MA PROGRAMME IN
ENGLISH LITERATURE AND LINGUISTICS

www.maenglishugr.com

STUDENT GUIDE

2016 – 2017

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CONTENTS

IMPORTANT INFORMATION, DATES AND DEADLINES

Our teaching period starts on Monday 10 October 2016 and finishes on 28 April 2017.

18 Nov. 2016 is the deadline to change courses (i.e. to drop from a course, and enroll in a new one). After this date, the academic committee will accept or reject changes on a case by case basis, taking into account the following criteria: you cannot drop from a course that has already started and met for two sessions, and you can never enroll in a new course that has already started.

For further information on important rules and deadlines concerning enrollment alteration see:

http://escuelaposgrado.ugr.es/pages/masteres_oficiales/calendario_precios_publicos

24 February 2017 is the deadline to decide on the topic of your MA dissertation, with your supervisor.

12 May 2017 and 8 September 2017 are the final deadlines for handing in final essays, exams, and any other course-related work.

There are two deadlines to submit the final version of your MA dissertation: for June / July, the deadline will be at least 15 days before the date of the public presentation of your MA thesis, for September it will be 8 September 2017.

There are also two periods for the presentation of your MA dissertations: 19 June – 21 July / 18 - 25 September 2017.

For complaints and suggestions please contact our academic coordinator, José María Pérez Fernández (jmperez@ugr.es). His office hours for the coordination of the MA programme are Mondays 9:00 – 15:00 (September 2016) and Thursdays 9:30 – 12:30 (starting in January 2017). Between 28/09 and 12/12 2016 he will be away on research leave, but he will still be available by email or Skype. You may also contact the coordinator of the speciality in literature Margarita Carretero (carreter@ugr.es) or the speciality in linguistics, Cristóbal Lozano (cristoballozano@ugr.es). It is highly advisable to pre-arrange a meeting by email.

For formal complaints and suggestions see also:
http://masteres.ugr.es/maenglish/pages/contacto

MA THESIS (a.k.a. *TRABAJO DE FIN DE MÁSTER*, OR *TFM*)

The 20-credit MA dissertation (a.k.a. "Trabajo de Fin de Máster", or TFM) is a compulsory module in our MA programme. Each student must decide on the topic, and negotiate with a professor to be his or her supervisor.

This guide contains information on each of the available research lines, and the professors who are responsible for them (see the corresponding section below).

There is a form that will have to be filled in by the student, under the advice of the professor. This document, signed by the student and the professor, must be sent to the academic committee of the MA programme before 24 February 2017.

You need to pass all your courses to be allowed to present your TFM

There are two deadlines to submit the final version of your MA dissertation: for June / July, the deadline will be at least 15 days before the date of the public presentation of your MA thesis, for September it will be 8 September 2017.

There are also two periods for the presentation of your MA dissertations: 19 June – 21 July / 18 - 25 September 2017.

Students must prepare five copies of their MA dissertation: one for his or her supervisor, one for each of the three members of the evaluation committee, and one for the academic committee. Students must also provide an electronic copy. All these copies must be deposited at the administrative office of the Departamento de Filologías Inglesa y Alemana.

The MA dissertation must have an extension of 10,000 - 15,000 words (excluding notes and references). A word count, excluding notes and references, must be included after the main body of the text, and before the bibliography. MA theses which do not meet this requirement will be rejected.

The public defence of the MA dissertation before the evaluation committee should consist of a 15-minute presentation, during which the student must provide a brief account of the methodology, objectives, and results obtained in the process of elaboration of his / her MA dissertation. This presentation should never consist of a mere summary of the contents of the dissertation. After this presentation, the members of the evaluation committee will comment on the dissertation, and they may also pose questions for the student about its methodology or contents.

The subject of your MA dissertation and the way it is approached should result in a reasonably original contribution to the field. The choice of subject, and the methodological approach to it, must be clearly and properly justified in the dissertation, and they must also be discussed during its public defence.

The MA dissertation must focus on a specific topic which must be dealt with a reasonable degree of depth and detail. It is therefore not a good idea to come up with subjects which are too generic. For example, titles such as "William Shakespeare's Plays", or "Methods for Teaching English as a Second Language" are too generic, and they are such wide-ranging

topics that trying to deal with them in a 10,000 – 15,000 - word essay would lead to an extremely shallow MA dissertation.

Your MA dissertation must also be properly and clearly structured. It should consist of an abstract, introduction, development of the central subject (e.g. methodology, analysis and discussion), conclusions and references (plus appendixes if necessary).

The ideas, and the analysis that you propose in your MA dissertation must be properly argued, founded upon empirical evidence first, and also supported with secondary bibliography.

Your conclusions—the most important part of your MA dissertation—should result from a close reading and / or analysis of your subject, primary texts, corpora, or any other empirical object that may constitute the focus of your research.

You are also expected to consult secondary literature, but your final analysis must result first and foremost from a close analysis and evaluation of the primary object of research, and never from a simple summary, or just a miscellany of critical opinions culled from secondary literature.

It is, however, very important to be aware of the state of the art in the field and the subject you are working with: this should always be your starting point. In this regard, the introduction to the MA dissertation should in many cases consist of a brief survey and a critical account of the current state of the field, and its relevance for the topic of research you are about to focus on.

See appendix 1 (in Spanish) for more specific rules concerning your MA Thesis

Plagiarism

We have a very strict policy against plagiarism. Those students who plagiarise in any of their essays or in their MA dissertation will be liable to a variety of disciplinary measures that range from a delay in the presentation of their MA dissertation to expulsion from the programme and the U. of Granada.

Information about courses[*]

[*] For more details about a particular seminar you should contact the professor(s) who teach(es) it.

MA Programme in English Linguistics and Literature ★ Student Guide ★ 2016 – 2017

LINGUISTICS

AN INTRODUCTION TO RESEARCH IN LINGUISTICS – 5 creds.

Ana Díaz Negrillo (anadiaznegrillo@ugr.es)
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Cristóbal Lozano Pozo (cristoballozano@ugr.es)
Salvador Valera Hernández (svalera@ugr.es)

COURSE DESCRIPTION:

The course Introduction to Research in Linguistics is compulsory for those students wishing to specialise in linguistics. In this course we will offer a theoretical and practical introduction to research methods in linguistics (corpus methods as well as other empirical methods). In particular, we will focus on the use of recent research methods in corpus linguistics to investigate native corpora as well as second language (L2) corpora. Additionally, you will also acquire practical skills on how to create basic experiments in applied linguistics (L2 acquisition), and how to analyse results with basic statistical techniques. Finally, you will also learn how to analyse the sections of empirical papers in linguistics and how to structure a paper as well as how to present the aims/methods/results of empirical papers/your MA dissertation.

LEARNING OUTCOMES

- To identify and apply the most suitable procedure and data source in each research project.
- To identify and apply the most suitable computerised corpora and their resources to each research project.
- To learn how to use the most popular corpus software and corpus resources.
- To sample, collect and process (quasi) experimental data in applied linguistics.
- To understand the basics of experimental design in applied linguistics (variables, hypotheses, basic designs).
- To use statistical software so as to analyse linguistic data with basic statistical techniques (t-tests and correlations).
- To analyse the sections of an empirical paper in linguistics and to apply such analysis to the student's own research/dissertation.
- To learn how to structure a research paper in linguistics according to standardised conventions in linguistics (planning, organization, drafting).
- To learn how to present clearly the aims, methods and results of empirical research in linguistics.

CONTACT ACTIVITIES:

- Lectures
- Seminars
- Oral presentations
- Individual/group work
- Office hours/feedback on TFM

NON-CONTACT ACTIVITIES:

- Self-study
- Assignment and/or MA dissertation preparation

Assessment criteria: Criteria are based on the degree of achievement of the learning outcomes.

Assessment procedure:

1. **Active participation (20%):** Students are expected to attend classes and participate actively.
2. **Assignment and practical exercises:**
3.

- **Practical exercises** (**40%**): each lecturer will set a series of practical exercises based on the course contents/learning outcomes.
- **Oral presentation** (**40%**): each student will be required to practically apply the learning outcomes acquired during the course in a presentation. In particular, students will prepare a brief oral-powerpoint presentation on one of their chosen areas of interest within linguistics with a view to get verbalize and explain their intended MA dissertation project. Depending on the student's chosen topic, each student will choose one of the lecturers based on their area of expertise. The lecturer will deal with this part of the assessment.

Brief course outline:

1. Research methods in descriptive linguistics
    1.1. Introduction: research fields and projects in descriptive Linguistics
    1.2. Data collection in descriptive Linguistics
    1.3. Tools for data analysis and project writing in descriptive Linguistics
2. Research methods in applied linguistics
    2.1. Language corpora in applied linguistics [Díaz-Negrillo]
        2.1.1. Learner corpora: types and applications
        2.1.2. Learner corpus design, annotation and analysis
    2.2. Experimental methods in applied linguistics [Lozano]
        2.2.1. Experimental design and data collection in Applied Linguistics
        2.2.2. Basic statistical analysis in Applied Linguistics
3. Description of research results in applied linguistics: writing a paper
    3.1. Content organization and structure
    3.2. Language problems: syntax, semantics, and pragmatics
    3.3. Strategies for effective communication

Please check the MA webpage for the latest timetable version and/or last-minute changes: http://www.maenglishugr.com/

Bibliography

Corpora in applied linguistics

Granger, S., Gilquin, G. & Meunier, F. (2015) The Cambridge Handbook of Learner Corpus Research. Cambridge University Press: Cambridge.

Lozano, C., & Mendikoetxea, A. (2013). Learner corpora and second language acquisition: The design and collection of CEDEL2. In A. Diaz-Negrillo, N. Ballier & P. Thompson (Eds.), *Automatic treatment and analysis of learner corpus data* (pp. 65–100). Amsterdam & Philadelphia: John Benjamins.

Corpus resources in applied linguistics

Antconc. http://www.laurenceanthony.net/software/antconc/
UAM corpus tool. http://www.corpustool.com/

Research methods / statistics in (applied) linguistics:

Brown, J. D., & Rodgers, T. S. (2002). *Doing Second Language Research.* Oxford: Oxford University Press.

Dörnyei, Z. (2007). *Research Methods in Applied Linguistics.* Oxford: Oxford University Press.

Gass, S. M., & Mackey, A. (2007). *Data Elicitation for Second and Foreign Language Research.* Mahwah, NJ: Lawrence Erlbaum.

Larson-Hall, J. (2010). *A Guide to Doing Statistics in Second Language Research Using SPSS*. Abingdon: Routledge.

Lowie, W., & Seton, B. (2013). *Essential Statistics for Applied Linguistics.* Houndsmills: Palgrave Macmillan.

Mackey, A. & Gass, S. M. (2005). *Second Language Research: Methodology and Design.* Mahwah, NJ: Lawrence Erlbaum.

Mackey, A., & Gass, S. M. (Eds.). (2012). *Research Methods in Second Language Acquisition: A Practical Guide.* Oxford: Wiley-Blackwell.

McEnery, T. and Hardie, A. (2012). *Corpus Linguistics: Method, Theory and Practice*. Cambridge: Cambridge University Press.

Seliger, H. W. & Shohamy, E. (1989). *Second Language Research Methods*. Oxford: Oxford University Press.

Wray, Alison and Bloomer, A. (1998) *Projects in Linguistics. A Practical Guide to Researching Language*. London: Arnold.

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The rest of courses in Linguistics are elective. You must choose 35 credits from the following

INTRODUCTION TO DISCOURSE ANALYSIS: THE AREA OF ENGLISH FOR BUSINESS AND TECHNOLOGY
(5 credits)

Ángel Felices Lago (afelices@ugr.es)
Pedro Ureña Gómez-Moreno (pedrou@ugr.es)

1 .- COURSE DESCRIPTION:

This course is aimed at graduates in foreign languages and other related degrees who wish to develop their research profile in the area of English for specific purposes oriented to the world of international trade and technological applications to facilitate business. In a preliminary phase, there will be an introduction of students to the key contents of business English to facilitate the understanding of this specialised field. Also, the profile of this course may favour diverse professional approaches, different from those which are conventionally associated with the speciality of English Philology: It is evident that the globalization of the economy and the enormous expansion of international trade are forcing the vast majority of medium and small companies to employ very flexible professionals who can use their proficiency in English to export and/or import activities. In addition to the option of providing support for a professional profile, this course also offers: (1) research-oriented contents and activities, particularly those which facilitate the implementation of new technological profiles, such as knowledge engineering or computational applications to the area of business, and (2): a detailed analysis of the cultural, pragmatic, semantic and syntactic features characterizing LSP genres with a special emphasis on the areas of business and marketing. For that purpose, a selection of relevant documents, academic texts and articles will be offered to the students.

2.- SYLLABUS:

PART I (Topics for research):

1 .- General language versus specialized languages: - Parallels and contrasts. - Introduction to terminology.
2 .- Characteristics of specialized languages: -Technical (pure sciences). -Semi-technical (social and humanistic sciences). -Informative.
3 .- English for business purposes: - Needs analysis. - Course design. - Language variation . - Written and spoken discourse. -- Foundations of register, genre and metadiscourse analysis applied to international business topics.
4 .- Register and genre analyses activities: - Application of the contents of the previous sections to a selection of professional texts.
5.- Technological developments for LSP: A basic introduction to terminological corpora, terminology extractors and the construction of ontologies. The language of Conceptual Representation: COREL.

PART II: (Specialized discourse and vocabulary acquisition):

Compulsory reading:
MASCULL, BILL (2008): *Business Vocabulary in Use. (Intermediate).* Cambridge: Cambridge University Press. **Topics:** 1 .- Key to understand the basic business terminology. 2 .- Key to

understand the economic / business terminology in the 4 areas of management: production, finance, human resources and marketing. 3 .- Keys for business communication strategies (Meetings, presentations, negotiations) .

3.- ASSESSMENT (2 options):

(1) To search for a portfolio of authentic business material from a company. Then, students will make an analysis of register, genre and metadiscourse of selected documents according to the guidelines established during the course. This activity would amount to 60% of the final grade. (2) To sit an exam (60% of the final grade) for the assessment of theoretical readings and a practical analysis of register, genre and metadiscourse to one or more documents as explained during the course. In both cases, the student must prove, through a series of tests, his mastery of specialized vocabulary and terminology of economics and business English equivalent to 20% of the final grade. The remaining 20% would be obtained from attendance and class participation.

RECOMMENDED READING:

ALCARAZ, E. MATEO, J. y YUS, F. [eds.] (2007): *Las lenguas profesionales y académicas.* Serie Ariel Lenguas Modernas. Barcelona: Ariel.
ASHLEY, A. (2003): *Oxford Handbook of Commercial Correspondence.* Oxford: OUP.
BHATIA, V.K. (1993) *Analysing Genre. Language Use in Professional Settings.* Londres: Longman.
CABRÉ, M.T. (1999): *Terminology.* Amsterdam /Philadelphia: John Benjamins.
DUDLEY-EVANS y ST JOHN, M-J. (1998) *Developments in English for Specific Purposes.* Cambridge: Cambridge U.P.
FELICES LAGO, Á (2016): "The Process of Constructing Ontological Meaning Based on Criminal Law Verbs", *Círculo de Lingüística Aplicada a la Comunicación,* 65, 109-148.
FELICES LAGO, Á., UREÑA GÓMEZ-MORENO, P. (2014): "FunGramKB Term Extractor: a key instrument for building a satellite ontology based on a specialized corpus", *Language processing and grammars: The role of functionally oriented computational models (SLCS)*, (Studies in Language Series). Brian Nolan & Carlos Periñán-Pascual (eds.). Amsterdam: John Benjamins, 251-269.
GIMÉNEZ MORENO, R. (2010): *Words for working. Professional and Academic English for International Business and Economics.* Valencia: Universidad.
HERRERA SOLER, H. & WHITE, M. (2012): Metaphor and Mills. Figurative Language in Business and Economics. Berlin: De Gruyter.
JIMÉNEZ BRIONES, R. & LUZONDO OYÓN, A. (2011): "Building ontological meaning in a lexico-conceptual knowledge base". *Onomázein* 23, 11-40.
LASSEN, I. (2003): *Accessibility and acceptability in technical manuals. A survey of style and grammatical metaphor.* Amsterdam: John Benjamins
PERIÑÁN PASCUAL, C. & ARCAS TÚNEZ, F. (2010): "The architecture of FunGramKB", *Proceedings of the Seventh International Conference on Language Resources and Evaluation, European Language Resources Association (ELRA),* 2667-2674.
PERIÑÁN PASCUAL, C. & MESTRE-MESTRE, E. M. (2015): "DEXTER: automatic extraction of domain-specific glossaries for language teaching". *Proceedings of VII Congreso Internacional de Lingüística de Corpus. Procedia - Social and Behavioral Sciences* 198, 377-385.
SUAU JIMÉNEZ, F. (2010) *La traducción especializada (en inglés y español en géneros de economía y empresa).* Madrid: Arco Libros.
SWALES, J. (1990): *Genre Analysis: English in Academia and Research Settings.* Cambridge: Cambridge University Press.
WHITE, M. (2003) —Metaphor and economics: The case of growth, *English for Specific Purposes.*22, 131-151

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TOWARDS A CRITICAL ANALYSIS OF PUBLISHED EMPIRICAL RESEARCH – 5 Creds.

