



CIEE Global Institute - Santiago de Chile

Course name:	The Poetry of Neruda, Mistral and Huidobro
Course number:	LITT 1101 STCH
Programs offering course:	Santiago de Chile Open Campus
Open Campus Track:	Language, Literature and Culture
Language of instruction:	English
U.S. semester credits:	3
Contact hours:	45
Term:	Spring 2020

Course Description

Poetry is one of Chile's most celebrated and developed literary expressions. The 20th century was a time when Chilean authors experienced a steady development in their work, concomitantly with the authors' political engagement in processes of Chilean history. This course examines to a certain extent these poets' creations and impact in culture, politics and local history. Through the works and lives of Pablo Neruda, Gabriela Mistral and Vicente Huidobro, students will understand the meaning and legacy of poetry in Chilean history, culture and political development.

Learning Objectives

By completing this course, students will:

- Analyze, interpret, describe and compare some of the signature poetry and essay writing of these authors.
- Understand and evaluate poems, essays and short texts understanding the structure underlying different literary expressions, through intercultural means.
- Approach in an intercultural way, the work and lives of these three Chilean authors.
- Recognize the diversity of Chilean culture and understand how this culture is connected to the rest of Latin America.
- Understand the social role of literature in Chilean history, through the study of mayor literature and political works of Pablo Neruda, Gabriela Mistral and Vicente Huidobro.

Course Prerequisites None.

Methods of Instruction

The course will involve active discussion, PowerPoint presentations (given by the teacher as well as students), readings, group work, reading reports and site visits in order to understand the legacy in today's Chile of these authors and have a direct glimpse of current Chilean culture.



Assessment and Final Grade

1.	Presentations on Authors and/or Themes (3):	30%
2.	Site Visits Report (2):	20%
3.	Creative Writing exercise	10%
3.	Final Individual Paper Analysis:	20%
5.	Participation:	20%

TOTAL: **100%**

Course Requirements & Assignments

Group Presentations on Authors:

Students will get together in groups of 3. Each group will prepare a presentation on each Poet. The presentation (3) should be about aspects of the lives of these three Chilean authors or some topics on historical, cultural or political aspects that will be explored in class. PowerPoint and/or other methods could support the presentations that will last 10 minutes followed by 5-10 minutes of questions and discussion. Presentations will be done during the course on specific block's sessions dedicated to them.

Site Visits Report:

Students will write a report regarding their experience at the different site visits. The objective is that students are able to integrate different aspects and discussions seen at class in their site visit experience. Important cultural observations have to be integrated and a personal approach on the aspects developed in class. The report should be typed, double-spaced, and 1000 words long, Times New Roman 11.

Creative Writing Exercise:

Students will be encourage to create their own "Caligrama" in the class. This poem has to follow the formal rules and features of those written by Huidobro but also for other poets who used to this kind of poetic technic. The students will have a reasonable amount of time to create their poem, and then they will have to present it to their colleagues receiving a constructive critique. In order to standardize that critique as a formal co-evaluation, each student will receive a rubric containing the evaluation criteria.

Final Individual Poetic Analysis:

Students will write a final paper regarding one of the literary works of one of the poets. The objective is that students are able to integrate different aspects (e.g. context, biography) and discussions seen in class with a personal 'close reading' (poetic analysis) of the poem. If the students choose to use some critical papers to hold or explain their readings or interpretations



they should be in MLA citation style when referencing resources. The paper should be typed, double-spaced, and 1500 words long, Times New Roman 11.

Participation

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

Attendance Policy

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students, who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1 content classes, or up to 2 language classes	Participation graded as per class requirements



10 – 20%	2 content classes, or 3-4 language classes	Participation graded as per class requirements; written warning
More than 20%	3 content classes, or 5 language classes	Automatic course failure , and possible expulsion

Weekly Schedule

Week 1 Orientation Week

Class 1:1 Introduction to Class and Latin American Context (Eurocentrism & Cosmopolitanism):

Students will get a contextualization of who Pablo Neruda, Gabriela Mistral, Vicente Huidobro were, and their importance in Latin American literature in general. In the second block of the class the students will discuss a brief overview of Latin American history starting at the end of the 19th century and finishing at the beginning of the 20th century. The class will discuss how the arrival of modernity affected Latin America’s literary conceptions.

