

TRAVEL LITERATURE IN LATIN AMERICA

COURSE CODE	TOTAL SEMESTER		DISTRIBUTION				
	SCT	UD	CAT	TALL	LAB	PC	
	4	64					SEMESTER IN ENGLISH
SEMESTER	AUTONOMOUS LEARNING TIME						REQUIREMENTS
	32H						ENGLISH LEVEL B2 OR HIGHER
COURSE DESCRIPTION							
<p>“What am I doing here?” Bruce Chatwin.</p> <p>A land of encounter and finding, of retreat and loss, Latin America is the place where humanity finally stopped their wandering throughout the world. Finis Terrae, Land’s End. This continent has been described and recreated by many travellers, who along with giving a lucid glimpse of this region and its people, also revealed much of their own selves.</p> <p>This course aims to be part of this tradition by letting its students share their own written footprints. A travel experience filled with purpose which can only be achieved through the writing process.</p>							
COMPETENCES ASSOCIATED WITH THE PROFILE							
<p>At Universidad Viña del Mar, they have identified three core competencies for their students. 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>							
KEY CONTENT							
<p>First Unit: Travel Writing</p> <p>Second Unit: Latin American Journeys</p> <p>Third Unit: Through Chilean and Foreign Eyes</p>							
TEACHING AND EVALUATION METHODOLOGIES							
<p>Seminar-style classes which are complemented with reading and writing assignments.</p> <p>The course has a practical framework. Students will understand travel literature by engaging with</p>							

its strategies and forms, in order to write their own travel accounts. The genre will be approached from a cinematic perspective as well: documentaries and films will be shown so the students can have both a visual representation of the travel experience and to get to know the lives of notable travel writers.

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: during the course, workshops will be held in which the student will read and discuss their own travel account. These workshops are very important as they fully convey in the exam, that is, the student's final travel story. Such written assignments will demonstrate the student's development during the semester and will be graded.

BASIC BIBLIOGRAPHY

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SUPPLEMENTARY BIBLIOGRAPHY

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