Elaine Hewitt (ehewitt@ugr.es)

OBJECTIVES

This course aims to guide students in the critical and constructive reading of articles in research into applied linguistics. It is an eminently practical course based on the constant reaction on the part of the student. The constructive critique is first guided, then semi-guided and finally free and effective. Therefore, it is a course especially useful for students recently graduated from a first degree, in addition to students with more experience in research.

This course especially helps the student arrive, little by little, at the necessary level for embarking on the Master's Research Dissertation, which comprises the next stage of the department's programme. This is because the present course serves as a bridge between the Master's programme and the student's own research.

Why do we need critical readers that can evaluate the research of others? The first reason is that a critical reader can discover new areas that still need exploring and so contribute enormously to the area of research as a direct result of that critical reading. Second, in this way it can help them devise their own empirical investigation projects. That is to say, this course will help to students to think about the necessary basis before beginning any practical action. It will guide them with respect to the current knowledge and get them in condition in order to compare the usefulness of the student's own ideas with that of contemporary investigations. All this with the hope that the student's own research will be original investigations, and primary, not secondary research. Neither a mere "re-hash" of the work of others. It is hoped that future research by the students of this Master's course really advances the field. The third reason is that learning to read investigation in a constructive way is strongly linked to learning to write good research. It will be better work later presented for publication and evaluation. The last reason is that to draw sense from the information that is presented to the student is an obligation, due to the impact that articles could have on the classroom and on the professions related to applied linguistics.

CONTENTS:

1: Towards a critical analysis of the sections of Abstracts and Introductions.
2: Evaluating the Methods and Procedures subdivisions.
3: Giving an informed opinion about the Results.
4: Verifying the Discussion and Conclusions sections.

EDUCATIONAL METHODS: Seminars on the specific content and bibliography. Active participation in classes, seminars, commentaries etc., about empirical articles. Task-based methodology.

EVALUATION

1. Class attendance and participation (50% of the final mark),

2. Autonomous study and Workbook homework after each class (50% of the final mark - and only in combination with the attendance and participation quality - never separately).

RECOMMENDED BIBLIOGRAPHY:

Corder, Gregory W. & Foreman, Dale I. (2009). *Nonparametric Statistics for Non-Statisticians: A Step-by-Step Approach.* New Jersey: Wiley Blackwell.

Hart, C. (1998). *Doing a Literature Review.* London: SAGE Publications.

Hewitt, Elaine. (2011). *The Use of Psychomotor Activities in Teaching Children English as a Foreign Language: Empirical Research into the PEPA Method of Language Instruction.* New York: Edwin Mellen Press.

Hewitt, Elaine & Stephenson, Jean. (2011). Replicating Phillips's MLJ study: Associations between foreign language anxiety and performance on an oral exam. *MLJ: Modern Language Journal,* Published twice: Online Version: 14 April, 2011: Wiley Online Library, ONLINE ISSN: 1540-4781. http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1540-4781/earlyview

Hewitt, Elaine & y Felices Lago, Ángel. (2010). Academic Style and Format of Doctoral Theses: The Case of the Disappearing Discussion Chapter. *Ibérica,* Journal of the European Association of Languages for Specific Purposes, *19, spring, pp. 119-140.*

McNeil, P. (1990). *Research Methods.* London: Routledge.

Porte, G. (2002). *Appraising Research in Second Language Learning.* (Language Learning and Language Teaching Series). New York: John Benjamins.

Rowntree, D. (1981). *Statistics without Tears: A primer for non-mathematicians.* London: Penguin Group Ltd.

Tuckman, B. (1994). *Conducting Educational Research.* New York: Harcourt Brace College.

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LANGUAGE AND GENDER, A CRITICAL PERSPECTIVE

Encarnación Hidalgo Tenorio (ehidalgo@ugr.es)

SUMMARY OF CONTENTS

The seminar entitled **Language and gender, a critical perspective** is an in-depth approach to a topic dealt with timidly in the **Grade in English Studies**. We scrutinise the relationship between a social construct such as gender and the quasi-magical system of communication we human beings come to use every single day.

The syllabus develops in a double direction: from language to gender and from gender to language. This means that we analyse both how the speaker's gender may influence their linguistic behaviour, and the way gender is represented in various contexts. The evolution from the *deficit*, *difference* and *dominance* approaches to a shift to discourse is regarded as crucial here. So attention is not directed only on whether men and women speak differently, or whether the language used by females is a deviation from the male norm (which has happened to be the excuse to explain male superiority at some levels), but on which grounds can gender be comprehended as a dynamic construct.

The main theoretical framework underpinning this course is **(critical) discourse analysis**. Thus, among other things, we examine enactments of power by men and women in the public domain. We also see how research has abounded on the role of gender in politics, the media, the workplace or the classroom context. Sexism, victimisation, emancipation and the construction of identity are key issues in question. As for our methodological bent, we aim for **qualitative corpus-based research**.

The description of so-called female language is the starting point from which students will depart. By the end of the course, they will have debunked some views on this particular issue and will have got familiar with **sociolinguistics** and **pragmatics**, as well. Notions such as power, status and hegemony will be employed to understand how asymmetry works.

SYLLABUS

1. INTRODUCTION
1.1. Key concepts
1.1.1. "Sex" is not the same as "gender"
1.1.2. "Sexism", "androcentrism", "feminism", etc.
1.1.3. Gender and language vs. Language and gender
1.2. "The woman": Was Jespersen right?
1.3. Silence, alienation and oppression: causes and consequences

2. LANGUAGE, GENDER AND SOCIETY
2.1. The contribution of sociolinguistics
2.2. Coseriu, Labov & Trudgill: Three linguistic perspectives
2.3. How can we define a "sociolect", an "idiolect" and a "genderlect"?

3. IS IT TRUE THAT MEN AND WOMEN SPEAK DIFFERENTLY?

ASSESSMENT

The student's final mark will depend on: (a) tasks (30%); (b) attendance to the seminar and active participation (30%); (b) final exam (40%).

REFERENCES

Bartley, L. & E. Hidalgo Tenorio (2015). "Constructing perceptions of sexual orientation: A corpus-based critical discourse analysis of transitivity in the Irish Press". *Estudios Irlandeses*, 10: 14-34.

Bartley, L. & E. Hidalgo Tenorio (2016). "'To Be Irish, Gay, and on the Outside': A Critical Discourse Analysis of the Other after the Celtic Tiger Period". *Journal of Language and Sexuality*, 5(1): 1-36.

Baxter, J. (2006). *Speaking out: the female voice in public contexts*. Basingstoke: Palgrave Macmillan.

Butler, M. & G. Keith (eds) (1999). *Language, power and identity*. London: Hodder & Stoughton.

Cameron, D. (ed.) (1998). *The feminist critique of language: a reader*. London: Routledge.

Cameron, D. & D. Kulick (2003). *Language and sexuality*. Cambridge: CUP.

Chambers, J.K. (1995). *Sociolinguistic theory. Linguistic variation and its social significance*. Oxford: Blackwell.

Coates, J. (1988). *Women, men and language. A sociolinguistic account of sex differences in language*. New York: Longman.

Coates, J. (2003).*Men talk. Stories in the making of masculinities*. Malden, M.A.: Blackwell.

Coates, J. (ed.) (1998). *Language and gender: a reader*. Oxford: Blackwell.

Eckert, P. & McConnell-Ginet, S. (2003). *Language and gender*. Cambridge: CUP.

Goddard, A. & L.M. Patterson (2000). *Language and gender*. London & New York: Routledge.

Harrington, K. et al. (2008). *Gender and language research methodologies*. Basingstoke: Palgrave Macmillan.

Hidalgo Tenorio, E. (1999). "The Playboy of the Western World: The Subversion of a Traditional Conception of Irishness?". *Journal of Literary Studies*, 15(3/4), pp. 425-458.

Hidalgo Tenorio, E. (2002). "'I want to be a Prime Minister', or what linguistic choice can do for campaigning politicians". *Language and Literature*, 11(3), pp. 243-261.

Hidalgo Tenorio, E. (2004). "The discourse of good and evil in twentieth-century speeches", in M. Breen (ed.), *Truth, reconciliation, and evil*. Amsterdam & N.Y.: Rodopi, pp. 45-65.

Hidalgo Tenorio, E. (2009). "The metaphorical construction of Ireland", in K. Ahrens (ed.) Politics*, gender and conceptual metaphors*. Houndmills and N.Y.: Palgrave Macmillan, pp. 161-194.

Hidalgo Tenorio, E. (2010). "Side Effects of the Linguistic Construction of Others' Wickedness", in N. Billias (ed.), *Promoting and Producing Evil*. Amsterdam & N.Y.: Rodopi, pp. 33-63.

Hidalgo Tenorio, E. (2011a). "Politics and Language: The Representation of some "Others" in the Spanish Parliament", in J. Collins & N. Vosburg (eds) *Lesbian Realities/Lesbian Fictions in Contemporary Spain*. Lewisburg, PA.: Bucknell University Press and Rowman & Littlefield, pp. 119-148.

Hidalgo Tenorio, E. (2011b). "Critical Discourse Analysis, an Overview". *Nordic Journal of English Studies*, 10(1), pp. 183-210.

Hidalgo Tenorio, E. (2013). "'Good evening to you, lady of the house': Consideraciones sobre el principio de cortesía en el teatro de J.M. Synge". *RAUDEM. Revista de Estudios de las Mujeres*, 1, pp. 201-236.

Hidalgo Tenorio, E. (2016). "Genderlect", in N. Naples, R. C. Hoogland, M. Wickramasinghe & A. Wong (eds) *The Wiley-Blackwell Encyclopedia of Gender and Sexuality Studies*. Oxford: Wiley-Blackwell, pp. 1193-1196.

Hidalgo Tenorio, E., O.G. Luengo & M. Trenzado (2008). "Propaganda electoral", in V. Sampedro Blanco et al. (coords.) *Televisión y urnas 2004. Políticos, periodistas y publicitarios*. Madrid: Editorial Universitaria Ramón Areces, pp. 133-157.

Holmes, J. (1995). *Women, men and politeness*. London & N.Y.: Longman.

Holmes, J. & M. Meyerhoff (2003). *The handbook of language and gender*. Malden, M.A.: Blackwell.

Lakoff, R. (2004). *Language and woman's place. Text and commentaries*. Oxford: OUP.

Lazar, M. (ed.) (2005). *Feminist Critical Discourse Analysis. Gender, power and ideology in discourse*. Houndmills: Palgrave Macmillan.

Litosseliti, L. (2006). *Gender and language. Theory and practice*. London: Hodder Arnold.

Mills, S. (1995). *Feminist stylistics*. London & New York: Routledge.

Mills, S. (2004). *Gender and politeness*. Cambridge: CUP.

Pauwells, A. (1998). *Women changing language*. London & New York: Longman.

Preisler, B. (1986). *Linguistic sex roles in conversation*. Berlin.

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 C୪ ଧ౸

PRINCIPLES AND METHODOLOGY FOR THE RESEARCH OF THE LEXICAL COMPONENT IN ENGLISH – 5 Creds.

Carlos Fco. Márquez Linares (cmarquez@ugr.es)
Pamela Faber (pfaber@ugr.es)

This course is an introduction to the study of the lexical component of natural languages. The focus will be on the importance of the lexical component, its specific nature and the most adequate methodology for its analysis, with special reference to Corpus Linguistics.

The aim of this course is to familiarise students with different approaches to the study of the lexicon, especially that of the English language. Students should become aware of the key role of lexical relations within the system of the language, not just on the paradigmatic, but also on the syntagmatic axis. Special attention will be paid to the connection between lexis and the cognitive component of the human mind, as well as to several applications of lexical studies.

CONTENTS

1. Disciplines that study meaning
2. The nature of the lexical component
3. The mental lexicon: the neurological and cognitive bases of lexical studies
4. Basic and specialised Lexis: principles and methodology in terminology
5. Theories of lexical meaning:
   - Atomistic theories
   - Relational theories
   - Lexical field theory
   - The cognitive component in lexical studies
6. Methodology of lexical analysis
   - Deductive and inductive perspectives
   - Corpus linguistics: principles, methodology and limitations
   - Applications of lexical studies to literary analysis
   - The contrastive dimension in lexical analysis
7. Unity and diversity in the linguistic sign: homonymy, polisemy and vagueness
8. Implications for Language learning

METHODOLOGY AND EVALUATION

In the first session of the course the aims, contents and evaluation of the course will be addressed. Students will be provided with a reading list in this introductory session and they should take advantage of the two-month period between the introductory session and the course itself to build a general background for the course on the basis of the works included in the reading list.

The course sessions will be eminently dynamic: starting from a general introduction on each topic provided by the lecturer, students will confront tasks which illustrate the practical application of the principles and theories addressed in the topic under discussion.

As regards evaluation, 30% of the final mark depends on class attendance and active participation, especially when carrying out the tasks suggested for the different topics. The remaining 70% will depend on a final assignment in which students will be asked to apply the knowledge they have acquired throughout the course. The assignment will consist of several tasks specified by the lecturer and will be related to the activities seen in class. Students will be provided with all the details for the assignment in the introductory session, so that they may address its tasks on the light of the topics covered in class.

READING LIST

Butler, C. 1985. "Systemic approaches to lexis, phonology and discorise", in *Systemic Linguistics: Theory and Appilcations*. London: Bletsford Academic.

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Lehrer, A. 1974. "Semantic fields", in *Semantic Fields and Lexical Structure*, pp. 15-45. Amsterdam: North Holland.

Lehrer, A. 1974. "Componential analysis", in *Semantic Fields and Lexical Structure*, pp. 46-75. Amsterdam: North Holland.

Lehrer, A. 1990. "Prototype Theory and its implications for lexical analysis", in Toshatsidis, S. L. (ed.) *Meaning and Prototypes*. London: Routledge.

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Saussure, F. de 1915/1983. "Nature of the Linguistic Sign", in *Course in General Linguistics*, pp. 97-104. Londres: Duckworth. Traducción de Roy Harris.

Saussure, F. de 1915/1983. "Invariability and variability of the sign", in *Course in General Linguistics*, pp. 105-113. Londres: Duckworth. Traducción de Roy Harris.

Tuggy, D. 1993. *"Ambiguity, polysemy, and vagueness"*, Cognitive Linguistics 4-3.273-290.

FURTHER READING

Further reading regarding each of the topics addressed in it will be provided throughout the course.

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WORDS INTO FILM. THE PRACTICE OF ADAPTATION
– 5 Creds.

Miguel Ángel Martínez-Cabeza Lombardo (mcabeza@ugr.es)
María Elena Rodríguez Martín (merodrig@ugr.es)

COURSE DESCRIPTION

This course addresses the comparison between written and filmed narratives considering the convergences and divergences in the modes of storytelling. After establishing a framework for the study of literature and film, a survey will be made of the various approaches to the study of adaptation ranging from classics such as Bluestone (1956) and McFarlane (1996) to recent developments such as Stam (2000) and Hutcheon (2006). A wide range of source texts including literary and popular narratives, short stories, graphic novels and comics will provide the testing ground for theories and approaches with a focus on the problem-solving nature of film adaptation. The course sessions will cover: (a) The phenomenon of film adaptation: origins, types and theories; (b) Narrative categories: narrator, point of view, space and time, narrative comprehension; (c) Background: culture and film industry, audiences, genres and spectacles; (d) Problems and solutions: *Mansfield Park* (dir. Patricia Rozema), *The Hours* (dir. Stephen Daldry), *Adaptation* (dir. Spike Jonze), *Invictus* (dir. Clint Eastwood), *District 9* (dir. Neill Blomkamp), *A History of Violence* (dir. David Cronenberg), *Sin City* (dir. Frank Miller, Robert Rodriguez), *American Splendor* (dir. Shari Springer Berman, Robert Pulcini),

EVALUATION

- Attendance and active participation in class: 20%
- Final essay: 80%

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PROCEDURES AND METHODS FOR THE RESEARCH OF ENGLISH FROM A SOCIOLINGUISTIC AND HISTORICAL PERSPECTIVE – 5 Creds.