Texts to read before the class:

1. “The Industrial Revolution and Latin American in the 19th Century.”
2. Degiovanni, Fernando: “Shifting Hegemonies: The Cultural politics of Empire”

Week 2

Class 2: 1 Welcome Class and Introduction to Chilean poetry: cultural and historical particularities

At the opening of this session the Professor and the Students known each other. We will spend a while sharing our backgrounds, discuss some of the main organization and administrative issues for the course and will share expectations. In the second part of the session we will discuss the historical context in Chile, its own social and cultural configuration. Students will also discuss on some Chilean cultural specific traits such as the country’s geographical organization and class differences that date back to colonial times. Students will have a better idea of the social, historical, cultural and literary contexts where these authors came from.

Texts to read before the class:

1. “Gender, Industrialization and Urban Change in Santiago”
2. Selection: History of Chile. “The Parliamentary Republic”.



Class 2: 2 Modernism & Avant-Garde

Students will learn about the literary diversity of Latin America and how Chile integrates that bigger picture. In this context students will learn about basic concepts such as Literary Modernism, Avant-Garde and Eurocentrism.

Texts to read before the class:

1. Oliver, Amy: “Modernism in Spanish America”
2. Hart, Stephen: “Latin American Poetry”

Reference, not required: Burger, Peter: “Chapter Four” in: *The Theory of the Avant-Garde*.

Week 3

Class 3: 1 Introduction to Pablo Neruda: Avant-garde breakthrough in *Residencia en la Tierra*

Students will get to know some of the early years in the life of Pablo Neruda and they will read a selection of poems from one of his first books, *Residencia en la Tierra*. Students will get to know the political life of Pablo Neruda as a communist party member and as a diplomat.

Texts to read before the class:

1. Novillo-Corvalán, Patricia: “Pablo Neruda’s Transnational Modernist Networks: Colombo–Madrid–London–Buenos Aires (1927 - 1933)”
2. A selection of poems from: Neruda, Pablo. *Residencia en la tierra*. (1933)

Reference, not required: Neruda, Pablo: Chapter III and IV in *Memoirs*

Class 3: 2 Pablo Neruda: becoming the international renowned Chilean Bard. *Canto General* and Nobel Prize

Students will discuss the events and works that transformed Pablo Neruda in a celebrated global poet. Students will read a selection of *Canto General* and will discuss the characteristics of the voice in these poems. Through a comparison with poems from *Residencia en la Tierra*, students will discuss the new path the poet is taking. Students will also discuss the Nobel Prize speech and what this international acclaim entails.

Texts to read before the class:

1. Neruda, Pablo: Chapter VIII in *Memoirs*



2. A selection of poems from: Neruda, Pablo: "Alturas de Machu-Pichu in *Canto general*. (1950)
3. Pablo Neruda's Nobel Prize speech at:
https://www.nobelprize.org/nobel_prizes/literature/laureates/1971/neruda-lecture.html

Class 3: 3 Pablo Neruda's Santiago house: daily life and poetry writing.

Site visit nº1: "La Chascona", Museum House (Santiago).

The class will visit one of Pablo Neruda's famous houses. Students will consider the relationship between the daily life of an author and his/her work. Before visiting the site, the class will meet to establish the direction of the visit, including certain tasks outlined by the teacher. After the visit, the class will meet again to debrief the experience.

Week 4

Class 4: 1 Group Presentations on Pablo Neruda & Introduction to Gabriela Mistral

In the first section's class students give their group presentations. In the second part, students will learn about the early years of the life of Gabriela Mistral and will read a selection from her first known book of poems, *Desolación*. Students will gain knowledge not just on her role as a poet, but also as an educator.

Texts to read before the class:

1. A selection of poems from: Mistral, Gabriela. *Desolación*. (1922)
2. Montecinos, Elisa: Rediscovering Gabriela Mistral.

