



**Please note:**

Enrolment will be made through ESSARP's web page. If you have enrolled for a course and will not be able to attend a single session or the whole course, please advise at the Centre as soon as possible. Please ensure a prompt start by planning to arrive in advance of the beginning of the session.

### D1106 - Webinar - Eco-dystopia and reality in Samanta Schweblin's *Fever Dream* (Set text for IGCSE World Literature 2025 and 2026)

**Dates:** 03 April from 18:00 hs. to 19:30 hs. - 2025

**Venue:** Distance

**Sessions:** 1

**Minimum attendance for certificates:** 1

**Vacancies per school:** 5

**For:** - IGCSE World Literature teachers, and language and literature teachers in general

Please enrol before: **2025, Mar 31st**

**Facilitator(s):** *Mr. Luciano Camio*

Luciano Camio has been an educator for the last thirty years. Graduate teacher (INCASUP) and Literary Translator (IES en Lenguas Vivas "Juan R. Fernández"), Lic. in Educational Management (CAECE), took all seminars towards his Master's in Contemporary Literatures in English (UNCuyo). Academic presentations in conferences in Argentina, Chile, Peru, Uruguay, Colombia, England, and the US. He has taught English Language, Literatures in English, World History and Intercultural Studies at lower secondary and IGCSE and AS/AL classes, and was Head of Secondary School at Academia Argüello, Córdoba. He runs bilingual reading workshops, professional development workshops, and is an external pedagogical consultant for bilingual schools.

**Objectives:** Analyze the interplay between eco-dystopia and psychological horror in *Fever Dream*.  
Explore how Schweblin constructs an atmosphere of paranoia and ecological anxiety.  
Discuss the novel's relevance to real-world environmental crises and ethical dilemmas.  
Discuss what it means to read a literary work in translation, especially an Argentine novel.  
Develop classroom interventions to develop critical reading and analytical skills aligned with IGCSE learning objectives and assessment criteria.

**Contents:** The concept of eco-dystopia: definition and key characteristics.  
The blurred lines between reality and hallucination in *Fever Dream*.  
Environmental toxicity as a narrative and thematic device.  
Narrative structure, voice, and the role of the "rescue distance."  
Connections between the novel and global ecological concerns.  
Argentineness in the novel -which features (if any) are worth exploring?

**Bibliography:**

**Methodology:** Close reading of selected passages to examine key themes and stylistic choices.  
Guided discussion on eco-dystopia and its real-world parallels.  
Group analysis of character perspectives and narrative reliability.  
Interactive activities linking the novel's themes to contemporary environmental issues.  
Application of IGCSE literary analysis frameworks to deepen textual interpretation and intervention.