José Luis Martínez-Dueñas Espejo (jlespejo@ugr.es)

CONTENTS

This course aims to show several elements of analysis relevant to the study of the historical grammar of the English language. The consideration of variation analysis and linguistic change makes up the core of the course in terms of concepts and criteria. Besides, all these considerations are applied to the study of several historical synchronies; these linguistic periods are studied by means of a textual corpus illustrating the major features of the period and the salient characteristics of the discourses at the sociolinguistic level.

1. Historical perspective of the sociolinguistic analysis
2. Synchrony and diachrony in sociolinguistic studies
3. From rural to urban dialectology
4. Regional, national, and international varieties.
5. Current trends in English historical sociolinguistics

OBJECTIVES

The main objective is to familiarize the graduate student with the current explorations in historical grammar and sociolinguistics, in terms of methods of study, applications and text editions. The second objective is to offer a view of grammar and textualities that go beyond the traditional patterns of structural applications. Thirdly, my intention is to promote the study of historical sociolinguistics of English among scholars of the new generations.

METHODOLOGY

The course follows the pattern of seminars and workshops which follow a set of lectures on the foundations of historical sociolinguistics. The seminars consist of exposition of specialized readings based upon bibliographical items previously commented upon; the workshops consist of applications of principles to case studies.

BIBLIOGRAPHY

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- Brown, R. and A. Gilman 1960, "The pronouns of power and solidarity" in T.A. Sebeok (ed), *Style in language* M.I.T. Press, pp-253-276 (reprinted in *Language and social context*, P. P. Giglioli (ed.), Harmondsworth: Penguin 1972, pp. 252-282)

- Calvo, C. 1991, *Power relations and fool-master discourse. A discourse stylistics approach to dramatic dialogue*, Nottingham: University of Nottingham Monographs in Systemic Linguistics
- Calvo, C. 1992, "Pronouns of address and social negotiation in *As You Like It*", *Language and Literature* 1: 5-27
- Hernández Campoy, J. M. et al. (eds.), 2012, *The handbook of historical sociolinguistics,* Malden, MA: Wiley-Blackwell 2012
- Hughes A. and P. Trudgill, *Englsh accents and dialects. An introduction to social and regional varieties of British English,* London: Edward Arnold
- Hudson, R. A. 1980, *Sociolinguistics*, Cambridge: Cambridge University Press
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- Trask, R.L. 2000, *The dictionary of historical and comparative linguistics*, Edinburgh: Edinburgh University Press
- Trask, R. L., 2015, *Historical linguistics*, revised and edited by Robert McColl Millar, London: Routledge
- Trudgill, P. 1974, *Sociolinguistics. An introduction*, Harmondsworth: Penguin
- Wardaugh, R, 2015, *An introduction to sociolinguistics*, West Sussex, England: John Wiley and Sons

EVALUATION

Students will need to attend lectures, seminars, and workshops.

Assignments: Four 'course' papers on the readings and the applications will be required throughout the year. A final paper will do as final exam. Information relevant to the papers will be given in class.

Participation: Students are expected to participate and engage actively in class. Note that class attendance *per se* does not count as active participation.

Final mark. The final mark will be the sum total of the following:

4 'course' papers (60%)
Final paper (30%)
Active participation (10%)

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A PRAGMATIC ACCOUNT ON METAPHOR: THEORY AND EMPIRICAL SUPPORT – 5 Creds.

Belén Soria Clivillés (bsoria@ugr.es)
Charles Forceville (U. of Amsterdam)

Contents

There's a gap between the meaning *encoded* by an expression and the meaning *communicated* by use of that expression on a particular occasion. The goal of pragmatics is to explain how hearers bridge the gap.

The literature on pragmatics distinguishes several types of pragmatic processes, corresponding to different ways in which the meaning communicated by use of an expression may differ from the concept encoded. The course will be an overview of the different types of pragmatic processes needed to get the speaker meaning and focuses on one of them: the pragmatic process involved in obtaining metaphorical derived meanings.

An account of the interpretation of metaphorical utterances is one of the most important challenges in pragmatic theories and we will survey the main approaches. In addition, we will examine the experimental evidence available by assessing the methodologies used and the validity of the arguments used. Then, we will study the characteristics of metaphor interpretation in different types of discourse such as science, literature, etc. and more particularly in advertising. Finally, visual and multimodal metaphor will be explained by Charles Forceville.

Course assessment:

Reading and participation: reading of articles provided by the teacher and active participation by means of a questionnaire for one of the sections (they will be assigned in class) which should be uploaded in "zonas comunes" (SWAD) without the answers and with the answers in "mis trabajos" (DEADLINE to be provided in class). These questions will be answered by all the students and discussed in class **(20%)**.

Final essay: 3,500-4,000 words, due May 5, 2017.

Each student will choose some example or examples of a metaphorical utterance, and say what conclusions s/he have drawn about the characteristics of metaphor in a certain type of discourse as a result of the course take these examples as corpus. S/he will make a PRESENTATION **(20%)** of her/his ideas (due April 15, 2017) and after the comments of other students and the teacher, the final version of the essay **(60%)** should be provided.

Topics for the essay: The student is free to write on any topic covered by the course. A critical discussion of one or two specific examples or points raised in the course will be expected. I am looking for evidence of independent thinking and reading, and an ability to set out essays professionally (with adequate bibliography, etc.).

Lesson planning

Session 1 An Introduction to pragmatics:
Some preliminary notions

	Linguistic meaning vs speaker meaning
Session 2	Underdeterminacy of linguistic meaning
	Pragmatic processes: saturation, unarticulated constituents, modulation
Session 3	Discussion of readings
Session 4	An introduction to theories of metaphor
Session 5	Discussion of readings
Session 6	Metaphor identification and interpretation: Romero & Soria
Session 7	Empirical tests
Session 8	Novel metaphor in different types of discourse
Session 9	Novel metaphor in advertising
Sessions 10-12	Multimodal metaphor (Forceville)
Sessions 13-14	Presentations

Lectures and Reading: Copies of the lectures and of the reading are available via the course website (SWAD) or from the photocopies provided by the teacher.

Bibliography:

On Pragmatics

Grice, P. (1989) "Utterer's Meaning, Sentence-Meaning, and Word-Meaning". In *Studies in the Way of Words*, edited by Paul Grice, 117-137. Cambridge: Harvard University Press.
Grice, P (1989) "Logic and Conversation." In *Studies in the Way of Words*, edited by Paul Grice, 22-40. Cambridge: Harvard University Press.
Horn, L. (2004) "Implicature" In *The Handbook of Pragmatics*, eds. Laurence R. Horn and Gregory Ward, 3-28. Oxford: Blackwell.
Recanati, F. (2004) *Literal Meaning*, Cambridge University Press. (Introduction and section 1.3 and chapter 2)
Recanati, F. (1995) "The Alleged Priority of Literal Interpretation." *Cognitive Science* 19: 207-232.
Romero, E. y B. Soria (2010) "Introduction: Explicit Communication and Relevance Theory Pragmatics" in Soria, B. and Romero, E. *Explicit Communication: Essays on Robyn Carston's Pragmatics*. London: Palgrave Studies in Pragmatics, Language and Cognition, 1-25.
Sperber, D. y Wilson, D. (1986/1995) *Relevance. Communication and Cognition*, Basil Blackwell Ltd. Oxford.

On Metaphor

Black, M. (1954) "Metaphor." *Proceedings of the Aristotelian Society* 55: 273-94.
Black, Max (1979). "More about metaphor." In: Andrew Ortony (ed.), *Metaphor and thought,* Cambridge: Cambridge University Press, 19-43 (second edition: 1993).
Forceville, C. (1996), *Pictorial Metaphor in Advertising*, London/New York: Routledge
Forceville, C. (2002) "The identification of target and source in pictorial metaphors." *Journal of Pragmatics* 34/1: 1-14.
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Lakoff, G. and M. Johnson (1980) "Conceptual Metaphor in Everyday Language." *The Journal of Philosophy*, vol. 77.8: 453-486.
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Wilson, D. and R. Carston. (2006) "Metaphor, Relevance and the 'Emergent Property' Issue." *Mind and Language* 21/3: 243-79.

Romero, E. and B. Soria (2013), "Anomaly in novel metaphor and experimental tests", *Journal of Literary Semantics* 42/1: 31-57.

On the discourse of advertising

Cook, G. (1992) *The Discourse of Advertising*. Londres: Routledge.

Gregory, M. and S. Carroll (1978) *Language and situation. Language varieties and their social contexts*. Londres: Routledge and Kegan Paul.

Leech, G. N. (1972 [1966]) *English in Advertising*. Londres: Longman.

García Uceda, M. (1995) Las Claves de la Publicidad, Madrid: ESIC Editorial.

Moliné, M. (1991) *La Comunicación Activa*. Bilbao: Ediciones Deusto.

Myers, G. (1997 [1994]) *Words in Ads*. Londres: Arnold.

Ries, A. and J. Trout (1990) *Posicionamiento*. Madrid: McGraw-Hill.

Romero, E. and B. Soria (1993) "Publicidad y metáfora". *Actas del I Encuentro Interdisciplinar sobre Retórica Texto y Comunicación, 259-271.*

Romero, E, and B. Soria, 2000: "Análisis del uso simultaneo de la metáfora y otros recursos lingüísticos en el discurso publicitario" en *Panorama actual de la lingüística aplicada: conocimiento, procesamiento y uso del lenguaje*, 1: 349-359.

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BILINGUALISM: INVESTIGATING THE LANGUAGE OF BILINGUALS – 5 Creds.*

Cristóbal Lozano (cristoballozano@ugr.es), Raquel Fernández Fuertes (Univ. Valladolid, raquelff@lia.uva.es)

*Note: This course is open to any student but note that it is compulsory for those students wishing to take the 10-ECTS practicum on bilingual teaching. You can still take this course even if you do not intend to take the bilingual teaching module.

Course description and aims

This 5 ECTS course is about the language of bilingual speakers (both adults and children). We will focus on bilingual language acquisition. We will address key questions like the following: What is bilingualism? How many types of bilinguals are there? What does the language of bilinguals look like in simultaneous bilingual children (2L1), in sequential bilingual children (L2 children) and in sequential bilingual adults (L2 adults)? How are 2L1 children different from or similar to L2 children? Does age play a role in bilingual language acquisition? Is quantity/quality of input relevant in the acquisition/learning of two languages? How do the languages of bilinguals interact? Which linguistic areas are most/least benefited from bilingual immersion programmes like CLIL? Which research methods/software can we use to investigate the language of bilinguals (e.g., corpora)? How can we use them?

By the end of the course students are expected to:
- understand the key (psycho)linguistic factors in bilingual language acquisition and development (in instructed as well as in naturalistic settings, both in children and adults).
- explore (via hands-on research activities) the language of such bilinguals, with a special focus on the analysis of linguistic data (corpus-based methodologies mainly).
- be acquainted with the rationale and methodology of empirical studies on bilingualism.
- be in a position to conduct basic research on the language of bilinguals through the analysis of linguistic data.
- point the main properties that characterize the interaction between two languages.
- understand the benefits (or lack thereof) of instructed bilingualism on the linguistic competence of the bilingual.
- be familiar with bilingual education theories and programmes.
- be familiar with CLIL classroom material/tasks and be able to design them.

Course contents

1. **Bilingualism: introduction**
   a. Types and definitions of bilingualism and bilinguals
   b. Approaches to the study of bilingualism
   c. Benefits of bilingualism on cognitive development
2. **Adult bilingual language acquisition**
   a. Key factors in adult bilingual second language acquisition
   b. The language of adult bilinguals: bilingualism and SLA

    c. Exploring the grammar of bilinguals
       i. Current topics in adult bilingual SLA
       ii. The benefits of bilingual immersion education on linguistic competence

3. Child bilingual language acquisition
    a. Key factors in child bilingual language acquisition (2L1 and L2)
    b. The language of child bilinguals: the development of language
    c. Effects of the interaction between two languages
       i. Transfer, acceleration and delay
       ii. Code-switching

4. How to conduct research in bilingual language acquisition
    a. Introduction to research methods in bilingualism
    b. Corpus-based methods
       i. CHILDES
       ii. Learner corpora

Teaching methodology:

- Lectures (theory) and seminars (analysis/discussion of key studies)
- Seminars given by visiting professors
- Design and implementation of a research study
- Readings and in-class presentations

	Contact (20%)	Non-contact (80%)	Total
Lectures and seminars (analysis/discussion of key studies)	20	35	59
Research paper (assignment)	0	40	40
Office hours	1		1
Readings	0	20	20
Seminars (visiting professors)	10	5	10
TOTAL	31,00	100,00	131,00

Assessment

Criteria
- Demonstration of an understanding of
  - the key factors and topics in bilingual language acquisition and their effects on the linguistic competence of both child and adult bilinguals
  - the essential topics in bilingual education
- Development of skills for critically reading and presenting literature and studies on bilingual acquisition
- Ability to construct and sustain a reasoned argument
- Ability to analyse and critically understand bilingual data
- Ability to write a coherent and well-argued paper on bilingualism

Procedure
4. **Attendance** and active in-class **participation**: **5%**

5. **Test** about child bilingual language acquisition (further details to be provided in class): **20%**
6. In-class **presentations** on adult bilingual language acquisition (further details to be provided in class): **15%**
7. **Assignment (paper)** where the student will apply those skills learnt during the course to a study on adult bilingual language acquisition (further details to be provided in class): **60%**

Highly recommended

- Students are expected to show a good knowledge and use of the English language (C1 level).
- Basic knowledge of Applied Linguistics (acquisition/educational linguistics) is also expected.
- Students are also encouraged to take other Linguistics subjects/modules offered in our MA.

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Behrens, H. (2008). *Corpora in Language Acquisition Research*. Amsterdam: John Benjamins.
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Ruíz de Zarobe, Y., & Jiménez Catalán, R. M. (Eds.). (2009). *Content and Language Integrated Learning: Evidence from Research in Europe*. Clevedon: Multilingual Matters.

Yip, V. & Matthews, S. (2007) *The Bilingual Child*. Cambridge: Cambridge University Press.

Zurer, B. (2008). *Raising a Bilingual Child*. New York: Living Language.

Specific chapters/papers

Bhatia, T. K. (2006). Bilingualism and second language learning. In (K. Brown, Ed.) *Encyclopedia of Language and Linguistics* (2nd edition). Oxford: Elsevier.

Butler, Y. G., & Hakuta, K. (2006). Bilingualism and second language acquisition. In T. K. Bhatia & W. C. Ritchie (Eds.), *The Handbook of Bilingualism* (pp. 114–144). Oxford: Wiley-Blackwell.

Cook, V. (2008). Linguistic contributions to bilingualism. In A. J. Altarriba & R. R. Heredia (Eds.), *An Introduction to Bilingualism: Principles and Processes* (pp. 245–264). New York: Routledge.

Genesee, F., (2003). What do we know about bilingual education for majority language students? In: Bhatia, T.K. & Ritchie, W. (eds.) *Handbook of Bilingualism and Multiculturalism*. London: Blackwell.

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Lozano, C., & Mendikoetxea, A. (2013). Learner corpora and second language acquisition: the design and collection of CEDEL2. In A. Díaz-Negrillo, N. Ballier, & P. Thompson (Eds.), *Automatic Treatment and Analysis of Learner Corpus Data*. (pp. 65–100). Amsterdam: John Benjamins.

Mackey, A., & Gass, S. M. (2005). *Second Language Research: Methodology and Design*. Mahwah, NJ: Lawrence Erlbaum Associates.

Mackey, A., & Gass, S. M. (Eds.). (2012). *Research Methods in Second Language Acquisition*: *A Practical Guide*. Oxford: Wiley-Blackwell.

Marian, V. (2008). Bilingual research methods. In A. J. Altarriba & R. R. Heredia (Eds.), *An Introduction to Bilingualism: Principles and Processes* (pp. 13–37). New York: Routledge.

