

Hermeneutics and Construction of Cultural Identity in *El coronel no tiene quien le escriba* (By Elizabeth Hernández Alvidrez)

This article argues for the reincorporation of Literature in pedagogic discussions as means of knowledge. This comes as a response to the lack of the Enlightenment concept of education that privileges reason and, as consequence, diminishes the formation of creative thought, proper to artistic manifestations. In Latin America, narrative takes into its self the diverse voices of a conflict that has been brewing in history permitting the presence of spaces and times denied by enlightened modernity. Through a hermeneutic exercise such as is understood by Gadamer and also by Paul Ricoeur, it is possible to find such negated spaces, in order to fill the voids of an identity image that, in virtue of a monolithic tendency, denies the expressions of heterogeneity. Such a reading of García Márquez's *El coronel no tiene quien le escriba* (1961), permits finding an identity more in accordance with Latin-American realities.

Key words: Heterogeneity, modernity, Gadamer, Ricoeur, pedagogy, rationalism, Latin American literature, García Márquez.