



Latin American Literature: A Literary Identity Search

ACADEMIC CODE	TOTAL		DISTRIBUTION OF ACADEMIC HOURS:			MAJOR:
	SCT	UD	CAT	LAB	TALL	
		4	64	x	x	
SEMESTER	REQUIREMENTS					
1 AND 2	NON-NATIVE ENGLISH SPEAKERS MUST PRESENT A CERTIFICATE FROM THEIR ENGLISH DEPARTMENT THAT DEMONSTRATES THEY HAVE AN ADVANCED (B2/+) LEVEL OF ENGLISH (SPOKEN AND WRITTEN)					
COURSE DESCRIPTION						
<p>“Life is not what one lived, but what one remembers and how one remembers it in order to recount it.” Gabriel García Márquez.</p> <p>This course aims to give its students a broad view of contemporary Latin American literature, both poetry and narrative, as well as a thorough approach towards themes developed by authors such as Jorge Luis Borges, Julio Cortázar, Gabriel García Márquez, Álvaro Mutis and Pablo Neruda. The role of women writers will also be explored through the works of the Chilean author María Luisa Bombal, a highly influential literary figure who pioneered the Latin American feminist narrative.</p>						
ASSOCIATED COMPETENCIES						
<p>At Universidad Viña del Mar, they have identified three core competencies for their students.</p> <p>One of them, competency for a “cultural good”, is described as follows:</p> <p>“Knowledge, abilities, and skills that help us to understand the arts in their diverse expressions and contexts in order to strengthen the students’ cultural good”.</p>						
LEARNING OUTCOMES						
<p>Students who demonstrate competence in “cultural good” can:</p> <p>Appreciate and incorporate the diverse artistic and esthetic expressions which surround the student by a way of understanding the society and its different expressions.</p>						
PRINCIPAL CONTENT						



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First Unit: The Latin American solitude and hopelessness

- *The Labyrinth of Solitude* (extracts) (Octavio Paz, 1950)
- "The Hopelessness" (conference speech) (Álvaro Mutis, 1968)

Second Unit: The Latin American Boom

- Magic realism by Gabriel García Márquez
- The fantastic by Julio Cortázar
- Precursors: Jorge Luis Borges – María Luisa Bombal

Third Unit: Neruda

- The poet's calling: *Twenty Love Poems and a Song of Despair*
- The poet's coming-of-age: *Residence on Earth*
- The poet's commitment: *Canto General* and *Elemental Odes*

TEACHING AND EVALUATION METHODOLOGY

Seminar-style classes which are complemented with reading assignments. The course learning process approaches its literary subject from different genres: narrative, poetry, essays and interviews. This diversity brings forwards the literary works as well as the creative process behind each of them. There is also a cinematic approach: films will be shown so the students can have a visual representation of the themes developed throughout the semester.

Formative Evaluation: the student participation as they share their thoughts regarding the themes being discussed during class. This generates a dialogue that allows to enhance the approach of the themes being developed, as well as to evaluate the student's commitment to the course.

Summative Evaluation: The final grade will result from the following evaluations:

- Oral Presentation 1: 23%
- Oral Presentation 2: 23%
- Class Participation: 24% (formative)
- Final Exam: 30%

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GARCÍA MÁRQUEZ, GABRIEL. *LA INCREÍBLE Y TRISTE HISTORIA DE LA CÁNDIDA ERÉNDIRA Y DE SU ABUELA DESALMADA*. DEBOLSILLO, 2007.
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