Myles, F. (2007). Investigating learner language development with electronic longitudinal corpora: Theoretical and methodological issues. In L. Ortega & H. Byrnes (Eds.), *The Longitudinal study of Advanced L2 Capacities* (pp. 58–72). Hillsdale, N.J.: Lawrence Erlbaum.

Wei, L., & Moyer, M. (2008). *Blackwell Guide to Research Methods in Bilingualism and Multilingualism*. Malden, MA: Wiley-Blackwell.

Rutherford, W., & Thomas, M. (2001). The Child Language Data Exchange System in research on second language acquisition. *Second Language Research*, 17(2), 195–212.

Major journals:

- **Applied Linguistics** (Oxford University Press):
http://applij.oxfordjournals.org/
- **BLC:** Bilingualism: Language and Cognition (Cambridge University Press):
http://journals.cambridge.org/action/displayJournal?jid=BIL
- **ICRJ:** International CLIL Research Journal
http://www.icrj.eu/
- **IJB:** International Journal of Bilingualism (Sage):
http://ijb.sagepub.com/
- **IJBEB:** International Journal of Bilingual Education and Bilingualism (Routledge):
http://www.informaworld.com/smpp/title~content=t794297780
- **JICB:** Journal of Immersion and Content-Based Language Education (John Benjamins)
http://benjamins.com/#catalog/journals/jicb
- **LAB:** Linguistic Approaches to Bilingualism (John Benjamins):
http://www.benjamins.com/cgi-bin/t_seriesview.cgi?series=LAB

Selection of resources

- **CHILDES project:** MacWhinney, B. (coord.) CHILDES (Child Language Data Exchange System):
<http://childes.psy.cmu.edu/>.
- **Learner corpora:** A selection/subset of these will be analyzed during the course:
    o COREFL: Lozano, C., & Díaz-Negrillo, A. (submitted 2014). L2 acquisition and learner corpora: the morpheme order studies revisited with interlanguage Annotation. *International Journal of Learner Corpus Research*.
    o CEDEL2: Lozano, C. (2009). CEDEL2: Corpus Escrito del Español como L2. In C. M. Bretones & et al (Eds.), *Applied Linguistics Now: Understanding Language and Mind/La Lingüística Aplicada actual: Comprendiendo el Lenguaje y la Mente* (pp. 197–212). Almería: Universidad de Almería. // Lozano, C., & Mendikoetxea, A. (2013). Learner corpora and second language acquisition: the design and collection of CEDEL2. In A. Díaz-Negrillo, N. Ballier, & P. Thompson (Eds.), *Automatic Treatment and Analysis of Learner Corpus Data*. (pp. 65–100). Amsterdam: John Benjamins.

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PRACTICUM IN BILINGUAL EDUCATION – 10 Creds.[1]

José L. Arco-Tirado (jlarco@ugr.es)
Stephen Hughes (shughes@ugr.es)
Rubén Chacón Beltrán (rchacon@flog.uned.es)

Course description and aims

This 10 ECTS course intends to deliver students those contents and learning experiences that will strengthen their competencies as future professionals of bilingual education. In that process, students will be guided and monitored by the professors of the course in collaboration with the teachers from the bilingual schools in which the practices (in-service training) will take place.

The seminar *'Practicas' (in-service learning)* (2 ECTS) is aimed at increasing students cognitive and metacognitive knowledge on competencies-based learning and bilingual education, in order to master the design, implementation and evaluation of effective CLIL bilingual lessons in formal educational settings.

The seminar *Bilingual Education* (2 ECTS) will examine current mainstream educational practices of teaching non-linguistic subjects through L2 in wider international contexts and in the specific context of Spain. This seminar is divided into two major blocks: a) Types of bilingual education and b) Introduction to CLIL programmes. The first block will involve discussions on evidence for the potential benefits and limitations and aims to provide insights into different modalities of bilingual practices. The second component will provide a more detailed examination of national and regional practices, guidelines and legislation. Additionally, a series of methodological principles will be discussed along with contextualised examples with a view to facilitating the selection and/or creation of appropriate materials and activities for the bilingual class.

The seminar *Bilingual Education Practice: CLIL in practice* (1 ECTS) follows the seminar Bilingual Education Theory (2 ECTS) and focuses on some specific aspects of how to teach content subjects in English following CLIL methodology. The seminar is divided into three parts which coincide with three key factors in the CLIL classroom: the syllabus, classroom management and the role of the teacher.

By the end of the course students are expected to:
- To demonstrate knowledge and meta-knowledge in relation of effective and evidence-based practice.
- To know linguistic policies, plans and programs, both national and international more recognised on bilingual/plurilingual education.
- To know key teaching methodologies like Content and Language Integrated Learning (CLIL) (AICLE by its name in Spanish)

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[1] The course "Bilingualism: Investigating the Language of Bilinguals" is a prerequisite to register for this course.

● To apply those key teaching methodologies to the process of designing, delivering and evaluating the impact of those practices on linguistics and other disciplines of the curriculum.

● To identify strengths and weakness in a bilingual education context.

● To select appropriate teaching/learning materials for their students according to their needs.

● To get familiarized with different students' online resources for the practice of CLIL.

● To be acquainted with some techniques to manage content and language in the classroom.

● To understand the benefits of managing classroom time adequately.

● To be prepared to help students develop skills to enhance autonomous learning in and outside the classroom.

● To develop skills to explore the online resources available for teachers.

● To plan the participation of language assistants.

Course contents

1. Role of "practices" (in-service training) on competencies-based learning
   a. Learning taxonomies evolution
   b. Your baseline as a (future) "qualified" teacher
   c. Your skills to deliver effective CLIL lessons
   d. Your skills to evaluate learning impact on students and the
   School
2. Plurilingual Education:
2.1. Plurilingual Education Policies as a Global Interest
   a. Plurilingual Education in Europe
   b. Plurilingual Education in Spain
2.2. Key Methodological Issues on CLIL
   a. Planning of CLIL
   b. Selection and development of CLIL materials
   c. Measurement and Evaluation of CLIL
3. CLIL in practice
   a. The Syllabus
   i. Teaching/learning materials and resources.
   ii. The role of the internet as a teaching/learning resource.
   b. Classroom management
   i. Identifying student's needs.
   ii. Classroom language in CLIL.
   iii. Interaction and motivation.
   iv. CLIL beyond the classroom.
   c. The role of the teacher
   i. Resources for teachers and teacher needs.
   ii. Teaching strategies.

        iii.   The role of the language assistant.

Teaching methodology

- Lectures (theory) and seminars (analysis/discussion of key studies)
- Readings and in-class presentations
- In-service training
- Seminar (analysis/discussion of readings)
- Online discussion with other students and teacher
- Mini-research project conducted by students
- WWW searches and analysis of available information

Distribution of teaching-learning methodologies in the course

	Contact	Non-contact	Total
Seminar (analysis/discussion of readings)	20	45	65
Preparation for presentations, presentations and peer feedback	2	9	11
Review of the literature and relevant recommended Web Pages		8	8
Mini-research project		12	12
Development of CLIL materials		10	10
Online discussion		4	4
WWW search and analysis		3	3
Office hours	12		12
TOTAL(*)	34	91	125

(*) The rest of the credits, i.e. 5, up to a total of 10, will be conducted through independent work by the students in the school where they will carry out the different tasks assigned.

Assessment

Evaluation criteria

    1.   Domain of the theoretical and practical contents set for the course including a critical analysis.

    2.   Implication level, attitude and participation in lectures, seminars, and 'practicas' (in-service) in the school

    3.   Evaluation from the school staff

Grading

    1.   Theoretical exam (for criteria 1): 30%

    2.   Presentations, Participation, Attitude and involvement in the -praticas- 30%

3. Evaluation from the school staff: 40%

<u>Highly recommended</u>
- Students are expected to show a good knowledge and use of the English language (C1 level).
- Participation and initiative in relation to the different topics and activities scheduled.

References

<u>General reference books</u>

Coyle, D., Hood, P., & Marsh, D. (2010). Content and Language Integrated Learning. Cambridge: Cambridge University Press.
Dale, L., & Tanner, R. (2012). CLIL Activities with CD-ROM: A Resource for Subject and Language Teachers. Cambridge University Press.
Madrid, D. & Hughes, S (2011). (Eds.) Studies in Bilingual Education. Bern: Peter Lang.
Mehisto, P. (2012). 'Criteria for Producing CLIL Learning Material'. Revista Encuentro, num. 21. [http://www.encuentrojournal.org/textcit.php?textdisplay=440]
Scrivener, J. (2012). Classroom management techniques. Cambridge University Press.
Pérez Cañado, M. (2011). "CLIL research in Europe: past, present, and future", International Journal of Bilingual Education and Bilingualism, DOi:10.1080/136700 50.2011.630064. Disponible en: http://dx.doi.org/10.1080/13670050.2011.630064

Note: Useful websites and resources will be provided during the course.

<u>Major journals</u>

Applied Linguistics (Oxford University Press):
http://applij.oxfordjournals.org/
BLC: Bilingualism: Language and Cognition (Cambridge University Press):
http://journals.cambridge.org/action/displayJournal?jid=BIL
ICRJ: International CLIL Research Journal
http://www.icrj.eu/
IJB: International Journal of Bilingualism (Sage):
http://ijb.sagepub.com/
IJBEB: International Journal of Bilingual Education and Bilingualism (Routledge):
http://www.informaworld.com/smpp/title~content=t794297780
JICB: Journal of Immersion and Content-Based Language Education (John Benjamins)
http://benjamins.com/#catalog/journals/jicb
LAB: Linguistic Approaches to Bilingualism (John Benjamins):
http://www.benjamins.com/cgi-bin/t_seriesview.cgi?series=LAB
LANGUAGE LEARNING: (A journal of research on language studies):
http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1467-9922

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LITERATURE

INTRODUCTION TO RESEARCH METHODS IN LITERATURES IN ENGLISH SINCE THE MIDDLE AGES TO THE 21ST CENTURY

Margarita Carretero González (carreter@ugr.es)
Miriam Fernández Santiago (mirfer@ugr.es)

This is a compulsory introductory course for those students who want to specialize research in the area of literature. It will equip students with the basic theoretical and practical knowledge to help them tackle their final MA dissertation. The course will also set the foundations for other advanced courses. This seminar is compulsory.

CONTACT ACTIVITIES:

- Lectures
- Seminars
- Office hours

NON-CONTACT ACTIVITIES:

- Self-study
- Preparation and presentation of MA dissertation project.

	CONTACT	NON-CONTACT	TOTAL
Class (lectures/seminars/lab sessions)	22	0	22
Research work (self-study and group work)		60	60
Office hours with lecturer / Presentations	1	2	3
Self-study and readings		40	40
TOTAL	23	102	125

Assessment criteria: Criteria are based on the degree of achievement of the learning outcomes.

Assessment procedure

20%: Readings and participation: Students are expected to do set readings, attend classes and participate actively.
80%: Assignment and practical exercises:
- **Written practical exercises**: students will be required to prepare a set of practical exercises based on the learning outcomes. (40%)

- **Oral presentation / written assignment:** students will be required to apply practically the learning outcomes acquired during the course. In particular, students will prepare and present a brief research project on their chosen topic with a view to get some basic training prior to their MA dissertation. This project would include a list of proposed primary and secondary sources, a tentative original thesis statement, justification and objectives of research, methodology and critical instruments used and expected results (40%).

Brief course outline:

1. Introduction
Getting organized as a researcher
2. Research methods in literature
Introduction: Literary Theory, Literary Criticism and Literary Analysis
Locating, using and synthesizing information in Literary Studies
Conducting and Publishing Literary Research
Writing a literary dissertation

3. Critical Tools:
Introduction to classical visions of literature in Europe: from Aristotle to the Renaissance.
Introduction to Modernity: 17th to early 19th c
Main Critical Approaches in the 20th C
Main Critical Approaches in the 21st Century
Instrumental use of a Critical Frame

References

Bennet, A. & Royle, N. (2009). *An Introduction to Literature, Criticism and Theory.* Harlow: Longman.
Da Sousa Correa, D. & Owens, W.R. (eds.) (2009). *The Handbook to Literary Research.* London: Routledge.
Klarer, M. (2004). *Introduction to Literary Studies.* London: Routledge.
Leitch, Vincent B. et al. (2010). *The Norton Anthology of Theory and Criticism.* New York and London: W. W. Norton & Company.
MLA Handbook. 8th ed. (2016). MLA.

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The rest of courses in Literature are elective. You must choose 35 credits from the following

CULTURAL MATERIALISM IN NORTH-AMERICAN FICTION – 5 creds.

Mauricio D. Aguilera Linde (aguilera@ugr.es)
Sumanyu Satpathy (University of Delhi, India).

Introduction

What is ideology? Hegemony? How can we discover marginal values (some of them alternative, some others transgressive or subversive) in the loopholes (faultlines) of a text? Which strategies of resistance to hegemonic ideas can we find in a cultural artefact (a literary text, a newspaper article, a movie, or an image)? Why is a text made out of many other texts? What is a reverse discourse strategy? How many memory frames can we find in a literary discourse? What is official history? What is counter-history? These are just some of the fascinating questions that we will be discussing in this course. My main goal is to facilitate some useful tools and reading strategies that may help students to interpret a literary text.

Contents

Literary texts can be analyzed as literary "sites of contest" (Raymond Williams 1973) whereby a number of different voices merge and collide. The aim of this course is not only to learn some strategies to read the ideologically dominant values (hegemony) which take up the central position of the texts, but also to unearth those marginal voices that have been muffled, silenced or simply erased. Special attention will be paid to parody as a strategy of genre-deviation (Hutcheon 2000) and to some other "reverse discourse" elements (Foucault 1978) in American fiction. Genre is never a fixed, immutable concept, and the principle of genre-bending plays a key role in the production of meaning of any literary text. Through epistemic frictions and counter-memory we resurrect violent exclusions, tensions, struggles and clashes that were erased and forgotten.

Aims

1. To analyze dominant/emergent/residual elements in any given artistic text. Read and apply Raymond Williams' article (1973) in order to be able to distinguish establishment values and marginal ideas in a selection of texts.
2. Read and discuss Medina's article (2011) on counter-memory, epistemic friction and guerrilla pluralism in order to grasp the critic's task of resurrecting and/or de-subjugating knowledges. Gramsci's seminal idea of hegemony as a negotiable, perpetually threatened and recreated system, as opposed to Althusser's economic determinism, will be amply discussed.
3. Read and discuss Jan Assman's binary model of memory and be able to identify how memory frames (communicative and cultural) operate in a literary discourse.
4. To analyze modality (direct point of view) and vocabulary (indirect point of view) of a given text to elicit the ideological conflicts which permeate its linguistic structure. Read and apply Roger Fowler's ideas to a selection of excerpts taken from American short fiction in informal response papers.
5. To identify and locate the genre/subgenre and its linguistic components of any short story through a study of the commonest genres used by the author: melodrama, frontier story, Gothic tale, tall tale, detective/crime story, local color fiction, etc.

6. To identify and locate the components of a genre which have been erased, disrupted, dislocated and parodied. Students must read and apply Hutcheon's postmodern notion of parody and Foucault's "reverse discourse" strategies to a number of short stories discussed in class.

Assignments will consist of short essays based on readings, informal writings in class, and oral presentations and class discussion on debatable topics. Papers must be discussed with the instructor during office hours. The grade distribution will be: 30% will be given to the short response papers; 10% will be given to in-class discussions; the remaining 60% will be given to the final exam. Class attendance is mandatory.

Set Reading

Excerpts of O. Henry stories distributed in class.
Tennessee Williams. "Something about Him" and "Two on a Party". *Collected Stories*. New York: New Directions, 1985. 213-20 & 283-302.
William Saroyan. "Around the World with General Grant" *Little Children*. London: Faber and Faber, 1964.113-21.

Movie viewed in class

Speedy (1928). Dir. Ted Wilde.