Class 4: 2 Gabriela Mistral: Women Poetry, Nobel Prize and *Poema de Chile*

Students will learn about Latin America's first Nobel Prize in times of post World War II. The class will read the banquet speech given at that time and will discuss the way in which this distinction transforms Gabriela Mistral's career having in mind what had been discussed with Pablo Neruda's Nobel prize. Students will read and discuss a selection of poems from *Poema de Chile* and will analyze the image of Chile Gabriela Mistral is trying to portray,

Texts to read before the class:

1. A selection of poems from: Mistral, G. *Poema de Chile*. (1967)
2. Gabriela Mistral's Nobel Prize banquet speech available at:
https://www.nobelprize.org/nobel_prizes/literature/laureates/1945/mistral-speech.html
3. Pratt, Mary Louise: "Women, Literature and National Brotherhood"



Reference, not required: Fiol-Matta. "Introduction" in: *A Queer Mother for the Nation*

➤ **Submit Site Visit Report on Pablo Neruda's House by this date.**

Class 4: 3 Gabriela Mistral and the History of Education in Chile

Site Visit nº2: "Museo de la Educación Gabriela Mistral" (Santiago).

The class will visit this museum of education, that used to be the first Escuela Normalista (teacher training school) of Santiago. Students will learn about the history of education in Chile and in Latin America, and they will explore the important legacy of Gabriela Mistral left on Chilean education. Before visiting the site, the class will meet to establish the direction of the visit, including certain questions and tasks outlined by the teacher. After the visit, the class will meet again for debrief.

Week 5

Class 5: 1 Group Presentations on Gabriela Mistral & Introduction to Vicente Huidobro

In the first section's class students give their group presentations on Gabriela Mistral. In the second part, students will learn about Vicente Huidobro's life. As a figure of the elite, Huidobro's life will overview Chilean aristocratic life in general. Students will read a selection of poetry and of manifests made by Huidobro clearly influenced by the different European Avant-Garde art movements that will help him create his own movement: *Creacionismo*. Finally the students will be encouraged to create their own Caligrama and should be present it to the group in order to get a co-evaluation.

Texts to read before the class:

1. A selection of Manifestos and poems from: Huidobro.

➤ **Creative Writing exercise on Huidobro's technic.**

Class 5: 2: Huidobro the bard of Innovation & Avant- Garde figure of Chile

Altazor is a fundamental Poem and the political engagement of an elite class author. Students will read a selection of Huidobro's most celebrated poem, *Altazor*, and will discuss on the ideas the poem wants to establish, a lot of them related to the ideals of Avant-Garde and modernity. The class will also learn about another aspect of Huidobro's life, his political engagement as a communist party member.

Texts to read before the class:



1. De Costa, Rene: "Huidobro and the New Poetry of Spanish America"
2. Vicente Huidobro. *Altazor*. A Voyage in a Parachute. "Preface" & Chant II (1931)

➤ **Submit Site Visit Report on Gabriela Mistral by this date.**

Class 5: 3 Group Presentations on Vicente Huidobro & *Altazor* disintegration.

In this section we will continue with the close reading of *Altazor's* Chants V, VI y VII and in the second part of the class, students will do their presentations on Vicente Huidobro related themes, opening discussion with their classmates.

Texts to read before the class:

1. De Costa, Rene: "VIII. Altazor" in *The Careers of a Poet*
2. Huidobro. Chants V, VI y VII. of *Altazor* (1931)

Week 6

Class 6: 1 Conclusions: Latin American Literary tradition in the Age of the Empire

After having learned about the life and work of Neruda, Huidobro and Mistral and their contributions to the literary history in Chile and Latin America students will overview the different class topics discussing on the new views they have created on the authors. In addition, the class will overview the literary trends of the second half of the twentieth century underlining the legacy these different literary developments had in the subsequent developments of Latin American Literature. Students will be able to create a broad map of conclusions regarding Chilean poetry and the literary work of these three remarkable Poets.

Texts to read before the class:

1. Franco, Jean: "Introduction" in: *The Decline & Fall of the Lettered City*.

➤ **Submit Final Paper by this date.**

Suggested Readings:

Baradit, J. (2016). *Historia secreta de Chile*. Santiago de Chile: Sudamericana.

Dawes, G. (2006). *Verses against the Darknes: Pablo Neruda's poetry and politics*. Lewisburg: Bucknell University Press.

De Costa, R. (1982). Huidobro en el más allá de la Vanguardia: París (1920-1925). *Revista Chilena De Literatura*, (20), 5-25.

