneros: <i>The House on Mango Street/ La casa en Mango Street</i>
M	April 27	<i>The House on Mango Street/ La casa en Mango Street</i>
W	April 29	Review for the final
F	May 1	Last Day of classes- review for the final
W	May 6	Final exam