Bibliography

Aguilera Linde, Mauricio D. "'Truth is held in disrepute': O. Henry and the Dismantling of Paradigms". *Miscelánea. Journal of English and American Studies* 38 (2008): 11-27.
— "'The Wilderness is Interior': Williams's Strategies of Resistance in 'Two on a Party'", *The Tenneesee Williams Annual Review* 11 (2010): 41-52.
http://www.tennesseewilliamsstudies.org/journal/work.php?ID=99
— "Spaceships and Vampires: Sexual Dissidence in Tennessee Williams's 'The Knightly Quest'. *Atlantis* 34.2 (2012): 67-83.
— "Saroyan's Travel Memories: Contesting National Identities for Armenia-Americans during the Great Depression". *Zeitschrift für Anglistik und Amerikanistik. A Quarterly of Language, Literature and Culture* (2016). De Gruyter Mouton (Forthcoming).
Assman, Jan and John Czaplicka. "Memory and Cultural Identity". *New German Critique* 65 (1995):125-33.*
Assman, Jan. "Communicative and Cultural Memory". *Cultural Memory Studies: An International and Interdisciplinary Handbook*. Ed. Astrid Erll and Ansgar Nünning in collaboration with Sarah Young. Berlin: de Gruyter, 2008. 109-118.
Foucault, Michel. *The History of Sexuality*. Vol. I: An Introduction. Transl. Robert Hurley. New York: Random House, 1978.
Fowler, Roger. *Linguistic Criticism*. Oxford: O.U.P. 1986. Chs. 9-10.pp.127-167.*
Hutcheon, Linda. *A Theory of Parody: The Teachings of Twentieth Century Art Forms*. Champaign, Illinois: U of Illinois P, 2000.
Medina, José. "Toward a Foucaultian Epistemology of Resistance: Counter-Memory, Epistemic Friction and Guerrilla Pluralism". *Foucault Studies* 12 (2011): 9-35.
http://www.vanderbilt.edu/AnS/philosophy/_people/faculty_files/_medinafoucaultstudi es.pdf*
Williams, Raymond. "Base and Superstructure in Marxist Cultural Theory". *New Left Review* I/82. Nov-Dec 1973.3-14*

LITERATURE AND OTHERNESS: COMPLEMENTARY APPROACHES FROM GENDER AND POSTHUMANIST STUDIES – 5 Creds.

Margarita Carretero González (carreter@ugr.es)
Gerardo Rodríguez Salas (gerardor@ugr.es)

COURSE DESCRIPTION

This course addresses the study of the concepts of alterity and subalternity, as theoretically developed by Levinas and Gramsci. Our goal is to study the different forms of expression that the silenced subaltern finds in literature due to gender, sexual orientation, or species.

Dr. Rodríguez Salas's sessions will be divided into two main thematic blocks: Studies of Masculinities and Trans Theory. Until recently, the official approach in Gender Studies has been feminism. The present course aims to visibilize the increasing attention paid to alternative fields within Gender Studies, such as the Studies of Masculinities or Trans identities. The Studies of Masculinities will be studied in their three waves, outlining some of the central issues: hegemonic masculinity (Connell), homosociality and homosexual panic (Lipman-Blumen, Sedgwick, Segal), gender box (Katz), etc. Further attention will be given to the concept of 'Female Masculinity', as a way to show the fluidity of gender and its separation from biological determinism. Here the studies by Stoller, Butler and particularly Halberstam will be central. Trans Studies will lead to the ultimate problematization of the dyad sex/gender. After offering a clarifying terminological distinction and discussing the growing range of non-normative identities subsumed within the label 'trans' (Pratt), the course will provide a historical revision of Trans Studies, paying special attention to detractors (Daly, Raymond, Hausman) and supporters (Stone, Butler, Stryker, Halberstam, Meyerowitz) within feminist studies. Central concerns such as embodiment, biomedical discourse, and the (de/re)construction of the notion of 'woman' will be addressed.

Dr. Carretero González's sessions will look at the most relevant theories on posthumanism (Wolfe, Haraway, Hayles and Braidotti), broadly understood as a reconceptualization of reality which rejects the essentialist separation between human and other-than-human nature, looking at nature and culture as part of a mutually defining continuum. Possibly the most popular version of posthumanism is that which looks into the possibilities offered by technology for human enhancement, yet this course will show that focusing exclusively on this aspect (the transhuman, in fact) runs the risk of perpetuating the centrality of the human, rather than inserting it in the wider ontological, cultural and ecological contexts in which humans actually belong (Deleuze and Guattari). The first session will be devoted to presenting the theoretical framework to students, who will then have to use the posthuman lens to analyse the literary corpus. The chosen texts prove particularly useful to illustrate the theoretical nuances expressed by Braidotti's Post-Humanism – understood as "Life beyond the self" – and Post-Anthropocentrism, or "Life beyond the species".

BIBLIOGRAPHY

Primary sources

Isherwood, Christopher. *A Single Man* (1964) and Tom Ford's film adaptation (2009).

Ebershoff, David. *The Danish Girl* (2000) and Tom Hooper's film adaptation (2015).
Auster, Paul. *Timbuktu* (1999)
Coetzee, John M. *The Lives of Animals* (1997)
Dick, Philip K. *Do Androids Dream of Electric Sheep*? (1968)

Part I: Masculinities

Bird, Sharon R. "Welcome to the Men's Club: Homosociality and the Maintenance of Hegemonic Masculinity". *Gender and Society* 10.2 (1996): 120-32.
Gardiner, Judith Kegan. "Female Masculinity and Phallic Women – Unruly Concepts". *Feminist Studies* 38.3 (2012): 597-624.
Kimmel, Michael. "Hegemonic Masculinity: Rethinking the Concept." *Gender and Society* 19.6 (2005): 829–59.
Seagal, Lynne. "Men: Masculinities in Context". *Theory and Society* 22.5 (1993): 625-41.

Part II: Transgender and Transsexuality

Connell, Raewyn. "Accountable Conduct: Doing Gender in Transsexual and Political Retrospect'. *Gender and Society* 23.1 (2009): 104-111.
---. "Transsexual Women and Feminist Thought: Toward New Understanding and New Politics." *Signs* 37.4 (2012): 857-881.
Elliot, Patricia. "Who Gets to Be a Woman?: Feminist Politics and the Question of Trans-inclusion." *Atlantis* 29.1 (2004): 13-20.
---. "Introduction: Exploring Rifts in Transgender, Queer, and Feminist Theories." *Debates in Transgender, Queer, and Feminist Theory: Contested Sites*. Farnham: Ashgate, 2012. 1-15.
Heyes, Cressida J. "Feminist Solidarity after Queer Theory: The Case of Transgender." *Signs* 28.4 (2003): 1093-1120.
Stone, Sandy. "The Empire Strikes Back: A Posttranssexual Manifesto." (1987): <http://sandystone.com/empire-strikes-back.pdf>

Part III: Posthumanism

Braidotti, Rosi. 2013. *The Posthuman*. Cambridge: Polity Press.
Haraway, Donna. 2003. *The Companion Species Manifesto. Dogs, People and Significant Otherness*. Chicago, IL.: Prickly Paradigm Press.
Hayles, Katherine. 1999. *How We Became Posthuman. Virtual Bodies in Cibernetics, Literature and Informatics*. Chicago, IL.: University of Chicago Press.
Wolfe, Cary. 2010. *What is Posthumanism?* Minneapolis, MN.: University of Minnesota Press.

EVALUATION

Attendance and class participation (including oral presentations): 30%
Final examination: 70%

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FEMINISM: SILENCES AND ABSENCES IN ENGLISH LITERATURE – 5 creds.

María-José de la Torre Moreno (mjtorre@ugr.es), Gerardo Rodríguez Salas (gerardor@ugr.es), Adelina Sánchez Espinosa (adelina@ugr.es).

COURSE DESCRIPTION

This is a hands-on course on how feminist epistemologies can be applied to literary texts across genres and history to generate readings that underscore, enhance, shift and/or problematise the received interpretation of texts. This is addressed in three sections, each of them taught by a lecturer specialised in the literary works chosen for analysis from a feminist perspective. We have joined our strengths to add to the solidity of the course, and have taken special care to harmonise our teaching methodology and evaluation criteria.

The first section appropriately brings the more solid theoretical component, which is nevertheless made not only reader-friendly but engaging by interspersing theory with selected texts illustrating very specific concepts, establishing a pattern of critical reading which is to be followed for the whole course. Students will become familiar in very general terms with French feminist theories (Cixous, Irigaray and Kisteva) and gynocriticism (Showalter, the latter with an application of selected fragments of Virginia Woolf's *A Room of One's Own* and Alice Walker's "In Search of Our Mothers' Gardens"), thus gaining a brief yet comprehensive theoretical framework that they will be to apply to the selected literary readings for the course.

The second part taps into feminist ideas and channels them into a more unfamiliar, perhaps even unexpected, territory in this field. Now that students have gained a foothold on feminist readings, two new paradigms - genre and period - are introduced in the study of the Anglo-Saxon epic poem *Beowulf*. Precisely due to the very remoteness of the poem, straddling two very different, even antagonistic cultures and worldviews, this Old English poem lends itself very aptly to feminist scrutiny. Applying this perspective to *Beowulf* will help "establish the unspoken in the text" (C. Belsey). After helping students bridge the time gap with Anglo-Saxon times by taking an updated look at a fascinatingly exotic and surprising society, attention will be brought to the two different societal constructions of gender clashing in *Beowulf*: the Germanic-derived one vs. the Christian recoding of womanhood. This polarity, which will underpin the whole poem, will take us to accounting for some of its conflicts and ambivalence, and ultimately will point towards a female-based structural symbolism in the poem.

The third section will start with a brief introduction of the concept of power in literary and visual discourse. Attention will be devoted to the issues of feminist reconstructions of official canons, re-readings of canonical texts (both literary and visual texts) and feminist methodologies for the critique of representation. There will be two sessions dealing with the structures of the gaze, women as visual signs and the politics of spectatorship and visual pleasure. The concepts will then be applied to a selection of visual and written which will include Alfred Hitchcock's *Psycho,* Jane Campion's *The Portrait of a Lady* and Sally Potter's *Orlando.*

CONTENTS

Part 1 (Prof. Gerardo Rodríguez)

1. Feminist theories. Introduction.
- Gynocriticism. Showalter and Woolf
- Womanism. Walker
- Poststructuralist Feminism: Kristeva, Irigarary, Cixous
- Postmodern Feminism
- Performativity. Butler
- Cyborg Theory. Haraway
- Nomadic Subjects. Braidotti

Part 2 (Prof. Adelina Sánchez)

2. Gender, art and literature: the representations of women in literary and visual discourse.
- The WASP canon. Feminist writings; feminist readings.
- Feminist re-readings of canonical texts.
- Women, Literature, Art and Power.
• The critique of representation.
• The structures of the gaze: women as visual signs, spectatorship and visual pleasure. Illustration: Alfred Hitchcock's *Psycho*
• Adapting the gaze: from literature to film. Two case studies: Jane Campion and Sally Potter.
.
Part 3 (Prof. María-José de la Torre)

3. From pagan folklore to Christian tradition: tracing two different constructions of the female gender. Ambivalence and ideological conflict on women's identity in Anglo-Saxon poetry. The case of *Beowulf*.

- Relevance of the Feminist Approach.
- Women's Studies in the Early Ages.
- Vestiges of women's prominence in Germanic societies (archaeology, myth, folklore, etc.)
- Pagan & Christian gender identities
            a) Christian re-coding of female gender.
            b) Misogynistic categorisation of women
- The social centrality of violence and war.
            a) Women as "peace-weavers."
        b) Dual reading of the female role as peace-weaver in the "comitatus".
- Character analysis.

EVALUATION

Class attendance and active participation are mandatory. The final grade will be awarded on consideration of both on a 10/90 ratio.

The student's performance will materialise in the oral presentation which must be submitted (either individually or in groups) at the end of any of the course sections taught by Profs. Sánchez and De la Torre. The oral presentation topic must be discussed with and approved of by the lecturer in question, and its progress will be checked in supervision tutorials as often as determined by them.
Marks will be given to aspects such as:

    - design or plan;
    - clear, consistent and illustrated argumentation;
    - an appropriate use of sources;
    - attention to supervisor's guidelines/corrections;
    - keeping deadlines;
    - effective group work, when appropriate;
    - clear, fluent delivery.

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Part 1

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Part 2

Readings

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Sánchez Espinosa, Adelina. 2011. "Feminist Approaches to Close Reading". In

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Sánchez Espinosa, Adelina & Costa Villaverde, Elisa. 2011. "The film text as palimpsest: translating women's gaze from page to screen. *The Portrait of a Lady* as a case in point" in Federici, Eleonora. Ed. *Translating Gender*. Amsterdam et al.: Peter Lang.

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Viewings

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Part 3 (Specific selections will be found on SWAD, "BIBLIOGRAFÍA GRAL. Y ESPECÍFICA")

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OVERING, Gillian (2000) "The Women of *Beowulf*: A Context for Interpretation" > *The Beowulf Reader* (P. S. Baker ed.). Londres y Nueva York: Garland, 219-260.

POTKAY, M.B. (1997) "Redeeming Ornament: Women in Old English Literature" > Minding the Body. Women and Literature in the Middle Ages, 800-1500 (M.B. Potkay y R.M. Evitt). Londres: Prentice Hall, 31-46.

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WOMEN, LITERATURE AND CINEMA IN IRELAND – 5 Creds.

Pilar Villar-Argáiz (pvillar@ugr.es)

I. PRESENTATION AND OBJECTIVES

This master course will give students the opportunity to deepen their knowledge of the different aspects of Irish culture, history and society, and it will also encourage the interdisciplinary exchange of ideas and insights within the broad field of Irish Studies. It will also expand the students' knowledge on subjects such as Irish literature, which has been traditionally concealed in the syllabus of European universities under headings such as "British Literature".

In particular, the main objective of this master course is to explore the different and contesting representations of Irish femininity in a large corpus of cultural texts. In the Irish context, womanhood has been a metaphor intrinsically connected with national identity. By maintaining the traditional Irish association between woman and land, and by inscribing a female motherly voice that speaks on behalf of an oppressed community, many early twentieth-century poets and rebels have depended on women as motifs in their poetry and oratory. Whichever the medium of expression, Irish women have been doubly silenced, both as national(ist) icons and idealized custodians of tradition, and also as beloved muses of the male artist. I will use jointly feminist, postcolonial studies, and multicultural theories in order to explore how some Irish women have been doubly marginalized and constructed as subordinated 'Others' by colonialism and/or patriarchy.

As we intend to analyse both real women and their artistic representations, the cultural manifestations we will look at will cover this complexity:

1) First of all, we will focus on the literary arena, and we will select some key examples of the different genres of poetry, novel, short story and drama, in order to analyse comprehensively works written both by men and women.
2) Secondly, we will pay attention to other forms of cultural manifestations that will give us a clue of how 'womanhood' is perceived and/or understood in Ireland. In particular, we will see the extent to which music, the media, the film industry and the advertising perpetuate and/or deconstruct conventional representations of Irish femininity.

Such a multidisciplinary approach to the notion of 'Irish womanhood' implies other complementary approaches that will enrich our initial object of study: analysis of conventional and innovative representations of women in Ireland, and hence, in the West; contrastive analysis of masculinity vs. femininity; contrastive analysis of male and female authors in Ireland; and finally, comparative analysis of how women have been represented in Ireland and other once-colonized nations. This analysis of Irish femininity is also the starting point from which to tackle other representations of the so-called 'Otherness' that prevail in a society where everything that distances itself from the masculine canon is secluded to the margins (i.e. homosexuals, immigrants, travellers, gypsies, the poor, etc.)

Taking all these priority thematic lines into account, the specific aims of the course are:

(1) To study the concept "womanhood" as perceived and understood in some key examples of Irish poetry, fiction and drama, written both by men and women in the

20thand 21st centuries. We will particularly focus on how contemporary Irish literature (re)formulates stereotypical notions of femininity such as the 'mother', the 'wife', the 'new Eve', the 'witch' and the 'whore'. We will also carry a contrastive analysis of literary and mythological creations, and ordinary heroines. In order to do so, we will focus both on canonical and marginal authors, in order to study their perpetuation or subversion of conventional myths and their reinterpretation of canonical literature. The corpus of authors we will use in this literary study will be the following:

- Poetry: Eavan Boland, Paula Meehan, Eiléan Ní Chuilleanáin, Dorothy Molloy, Colette Bryce, Mary O'Donnell, Mary O'Malley; Sarah Clancy, etc.
- Novel: Patrick McCabe, Roddy Doyle; Mary O'Donnell; Julia O'Faolain
- Short Story: James Joyce; Anne Enright; Claire Keegan; Eilis Ni Dhuibhne; Mary O'Donnell, etc.
- Drama: W.B. Yeats, Brian Friel
- Autobiography: Frank McCourt, Nuala O'Faolain

(2) To analyse changing representations of womanhood during the second half of the twentieth century, as observed within a range of popular music lyrics and the images associated with them. Principal objects of analysis will be the work of Irish musicians such as the Clancy Brothers and Tommy Makem, Christy Moore, Van Morrison, U2, Enya, Sinead O'Connor, Joni Mitchell, and the musical *Once*.