- Falabella Luco, M. (2003). ¿Qué será de Chile en el cielo? : Poema de Chile de Gabriela Mistral. Santiago de Chile: LOM Eds : Universidad Padre Hurtado.
- Halperín Donghi, T. (1991). Historia Económica de América Latina : Desde la independencia a nuestros días. Barcelona: Crítica.
- Halperin, T. (2008). Historia contemporánea de América Latina. Buenos Aires, Alianza Editorial.
- Horan, E. (1994). Gabriela Mistral : An artist and her people(Interamer ; 33). Washington: OEA.
- Huidobro, Montes, & Montes, Hugo. (1976). *Obras completas de Vicente Huidobro* (1a. ed.). Santiago: Andrés Bello.
- Kohut, K., & Morales Saravia, J. (2002). Literatura chilena hoy : La difícil transición. Frankfurt/Main: Vervuert ; Madrid : Iberoamericana.
- Loyola, H. (2011). De cómo Neruda devino comunista (sin conversión poética). In *Revista Chilena de Literatura* (79), 83-107.
- Marchant, & Oyarzún Robles. (2000). *Escritura y temblor*. Santiago: Cuarto Propio.
- Mistral, G. (1960). *Desolación*. Buenos Aires: Espasa-Calpe Argentina.
- Mistral, G. (1989). *Tala* (2a. ed.). Santiago: Andrés Bello.
- Mistral, G. (2013) *Poema de Chile*. Santiago de Chile: La Pollera Ediciones.
- Mistral, G. (2015) *Por la Humanidad Futura*. Antología política de Gabriela Mistral. Santiago de Chile: La Pollera Ediciones.
- Neruda, P. (1976). *Incitación al nixonicidio y alabanza de la revolución chilena*. Barcelona: Eds. Grijaldo.
- Neruda, P. (1978). *Memoirs*. New York: Penguin Books.
- Neruda, P. (1990). *Canción de gesta*. Barcelona: Planeta.
- Neruda, P. (1999). *Residencia en la tierra*. Santiago de Chile: Universitaria.
- Neruda, Alegría, & Alegría, Fernando. (1981). *Canto general*. Caracas: Biblioteca Ayacucho.
- Neruda, P., & Loyola, H. (2015). *Residencia en la tierra*. Madrid: Cátedra.
- Rama, A. (1985). *Las mascararas democráticas del Modernismo*. Fundación Ángel Rama.
- Rama, A. (2004). *La ciudad letrada*. Santiago de Chile, Tajamar editores.
- Rojo, G. (1997). *Dirán que está en la gloria... (Mistral)*. Santiago de Chile: Fondo de Cultural Económica, 1997.
- Schopf Ebensperger, F. (2000). *Del vanguardismo a la antipoesía : Ensayos sobre la poesía en Chile*. Santiago: LOM Ediciones.
- Sicard, A. (1991). *Poesía y política en la obra de Pablo Neruda*. *Revista Canadiense de Estudios Hispánicos* (15), 553-561.
- Subercaseaux Sommerhoff, B. (2011). *Historia de las ideas y de la cultura en Chile: Desde la Independencia hasta el Bicentenario*. Santiago de Chile: Universitaria. Available at: <http://www.ideasyculturaenchile.cl/>
- Sucre Figarella, G. (1985). *La máscara, la transparencia*. México: Fondo de Cultura Económica.
- Valenzuela, A. (2002). *Gabriela Mistral y la reforma educacional de José Vasconcelos*. *Reencuentro* (34), 9-27. Distrito Federal, México: Universidad Autónoma Metropolitana.
- VV.AA. (2008). *Historia general de América Latina VII. Los proyectos nacionales latinoamericanos: sus instrumentos y articulación, 1870-1930*. España: Ediciones Unesco, Editorial Trotta.
- VV.AA (2008). *Historia general de América Latina VIII. América Latina desde 1930*. España: Ediciones Unesco, Editorial Trotta.
- Yurkievich, S. (1984). *A través de la trama : Sobre vanguardias literarias y otras concomitancias*. Barcelona: Muchnik.



Other Resources

Gabriela Mistral Foundation: <http://gabrielamistralfoundation.org>

Gabriela Mistral's Museum at Vicuña (Spanish): <http://www.mgmistral.cl/>

Pablo Neruda Foundation <https://fundacionneruda.org/en/>

Vicente Huidobro's Museum (Spanish): <http://www.museovicentehuidobro.cl/>

Website dedicated to Chilean Literature done by Universidad de Chile (Spanish): <http://www.retablo.uchile.cl/>

Website of Chilean Digital Resources from the Chilean National Library (Spanish): <http://www.memoriachilena.cl/>