(3) To analyse representations of gender, nationhood and ethnicity in Irish films: *Michael Collins*, *The Wind that Shakes the Barley, The Commitments*, *Angela's Ashes*, *Once, New Boy, Happy Ever Afters*, *Adam and Paul, The Front Line*, and *Pavee Lackleen*.

(4) To analyse women in Irish society, with special attention to a paternalist text of vital importance, the Constitution, and to other sociological aspects of great relevance: domestic violence, abortion, the use of contraceptives and divorce.

(5) To carry out a comparative literary analysis of Irish women and other "Others" present in 21st century Ireland (immigrants, homosexuals, handicaps, the poor) bearing in mind how they are represented in all cultural mediums of expression.

(6) To encourage discussions of understandings of Ireland as a postcolonial country and to contest 'Orientalist' perceptions of Ireland abroad, by analysing the American reception and success of writers such as Eavan Boland, Frank McCourt and Nuala O'Faolain.

II. SYLLABUS

1. IMAGINARY, IMAGINED AND REAL WOMEN IN IRISH CULTURE: TOWARDS A DECONSTRUCTION OF IRISH FEMININITY
   1.1. The Celtic Heritage: Sovereignty goddesses; Sheela-na-gigs; Celtic heroines
   1.2. British (imperialist) representations: Hibernia, Britannia, and John Bull
   1.3. The National Muse: Mother Ireland, Dark Rosaleen, Cathleen Ni Houlihan.
      1.3.1.   The "aisling" tradition
      1.3.2.   The Irish Literary Revival: the Abbey Theatre, Mangan, Pearse, etc.
      1.3.3.   Eamon de Valera and the 1937 Constitution
      1.3.4.   The Ireland of the 1930s: Brian Friel's *Dancing at Lughnasa*
   1.4. Conventional and contesting representations of womanhood in traditional Irish music and pop music (Christy Moore; Sinead O'Connor; The Corrs, musical *Once*)

2. TWENTIETH-CENTURY WOMEN WRITERS: A SUBVERSIVE FEMININITY

2.1. A new national muse: '(M)Other Irelands' in Edna O'Brien, Eavan Boland, etc.

2.2. New perspectives on maternity: Paula Meehan, Eavan Boland, Nuala Ní Dhomhnaill, etc.

2.3. New perspectives on sexuality. The Female Body in the Foreground: Eavan Boland, Susan Connolly, Nuala Archer, etc.

2.4. Gender and class: Paula Meehan (Poetry and documentary) and *The Commitments*

2.5. The 'Orientalist' reception of Irish Literature in the 'West'. Eavan Boland's *TheLost Land*, Frank McCourt's *Angela's Ashes*, Nuala O'Faolain's memoirs

3. BETWEEN TRADITION AND MODERNITY: 'IRISH' FEMININITY IN THE 21ST CENTURY

3.1. A 'new' unrecognizable Ireland: Eavan Boland, Paula Meehan, Vona Groarke, Caitríona O'Reilly, etc.

3.2. Is feminism still necessary?: Domestic Violence and rape in Dorothy Molloy, Sinéad Morrisey, Leanne O'Sullivan, Eavan Boland

3.3. The interplay of gender, race and multiculturalism: Paula Meehan, Colette Bryce, Leontia Flynn, Mary O'Donoghue, Mary O'Donnell, Michael O'Loughlin, Roddy Doyle

3.4. The immigrant in contemporary Irish literature: *Literary Visions of Multicultural Ireland*

4. 'MOTHER IRELAND' IN FILM

4.1. Conventional and contesting representations of womanhood and history in *Michael Collins* (1996) & *The Wind that Shakes the Barley* (2006)

4.2. The immigrant in Irish films: the musical film *Once* and discussion of other films recently released.

III. DETAILED PROGRAMME AND TASKS (to be confirmed in February 2013)

IV. METHODOLOGY

The programme consists of

- Lectures by myself, Irish renowned artists Eiléan Ní Chuilleanáin and Mary Coughlan, and some invited keynote speakers who will take part of *Las Segundas Jornadas de Estudios Irlandeses*.

- Theoretical-methodological seminars which discuss the state of a given field or methodological/theoretical approach on the basis of selected texts (feminist, postcolonial, and multicultural theory in particular). These theories will be applied to the discussion and (re)interpretation of particular literary texts, films and other cultural texts.

- Student papers: presentation of participants' research projects followed by discussion.

- Tutorials: individual discussions of participants' research with participating scholars

V. EVALUATION METHODS

- Attendance and active participation in class: 10%

- Tasks: 20%
- Oral Presentation: 30%
- Final Essay: 40%

VII. BIBLIOGRAPHY: UGR Library

Barros del Río, María Amor. *Metáforas de su tierra: breve historia de las mujeres irlandesas*. Oviedo: Septem, 2004.

Berresford Ellis, Peter. *Celtic women: women in celtic society and literature*.London: Constable, 1995.

Cleary, Joe and Claire Connolly. *The Cambridge companion to modern Irish culture* Cambridge: Cambridge University Press, 2005.

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The Field day anthology of Irish literature. New York: New York University Press, 2002. (Vol. 4-5 *Irish women's writing and traditions*)

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-------. *Eavan Boland's evolution as an Irish woman poet: an outsider within an outsider's culture*. Lewiston, N.Y.: Edwin Mellen Press, 2007.

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-------. Ed. *Literary Visions of Multicultural Ireland: The Immigrant in Contemporary Irish Literature*. Manchester: Manchester University Press, 2013.

ELECTRONIC RESOURCES

Éire-Ieland: A Journal of Irish Studies
Irish journal of gothic and horror studies
Irish University Review
Irish studies review
New Hibernia Review
Irish Political Studies
The Irish Book Review

 CB BO

APPROACHES TO EARLY MODERN ENGLISH POETRY AND DRAMA – 5 Creds.

José María Pérez Fernández (jmperez@ugr.es)
Andrew Hadfield (U. of Sussex)
Neil Rhodes (U. of St Andrews)
Greg Walker (U. of Edinburgh)

This course explores the relation between poetic form and the interpretations that arise from its verbal and metrical configuration. We will focus on the early modern English canon, and on the relation between the history of political ideas, theology and poetics, with some sporadic incursions into the visual arts. The first sessions in the seminar will address the Classical and Augustinian background of Petrarchism, and its historical importance as a milestone in the history of Western poetry. Certain aspects of Augustine's work exemplify the interweaving of rhetoric, poetics and theology into a heterogeneous combination that would contribute to mould many of the ideas that sustained the poetry of Petrarch and the poetics of humanism. Augustine's poetic theology, in turn, resulted from his combination of the Jewish tradition with Classical Roman and Greek philosophy, notably Stoicism and Neoplatonism, all of it against the background of the rhetorical tradition that the West inherited from the Classical World.

We will then move on to a consideration of European humanism as the general context for our subsequent approach to the first English Petrarchists, i.e. Henry Howard, Earl of Surrey, and Sir Thomas Wyatt. We will analyse their poetry, and some of their translations / adaptations from Latin and Italian poetry from the perspective provided by our former approach to Petrarchism and its background. But we will also read their poems under the light shed by the specific historical moment in which they lived, and we will examine how the poetry and poetics of Surrey and Wyatt respond to the ideological debates and the actual political situation during the reign of Henry VIII—a moment that featured intense political and religious controversies stemming from the Protestant Reformation.

Next, our reading of Sir Philip Sidney's poetry and also of his treatise *Defense of Poetry* will give us the opportunity to explore the presence in Sidney's eclectic work of the tradition that we have studied in previous sessions. We shall see how this eclecticism also shows up in certain sonnets from his *Astrophil and Stella*. We will end our section on English Petrarchism by reading and analysing some of Shakespeare's sonnets. This part of our seminar will conclude with a lecture on the parallelisms between the tropes of the body politic, the body of the text, and the significance of the body in theology and poetics ("Corporeal Tropes in English Poetry and the Visual Arts.").

The second part of the seminar will be conducted by our three visiting scholars. Professor Andrew Hadfield will conduct a seminar on the topic of Shakespeare and political theory. In one of his seminars, Professor Neil Rhodes will explore the concept of "common" in Early Modern England, which relates with the issues on language and the political thought of humanism. Professor Rhodes' second seminar will approach the poetry of John Donne. Our seminars will conclude with Professor Greg Walker's analysis of Shakespeare's *Henry V*, which will focus on how this play articulates the figure of an ideal monarch, and how its text evinces the presence of discursive and ideological traces from all the previous traditions addressed in the seminar.

There will be no written final essay in this seminar. Students will be evaluated through their class presentations, and their active participation in the seminars. Students will also be required to write a short essay after each session on the topics discussed in it.

Grading policy:
-                 Class presentations and participation: 50%
-                 Written essays: 50%

CALENDAR AND SYLLABUS

Session # 1
Introduction to the seminar, methodology and the reading assignments

Session # 2
Language-theology-politics-poetics
Eugene Vance. "Saint Augustine. Language as Temporality." In Lyons & Nichols, eds. 1982. *Mimesis: From Mirror to Method*, pp. 20-35.
Richard Waswo. "Magic Words and Reference Theories" *Journal of Literary Semantics*. Vol. 6, 1977, pp. 76-90.
José María Pérez Fernández. *Between Chaos and Consensus: Language, Literature and Politics in Early Modernity.*

Session # 3
The poetics of Petrarchism and the earliest English Petrarchists: Surrey and Wyatt
John Freccero. "The Fig Tree and the Laurel: Petrarch's Poetics." *Diacritics*, vol. 5, no. 1. Spring 1975, pp. 34-40.
José María Pérez Fernández. "'Wyatt resteth here'. Surrey's republican elegy". *Renaissance Studies*, vol. 18, no. 2, 2004, pp. 208-238.
Henry Howard, Earl of Surrey
"Wyatt restheth here"
"So cruel a prison how could betide, alas"
"Th'Assyrians' king"
Sir Thomas Wyatt

"Whoso list to hunt"
"Farewell, Love"
"Who list his wealth and ease retain"
"Mine own John Poins"

Session # 4
Sidney and Shakespeare

An anthology from Sidney's *Astrophil and Stella*.

"Loving in truth, and faine in verse my love to show" (*A&S* 1)
"*Vertue* alas, now let me take some rest" (*A&S* 4)
"It is most true, that eyes are form'd to serve" (*A&S* 5)
"Having this day my horse, my hand, my launce"(*A&S* 41)
"Desire, though thou my old companion art"(*A&S* 72)

A selection of Shakespeare's sonnets:

"From fairest creatures we desire increase" (no. 1)
"Look in thy glass and tell the face thou viewest" (no. 3)
"When I do count the clock that tells the time" (no. 12)
"Shall I compare thee to a summer's day?" (no. 18)
"Like as the waves make towards the pebbled shore" (no. 60)
"My mistress' eyes are nothing like the sun" (no. 130)
"Whoever hath her wish, thou hast thy Will" (no. 135)
"Two loves I have of comfort and despair" (no. 144, pp. 1041-42)

Session # 5
Translation – politics – poetics – metrical form

José María Pérez Fernández. "Translation and Metrical Experimentation in Sixteenth-Century English Poetry: The Case of Surrey's Biblical Paraphrases". *Cahiers Élizabethains*, no. 71, Spring 2007, pp. 1-13.

José María Pérez Fernández. "From Virtue to Compulsion: Epic, Translation, and the Significance of Early Modern Blank Verse". *Cahiers Élizabethains*, no. 75, Spring 2009, pp. 1-16.

Session # 6

The Eclecticism of Sidney's Poetics

Sidney's *Defence of Poesie*.

Session # 7

Poetics, Politics and the Body. Corporeal Tropes in English Poetry, Political Discourse, Theology and the Visual Arts. Part 1.

Session # 8

Poetics, Politics and the Body. Corporeal Tropes in English Poetry, Political Discourse, Theology and the Visual Arts. Part 2.

Session # 9

Neil Rhodes

The Poetry of John Donne

Session # 10

Neil Rhodes

'Common' in Early Modern England

Session # 11

Andrew Hadfield – Part I

Shakespeare and Political Theory: Britain, the colonies and politics in *The Tempest* and *King Lear*. We will discuss the following topics:

1. The status of the ruler in each play.
2. Geography and maps.
3. Proper government and tyranny.
5. Men and women.
6. Advice/counsel.
7. Kingdoms and colonies.

In class we will act out sections of

- *King Lear*, scene 20 (in the Oxford edition); Act IV, scene vi in the Arden edition.
- *The Tempest*, Act I, scene ii; and Act II, scene I.

Please read these scenes especially carefully.

Session #12 **Andrew Hadfield – Part II –** Shakespeare and Political Theory: Britain, the colonies and politics in *The Tempest* and *King Lear*.

Session # 13 **Greg Walker – Part 1** 'Shakespeare's *Henry V* and the representation of kingship Reading assignments: William Shakespeare, *Henry V*

Session # 14 **Greg Walker – Part 2** 'Shakespeare's *Henry V* and the representation of kingship

ন্঩ন্

THE ORIGINS AND EVOLUTION OF THE ENGLISH NOVEL BETWEEN THE 16TH AND THE 18TH CENTURIES: TRANSLATION, POLITICS AND THE NEWS MARKET – 5 Creds.

José María Pérez Fernández (jmperez@ugr.es)
Michael McKeon (Rutgers U.)
Joad Raymond (Queen Mary, U. of London)
Alexander Samson (University College, London)

This course provides a series of interdisciplinary approaches to the origins and evolution of the English novel that focus on its transnational and transgeneric natures. It will also take into account the role that political discourse, economics, translation, the book market, and the emergence of early journalism played in its processes of formation. We shall see how a variety of discursive and generic typologies intersected in the development of early modern prose fiction—such as history, autobiography, drama, news or the essay.

Students should become aware of the fact that the origins and development of the English novel was part of a larger and more complex process, not just in terms of the discursive and generic typologies involved in it, but also as regards its geographical scope. Given the fact that this is an eminently interlinguistic and international phenomenon, the seminar incorporates translation studies, and in particular, the analysis of the role played by the Spanish picaresque in the creation of new varieties of early modern prose fiction within different emerging vernacular traditions.

We shall study the way in which the early translations of Spanish picaresque contributed to the creation of a new type of narrative prose which aspired to portray in a verisimilar fashion particular cases that exemplified the realities of current social and economic problems and phenomena (e.g., crime, adultery, theft, trickstery, poverty, vagrancy, or corruption). This new type of prose overlapped with the similar rhetoric employed in historical chronicles, biography, as well as the production and distribution of news. Both would also become important commodities within the expanding markets of printed matter which frequently targeted mass consumption.

We shall see how the translation of Spanish picaresque fiction intersected with native English varieties of prose narrative to configure a series of characters and plots which approached the values and consequences of the emerging financial and merchant capitalism, in a gradual process that led to the fiction of authors like Smollett or Defoe.

In turn, we shall also see how part of these subjects and plots also spilled over to the prosperous market of 17th-century English drama, which flaunted appropriations from a variety of sources, including Cervantes, and also incorporated characters like Moll Cutpurse, a female *pícara* inspired in the life and deeds of an actual female trickster, Mary Frith.

We shall trace the impact that James Mabbe's translation of *Guzmán de Alfarache* had upon the English book and publishing markets, and how it contributed to the subgenre of rogue or crime fiction, whose impact was felt throughout the end of the 17th century, the entire 18th century and even beyond. The characters and topics that conformed this subgenre overlapped with the work of early novelists like Tobias Smollett (who was also a translator

of Cervantes' *Don Quijote*) or Daniel Defoe, whose relevance is dictated by the fact that he created what we might call a female *pícara* in *Moll Flanders*, but also by the fact that he was the author of controversial political pamphlets, essays and also a practitioner of early journalism. We shall use Defoe's pamphlet *Conjugal Lewdness or, Matrimonial Whoredom* (1727) and his novel *Moll Flanders* as case studies in which the picaresque, translation, journalism, and political discourse blend in at one of the founding moments of the traditional canon of the English novel.

In this regard, this course ties in with other courses provided in the MA programme which adopt gender studies as their approach, and also with another course which studies 19th-century and contemporary Anglo-American fiction. To this effect, we shall include some references to novels like Erica Jong's *Fanny: Being the True History of the Adventures of Fanny Hackabout-Jones* (1980)—which establishes a parodical dialectic with 18th-century English *pícaras* and their cultural milieu from a postmodern perspective.

The seminar will enjoy the presence of three visiting scholars who will provide different critical and historical perspectives on these subjects. **Professor Michael McKeon** will take care of the origins of the English novel and its development between the 16th and the 18th centuries, focusing on Defoe's *Moll Flanders*. **Alexander Samson** will deal with the early impact of the Spanish picaresque and Cervantes, as their English translations intersected with other varieties of prose fiction as well as drama in 16th and 17th century England. **Professor Joad Raymond** will deal with the emergence of the news market, and the development in England of an early version of journalistic prose, with a view to examining how this type of prose overlapped with genres like rogue fiction. **José María Pérez Fernández** will coordinate the contents, and he will provide an introduction to the different types of methodological approaches employed in the seminar—such as translation studies, political philosophy, or comparative literature—with a focus on English translations of works like *La Celestina* or *Guzmán de Alfarache*.

Primary texts. Excerpts from:

- *The Pleasaunt Historie of Lazarillo de Tormes*, trans. David Rowland (1586)
- *The Life and Death of Gamaliel Ratsey* (1605)
- Thomas Middleton and Thomas Dekker, *The Roaring Girl* (1611)
- Mateo Alemán, *The Rogue*, trans. James Mabbe (1622)
- Ben Jonson, *The Staple of News* (1631)
- Fernando de Rojas, *The Spanish Bawd*, trans. James Mabbe (1631)
- Francis Godwin, *The Man in the Moone* (1638)
- Miguel de Cervantes, *Exemplarie Novels*, trans. James Mabbe (1640)
- Miguel de Cervantes, *Don Quijote*, trans. Thomas Shelton (1612) and Tobias Smollett (1755)
- Richard Head, *The English Rogue* (1665)
- John Bunyan, *The Life and Death of Mr Badman* (1680)
- Daniel Defoe, *Moll Flanders* (1722)
- Daniel Defoe, *Conjugal Lewdness or, Matrimonial Whoredom* (1727)
- Tobias Smollett, *Roderick Random* (1748)

Secondary bibliography:

Beier, A.L. 'On the boundaries of new and old historicisms: Thomas Harman and the literature of roguery', *English Literary Renaissance*, 33 (2003), 181–200.

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Pérez Fernández, José María. "Translation, *sermo communis* and the book trade", in *Translation and the Book Trade*, ed. José María Pérez Fernández & Edward Wilson-Lee, New York & Cambridge, UK: Cambridge University Press, 2014, pp. 40-60.

Pérez Fernández, José María. "*Spanish Bawds* and *Quixotic Libraries*. Adventures and Misadventures in Early English Hispanism and World Literature". Forthcoming in *Comparative Literature*, December 2016 (68:4)

Pérez Fernández, José María. "The Domestication of Melibea: Recasting Spanish Characters for Early English Drama". Forthcoming in *Beyond Spain's Borders: Women Players in Early Modern National Theaters*. Ed. Anne J. Cruz and María Cristina Quintero. New York: Routledge, 2017.

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Raymond, Joad. (ed.) with Jeroen Salman and Roeland Harms, *Not Dead Things: The dissemination of popular print in Britain, Italy, and the Low Countries, 1500-1900* (Library of the Written Word; Leiden: Brill, 2013).

Raymond, Joad. (ed.) *The Oxford History of Popular Print Culture*, vol. 1: *Cheap Print in Britain and Ireland to 1660* (Oxford: Oxford University Press, 2011).

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Samson, Alexander. "Maybe Exemplary? James Mabbe's Translation of the *Exemplary Novells*". *Republics of Letters*, vol. 4:2, March 2015 < http://arcade.stanford.edu/rofl/maybe-exemplary-james-mabbes-translation-exemplarie-novells-1640>, accessed on 05/06/16

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THE ANGLO-AMERICAN NOVEL FROM THE 19TH TO THE 21ST CENTURY: INDIVIDUAL AND COMMUNITY – 5 Creds.

Julián Jiménez Heffernan (ff1jihej@uco.es)
Gerardo Rodríguez Salas (gerardor@ugr.es)

COURSE DESCRIPTION

The aim of this course is to offer a critical overview of the evolution of the Anglo-American novel from the nineteenth to the twenty-first century. The starting point will be the documentary realism Victorian novelists inherited from eighteenth century authors, like Henry Fielding, Daniel Defoe and Tobias Smollett, overtly working inside the picaresque tradition. Charles Dickens is the nineteenth century author who better consolidates this textual tradition. This tradition is not incompatible with other narrative developments, such as satire (Swift), sentimental romance (Burney), gothic romance (Radcliffe), historical romance (Scott), or domesticated ironic realism (Austen), but it undoubtedly provides a singular framework for the articulation of narrative modes that are sociologically biased, such as the "condition of England novel" (Dickens, Disraeli, Edgeworth, Charlotte Brontë) or crime romance (Dickens, Collins). Both modes strongly influenced later narrative experiments by Henry James, Joseph Conrad o George Eliot aimed at the exposure of ideological violence.

We also aim at exploring the deep structure underpinning many novels that virtually conform to these narrative modes. This deep structure features the conflict between a potentially anomic or anti-social individual and the normative realm (the nomos) of the social community that seeks to assimilate her with the aim of averting her potential threat. The tension between a free and potentially entropic subject and the organic community that may virtually repress her constitutes the blueprint of many narratives whose chief objective is to corroborate the impossibility of removing such tension and reaching a reconciliation. Adultery, crime and political subversion are some of the forms that individual, anti-communitarian, rebellion takes, but the morphology of delinquency is vast. In many cases, a false narrative closing leads either to the sacrifice of the anomic individual or to her forced re-integration within the community. Only modernist fiction affords veritable lines of flight (escape from society, erotic flight, suicide) only prefigured by the German romantics and American transcendentalists. This radical escapism is hardly compatible with plain realism. Still, Victorian fiction made exceptional room for it: Emily Brontë's *Wuthering Heights*. Partly due to this escapist allure, modernist—and post-modernist—fiction run into a major contradiction. Ideological (political, religious and artistic) commitment often lead to the reactive creation of minor, if not minority, communities that could result, in the event, more essentialist, organic and repressive than the societies they seek to undo.

For the theoretical articulation of this course we will draw extensively from the work of Fredric Jameson, Franco Moretti, Joseph Hillis Miller and Jean-Luc Nancy.

BIBLIOGRAPHY

Primary sources
Charles Dickens, *Oliver Twist*

Nathaniel Hawthorne, *The Scarlet Letter*
Katherine Mansfield, Selection of Short Stories
Carmel Bird, *Cape Grimm*

Secondary sources

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ALTHUSSER, Louis. 'Ideology and Ideological State Apparatuses.' *Lenin and Philosophy and Other Essays*. Trans. Ben Brewster. New York: Monthly Review Press, 1971. 127-186.

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ARMSTRONG, Nancy. *Desire and Domestic Fiction. A Political History of the Novel*. Oxford: Oxford UP, 1987.

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BADIOU, Alain. *Ethics. An Essay on the Understanding of Evil*. Trans. Peter Hallward. London: Verso, 2002.

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ETZIONI, Amitai. 'A Moderate Communitarian Proposal.' *Political Theory* 24.2 (May 1996): 155-171.

GIRARD, René. *Violence and the Sacred*. 1972. Baltimore: Johns Hopkins UP, 1977.

HILLIS MILLER, Joseph. 'Unworked and Unavowable: Community in *The Awkward Age*'. *Literature as Conduct: Speech Acts in Henry James*. New York: Fordham University Press, 2005. 84-150.

---. *The Conflagration of Community: Fiction Before and After Auschwitz*. Chicago: University of Chicago Press, 2011.

JIMÉNEZ HEFFERNAN, Julián. "The Lay Community: Weil, Murdoch, Badiou and the Ethics of Other-Centeredness". *Ethics of Alterity: Confrontation and Responsibility in 19th to 21st British Literature*. Ed. Jean Michel Ganteau y Christine Reynier. Montpellier: Presses Méditerranées, 2012.

MARTÍN SALVÁN, Paula, Gerardo Rodríguez Salas and Julián Jiménez Heffernan, eds. *Community in Twentieth-Century Fiction*. London: Routledge, 2013.

NANCY, Jean-Luc. *The Inoperative Community*, ed. Peter Connor, trans. Peter Connor et al., Minneapolis: U of Minnesota P, 1991.

---. *Corpus*. Trans. Richard A. Rand. New Cork: Fordham UP, 2008.

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TÖNNIES, Ferdinand. *Community and Civil Society*. Ed. John Harriss; trans. John Harriss and Margaret Hollis. Cambridge: Cambridge University Press, 2001 (1883).

EVALUATION

Attendance and class participation (including oral presentations): 30%
Final examination: 70%

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POSTCOLONIAL NARRATIVE – 5 Creds.

Celia Wallhead (wallhead@ugr.es) & Mercedes Díaz Dueñas (mdiazd@ugr.es)

General
This is an optional course which aims at introducing the students to novels and short stories written in English within the framework of Postcolonial Studies. It assumes little background so begins with an introduction to colonialism. It also looks at the overlap between postcolonialism and postmodernism in the area of literary studies, genre, approach and technique.

Distribution of the time
· Recommended reading: 50 hours
· Presentation of material in class by the teacher: 15 hours
· Activities to illustrate the material presented in class: 15 hours
· Individual work by the students: 40 hours

Content of the classes
In class, the basic text book will be studied and discussed: Elleke Boehmer's *Colonialism and Postcolonialism* (2005), also the texts related to colonialism and postcolonialism provided by the teacher on history, theory and terminology. The first seven classes will be dedicated to each one of the chapters in the book, so the students will have to read ahead. Debates will be organised on the most polemical aspects and also the literary aspects of the various texts. Afterwards, each student will choose a different novel under the recommendation of the teacher for his/her presentation in class (in the last sessions) and posterior development into an essay.

Evaluation
The students have to study a novel agreed on with the teacher and give a short talk in class describing the postcolonial features of the novel as set out in the text book studied (50%). Then they have to develop their findings in an essay to be handed in to the teacher at the end of the classes (50%).

Set texts

Boehmer, Elleke (2005) *Colonialism and Postcolonialism: Migrant Metaphors*. Oxford:OUP.
Photocopies on history, theory and terminology

Recommended reading

Ashcroft, Bill, Gareth Griffiths & Helen Tiffin (2007) *Post-Colonial Studies: The Key Concepts* (Routledge Key Guides). London: Routledge.
Ashcroft, Bill, Gareth Griffiths & Helen Tiffin (2nd ed 2010) *The Empire Strikes Back: Theory and Practice in Post-colonial Literature.* London: Routledge.
Huggan, Graham & Helen Tiffin (2010) *Postcolonial Ecocriticism: Literature, Animals, Environment.* London: Routledge.
Hutcheon, Linda (2005) *The Poetics of Postmodernism: History, Theory, Fiction.* London: Routledge.

Loomba, Ania (2005) *Colonialism/Postcolonialism.* (The New Critical Idiom). London: Routledge.
Russell, Jesse & Ronald Cohn (2012) *Postcolonialism.* Books on Demand Ltd.
Said, Edward W. (1978 etc) *Orientalism.* London: Penguin.
Walder, Dennis (1998) *Post-Colonial Literatures in English: History, Language,Theory.* Oxford: Blackwell.
Young, Robert J C (2001) *Postcolonialism: An Historical Introduction.* London: Wiley-Blackwell.

Novels for the essays can be selected from authors such as the following:

Peter Carey, Alan Duff, Richard Flanagan, Patricia Grace, Keri Hulme, Patrick White, Margaret Atwood, Michael Ondaatje, Anita Desai, Arundhati Roy, Rohinton Mistry, Monica Ali, Hanif Khureishi, Matthew Kneale, Andrea Levy, Salman Rushdie, Zadie Smith, Chinua Achebe, J.M.Coetzee, Amy Tan, Paule Marshall, V.S.Naipaul, Lloyd Jones, Jean Rhysand a long etc.

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RESEARCH PROFILES*

Dr. MAURICIO D. AGUILERA LINDE

Profesor Titular de Universidad

Sexenios CNEAI: 2

Research lines:
>American drama and fiction: Ideology, power and subversion. Special emphasis on ethnic alterity and sexual dissidence.
>Diasporic literature and memory. Special emphasis on Anglo-Indian literature.

RECENT AND / OR RELEVANT PUBLICATIONS

1. "Saroyan and the Dream of Success: The American Vaudeville as a Political Weapon", *American Drama*, vol. 11, No. 1 (2002): 18-31.
2. "Hemingway and Gender: Biography Revisited", *Atlantis*, 27. 2 (2005): 15-26.
3. "Saroyan's Lonely Fruitcakes and other Goofs: Strategies of Resistance to the Culture of Abundance", *Journal of the Short Story in English. Les Cahiers de la Nouvelle*, 52 (2009): 151-66.
4. "'The Wilderness is Interior': Williams and Strategies of Resistance in 'Two on a Party", *The Tennessee Williams Review*, 11 (2010): 41-52. University of Middle Tennessee.
5. "Saroyan en los cuentos de Álvaro Cepeda Samudio". En: María Luisa Ortega, María Betty Osorio y Adolfo Caicedo (compiladores). Ensayos críticos sobre cuento colombiano del S. XX. Ediciones Uniandes, Universidad de los Andes, Bogotá, 2011.
Reprinted in: *Álvaro Cepeda Samudio, Obra literaria*, Edición crítica de Fabio Rodríguez Amaya y Jacques Gilard, Colección Archivos n° 66 - http://www.mshs.univ-poitiers.fr/crla/contenidos/Archivos/
6. *Gopinath Mohanty. Ubiquitous Ants and Voracious Goats*. Ed. Mauricio D. Aguilera Linde. Grassroots: Bhubaneswar, 2012.
7. "Estrellas de mar: María Irene Fornes y la reescritura femenina del melodrama". *Asparkía. Investigació Feminista*. 23 (2012): 91-108.
8. "The miserable, laughable thing it is': The demise of the traditional masculine role in Robert Anderson's plays. *Into Another's Skin. Selected Essays in Honour of María Luisa Dañobeitia*. Eds. Mauricio D. Aguilera Linde, María José de la Torre y Laura Torres Zúñiga. Editorial Universidad de Granada, 2012. pp. 189-200.
9. *Cuentos contemporáneos de la India: Voces de la narrativa de Orissa*. Ed. y Trad. Mauricio D. Aguilera y Rosa Morillas. Madrid: Miraguano, 2009.
10. Book Chapter: "Ernest Hemingway 1899-1961". *Writers of the Spanish Civil War. The Testimony of their (Auto)biographies*. Ed. Celia Wallhead. Bern: Peter Lang, 2011.
11. Spaceships and Vampires: Sexual Dissidence in Tennessee Williams's 'The Knightly Quest.' *Atlantis* 34.2 (2012): 67-83
12. "Curfew for Dreams: J.P. Das's Art of Storytelling". Introd. & edition of J.P. Das, *Selected Stories*. New Delhi: Har-Anand, 2013.
13. Edition & introd. Of Gopinath Mohanty. *Dark Loneliness.Selected Stories*.Trad. Paul St-Pierre, Leelawati Mohapatra & K.K. Mohapatra. Bhubaneswar: Grassroots, 2012.
14. "Saroyan's Travel Memories: Contesting National Identities for Armenia-Americans during the Great Depression". *Zeitschrift für Anglistik und Amerikanistik. A Quarterly of Language, Literature and Culture* (2016). De Gruyter Mouton (Forthcoming).

My work has been reviewed and cited in the following journals: Victorian Bazin, Stephen McVeigh, Elizabeth Nolan et al. "American Literature. The Twentieth Century". *The Year's Work in English Studies*, 2004 83(1):834-921; Phyllis E. Wachter, Annual Bibliography of Works about Life 2005-2006, *Journal of American History*; James J. Martine, *American Literary Scholarship* 2002(1):399-423; Kelli Larson "A Current Bibliography" *The Hemingway Review*. Volume 26, Number 1, Fall 2006, pp. 132-140;Marquez, Antonio C. "Spanish Language Contributions".*American Literary Scholarship* 1999.pp. 512-517; and Donald D. Kummings. *A Companion to Walt Whitman* (Blackwell, 2007), *The Age of Anxiety: Music, Politics, and McCarthyism 1948-1955* by Philip Max Gentry, University of California, Los Angeles, 2008 p. 88; *Bibliography of Genetic Joyce*, *Current James Joyce Checklist* (79) 1998; Debra Moddelmog & Suzanne del Gizzo *Ernest Hemingway in Context* . Cambridge UP, 2013, among others.

OTHER:

PhD thesis (supervisor): *The other Tennessee Williams: a Postmodern Study of Identity and Abjection in his Short Fiction.* Dr. Laura Torres Zúñiga. Sobresaliente cum laude por unanimidad. May 2011
PhD Thesis (supervisor). *(Re)constructing an Imagined Indian community: Myth, Tradition and Subversions in R.K. Narayan's Short Fiction. A Postcolonial Reading.* Dr. Cruz María López Bonilla. Sobresaliente cum laude por unanimidad. December 2015

Recent research periods abroad:

5 Nov. – 2010- 20 Jan. 2011: University of California at Berkeley
15 November 2011 –January 2012: University of New Delhi-University of Utkal (Orissa).
15 October 2008 – 1 Jan.2009. Sussex University, UK
4 March-8 May 2015: University of California at Berkeley
7 March-4 May 2016. Ateneo de Manila, Filipinas.

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Dr. MARGARITA CARRETERO GONZÁLEZ

Profesora Titular de Universidad

Sexenios CNEAI: 3

Research

Ecocriticism: Interdisciplinary study of literature, culture, and nature.

RECENT AND / OR RELEVANT PUBLICATIONS

"The Posthuman that could have been: Mary Shelley's Creature". *Relations: Beyond Anthropocentrism* 4: (1-2) Forthcoming June 2016.

"Tolkien after Tolkien: Medieval and Medievalist Intertexts in Peter Jackson's *The Lord of the Rings*. *Fantasy and Science Fiction Medievalisms. From Isaac Asimov to* A Game of Thrones. Ed. Helen Young. Amherst, New York: Cambria Press, 2015: 35-56.

"Los diarios de Alfoxden y Grasmere: ¿Ejemplos de la posición epistemológica privilegiada de Dorothy Wordsworth frente al entorno natural?" *Odisea* 15 (2014): 29-38.

"Another Cassandra's Cry": Mary Wollstonecraft's 'Universal Benevolence' as Ecofeminist Praxis". *Feminismo/s* 22 (*Ecofeminismo/s: Mujeres y Naturaleza*) (2013): 225-249.

"Floating Down Beyond Camelot: The Lady of Shalott and the Audio-Visual Imagination". *Onto Another's Skin. Selected Essays in Honour of María Luisa Dañobeitia*. Eds. Mauricio D. Aguilera Linde, María José de la Torre Moreno, Laura Torres Zúñiga. Granada: Universidad de Granada, 2011: 243-254.

"The Other Wordsworth: A Female Gaze on the Natural World". *Ecological Criticism for our Times. Literature, Nature and Critical Inquiry*. Eds. Murali Sivaramakrishnan & Ujjwal Jana. New Delhi: Authorspress, 2011: 123-137.

"Ecofeminismo y análisis literario". *Ecocríticas: Literatura y Medio Ambiente*. Eds. Carmen Flys Junquera, José Manuel Marrero Henríquez y Julia Barella Vigal. Madrid & Frankfurt: Iberoamericana / Vervuert, 2010: 177-189

"Sons of Adam, Daughters of Eve, and Children of Aslan: An Environmentalist Approach to *The Chronicles of Narnia*". *C.S. Lewis: Life, Works, and Legacy* (*Vol. 2: Fantasist, Mythmaker and Poet*) Ed. Bruce L. Edwards. Westport, (Conn.) y Londres: Praeger Publishers, 2007: 93-113.

"'I Am Nature's Bride: Orlando and the Marriage of Nature and Culture". *In-Between: Essays and Studies in Literary Criticism*. Vol. 14, no. 2 (2005): 259-268.

"When Nature Responds to Evil Practices: a Warning from the Ents of J.R.R. Tolkien's Middle-earth". *Truth, Evil and Reconciliation*. Ed. Margaret Sönser Breen. Amsterdam & New York: Rodopi, 2004: 149-165.

"El ecologismo reaccionario de José María Pereda en *Peñas Arriba*". *IXQUIC: Revista Hispánica Internacional de Análisis y Creación*: 2 (2000): 96-112.

"Into the Wardrobe and out of a Hobbit-hole: an ecocritical approach to C.S. Lewis and J.R.R. Tolkien". *Studii de Limbi si Literature moderne*: 1 (1999): 197-207.

OTHER

More detailed information about my teaching and research experience can be found at http://sites.google.com/site/margaritacarreterogonzalez/. In connection with the research line above mentioned, I would like to highlight the following merits:

Fellow of the Oxford Centre for Animal Ethics

Scholar of the Animals & Society Institute

Consultant Editor of the *Journal of Animal Ethics*

Advisory Board Member of the journal *Ecozon@*

Member of the *Environmental Humanities International Research Group*.

Member of *GIECO (Grupo de Investigación en Ecocrítica)*.

Member of the *European Association for the Study of Literature, Culture and the Environment*.

I+D+i Research Project: *Humanidades ambientales. Estrategias para le empatía ecológica y la transición hacia sociedades sostenibles (Relatos para el cambio)*.

Advisory Board Member of the *European Association for the Study of Literature, Culture and the Environment* (2008-2012).

Managing co-editor of EASLCE's journal *Ecozon@: European Journal of Literature, Culture and Environment*. (2010-2014)

Member of the organising committee of the *3rd International Conference of the European Association for the Study of Literature, Culture and the Environment*. Alcalá de Henares, 16th-19th October, 2008.

Member of the scientific committee of the *5th International Conference of the European Association for the Study of Literature, Culture and the Environment*. La Laguna (Tenerife), 27th-30th June, 2012.

Director of the course *Greening the classroom: Literature and the Environment*. Centro de Formación Continua de la Universidad de Granada, 7th-2rd March 2002.

Supervisor of the following Ph.Ds.

Re-reading The Lord of the Rings: *Masculinities in J.R.R. Tolkien's Novel and Peter Jackson's Film Adaptation*, by Beatriz Domínguez Ruíz. Enero 2016.

La rebelión nace en el bosque: una lectura ecocrítica de la narrativa de Alan Sillitoe, by Rafael Ruiz Pleguezuelos. Enero 2011.

Supervisor of the following TFMs:

2015. "Transhuman and Posthuman Elements in Cyberpunk: William Gibson's *Neuromancer*", by Adrià Martínez Fernández.

2015. "Between the Pen and the Trench: A Comparative Dissertation on Trauma in J.R.R. Tolkien's and Ernest Hemingway's Writings", by Alejandro Rodríguez Reboredo. (Co-supervised with Dr. Mauricio D. Aguilera Linde).

2014. "A Link between Worlds: Tolkien's concepts of Primary and Secondary Worlds in Ernes Cline's *Ready Player One*", by Miguel Rodríguez Rodríguez.

2014. "'Who Watches the Watchmen?': Dystopia, Mythology and Heroism in Alan Moore and Dave Gibbons' *Watchmen*, by Pedro López de la Osa Clemente-Moreno.

2014. "An escape from reality: the fantastic element in Kurt Vonnegut's *Slaughterhouse-5*", by Gema Suárez Herrera

2013. "The emancipation of the corpse bride: The evolution of the gothic-bride motif from the buried-in-life Miss Havisham, to the innocent vampire Lady of the House of Love and the naïve Burtonian Corpse Bride", by Magdalena Robles León.

2012. "From the hearth to the TV Screen: The many faces of Snow White's wicked stepmother", by María Zaira Pérez Ruiz.

2012. "Verbal irony and humour in sitcoms: *Daria* and *The Big Bang Theory*", by Bianca Duma.

2010. "The Linguistics of the Fantastic", by José Mora Carbajo.

2009. "The darker worlds of Neil Gaiman's *Coraline*: Myth, dreams and film", by V. Alberto Valdivieso Vico.

2006. "Approaching masculinity in J.R.R. Tolkien's *The Lord of the Rings*", by Beatriz Domínguez Ruiz.

2005. "Una visión ecocrítica de *The Loneliness of the Long-Distance Runner*", by Rafael Ruiz Pleguezuelos.

2003. "El héroe y la relación con su entorno en la literatura inglesa: de la Edad Media al siglo XVIII", by Silvia Arroyo Malagón.

2000. "La fantasía y los cuentos de hadas: una visión ecocrítica de *The Chronicles of Narnia*, de C.S. Lewis", by Mónica Muñoz Camino.

 Cʒ ʂɔ

Dr. MARÍA JOSÉ DE LA TORRE MORENO

Profesora Titular de Universidad

Research:

> Women's studies – Great Britain – to 1500 – Literature and Society
> Contemporary fiction – Great Britain – Criticism and Interpretation

RECENT AND / OR RELEVANT PUBLICATIONS

- "Through the mists of ancient time": una aproximación a las mujeres anglosajonas desde el paganismo germánico al cristianismo temprano", en M. Aguilera *et al., Into Another's Skin*, Granada (2012): Universidad de Granada, 3-18.
- "El valor político de la función de la reina Wealhtheow como p*eace-weaver*: poder ritual, logocentrismo y diplomacia" en M. Carretero *et al., De habitaciones propias y espacios conquistados.* Granada, 2006: Universidad de Granada, 159-170.
- "La invisibilidad del cuerpo femenino en *Beowulf*: transferencias metonímicas y simbólicas del poder femenino orientadas a su ocultación y demonización", en *Cuerpos de Mujer. Miradas y representaciones.* Granada, 2007: Universidad de Granada,73-90.
- "La demonización de la reina Thryth como *freoðuwebbe*: la trasgresión de sus funciones de género" en J.L. Mtnez-Dueñas *et al. Towards an Understanding of the English Language: Past, Present and Future.* Granada, 2005: Universidad de Granada, 383-392.
- "Beyond Empowerment through Faith: Inversions and Contradictions in Narnia" en M. Carretero & E. Hidalgo, (eds.)., *Behind the Veil of Familiarity. C. S. Lewis (1898-1998).* Oxford, Nueva York, Berlín (2001): Peter Lang: 251-272.
- "Relishing The Difference: Some Visions of the East as Smitten With the West in Contemporary Fiction." *BAS (British-Irish and American Studies)*, (2000)6: 14-21.
- "Narrativa y crítica en el teatro: *The Writing Game* y la situación de la novela contemporánea entre realismo, modernismo y posmodernismo", *The Grove. Working Papers on English Studies.* (2000) 7: 191-208.

OTHER

Research stays:
- Cambridge University,
- University of California (Berkeley),
- University of Birmingham,
- Université Paris XIII.

Supervision of PhD dissertation *Virginia Woolf and Her World: Unmasking the Presence of Carnival in the Novels of Virginia Woolf*, submitted by Isabel Andrés Cuevas. European Doctorate. Grade awarded: SOBRESALIENTE CUM LAUDE.

Advisory Board Member of *Odisea, Journal of English Studies.*

Researcher in European Project "Transnational Women's Literature", funded by CEU (Central European University, Budapest), Swarthmore College (Pennsylvania, EEUU), and "Marie Curie Program".

Co-supervisor of ESR (Joint PhD Supervision with Bologna University) in "Project GRACE, Horizon 2010 (Marie Curie Program)".

2011-2016: Supervision of several MA Dissertations on Anglo-Saxon poetry and women; on women's power and guilt in medieval Arthurian poems, and on Early Modern women poets. Grades awarded ranging 8-9,5 (out of 10).

ℭℬ ℬ⌘

Dr. MERCEDES DÍAZ DUEÑAS

Profesora Contratada Doctora Interina

Research:

- Contemporary Canadian Fiction
- Community and the English novel

Recent and / or relevant publications:

Díaz Dueñas, Mercedes. "The role of foreign visitors in Mark Twain's *Pudd'nhead Wilson*" en *Towards an understanding of the English language: past, present and future: Studies in honour of Fernando Serrano*, editado por José Luis Martínez-Dueñas Espejo, Carmen Pérez Basanta, Neil McLaren, Luis Quereda Rodríguez-Navarro. Granada: Editorial Universidad de Granada, 2005. Páginas 219-224. ISBN 84-338-3349-9

Díaz Dueñas, Mercedes. "The postmodern twist in Yann Martel's *Life of Pi*" en *Figures of Belatedness: Postmodernist Fiction in English*, editado por Javier Gascueña Gahete y Paula Martín Salván. Córdoba: Servicio de Publicaciones de la Universidad de Córdoba, 2006. Páginas 247-258. ISBN 84-7801-811-5.

Díaz Dueñas, Mercedes. "El uso irónico de la imagen de Europa en *Wilderness Tips* de Margaret Atwood" en *De habitaciones propias y otros espacios conquistados: Estudios sobre mujeres y literatura en lengua inglesa en homenaje a Blanca López Román*, editado por Margarita Carretero González, María Elena Rodríguez Martín y Gerardo Rodríguez Salas. Granada: Editorial Universidad de Granada, 2006. Páginas 133-144. ISBN 84-338-3946-2.

Díaz Dueñas, Mercedes. "Immigration in Canadian contemporary fiction: Dealing with memory and distance" en *Estudios en honor de Rafael Fente Gómez*. Granada: Editorial Universidad de Granada, 2007. Páginas 463-474. ISBN 978-84-338-4575-7.

Díaz Dueñas, Mercedes. "The Role of Literature in the Shaping of Canada's multicultural autoimage". *Canadaria (Revista Canaria de Estudios Canadienses)* 3. Verano 2007. La Laguna: El Productor S.L. ISSN: 1887-4657, 64-72.

Díaz Dueñas, Mercedes. "Characterization through nationality in the works of contemporary Canadian writers" en *Studies in Honour of Neil McLaren, A Man for all Seasons*. Granada: Editorial Universidad de Granada, 2008. Páginas 279-287. ISBN 978-84-338-4882-6.

Díaz Dueñas, Mercedes. "La huella de la guerra en la narrativa anglo-canadiense contemporánea". *Canadaria (Revista Canaria de Estudios Canadienses)*. 4. Primavera 2008. La Laguna: El Productor S.L. ISSN: 1887-4657. 43-52.

Díaz Dueñas, Mercedes. "Comments on the function of different art forms in Jane Urquhart's fiction" en *Para, por y sobre Luis Quereda*. Granada: Editorial Universidad de Granada, 2010. Páginas 615-622. ISBN 978-84-338-5170-3.

Díaz Dueñas, Mercedes. "Representations of war in Canadian fiction (by Atwood, Michaels, Ondaatje and Urquhart)" en *Constructing Good and Evil*. Oxford: Inter-Disciplinary Press, 2011. Páginas 145-152. ISBN 978-1-904710-46-2.

Díaz Dueñas, Mercedes. "Correspondencias entre Samuel Richardson y Richard B. Wright: La novela epistolar entonces y ahora" en *Homenaje Mª Luisa Dañobeitia*. Granada: Editorial Universidad de Granada, 2012. Páginas 73-84. ISBN 978-84-338-5367-7. Mauricio D. Aguilera Linde, Mª José de la Torre Moreno, Laura Torres Zúñiga

Díaz Dueñas, Mercedes. "Douglas Coupland's Generation X and its Spanish counterparts" en *Made in Canada, Read in Spain*: Versita, 2013.

Díaz Dueñas, Mercedes. "Immortality and Immunity in Margaret Atwood's futuristic dystopias" en *Into Separate Worlds: The Challenge of Community in Twentieth-Century Fiction*: Palgrave Macmillan, 2013.

Díaz Dueñas, Mercedes. "The Secret of Robertson Davies' *Cornish* Trilogies" en *Into Separate Worlds: The Challenge of Community in Twentieth-Century Fiction*: Palgrave Macmillan, 2013.

Other:

Mercedes Díaz Dueñas is a member of the research group "Text and Discourse in modern English" ("Texto y discurso en inglés moderno") funded by the regional government (Junta de Andalucía, HUM 270). She is also a member of the research group Community and Immunity in the Contemporary Novel in English "Comunidad e inmunidad en la novela contemporanea en inglés") funded by the national government (Ministerio de Ciencia e Innovación, Proyecto de Investigación Fundamental PIA12009-89).

She is a lecturer (Profesora Ayudante) at the Departamento de Filologías Inglesa y Alemana (Department of English and German Philologies) and teaches at the moment at the Facultad de Traducción e Interpretación (Faculty for Translation and Interpretation Studies). She takes part in projects for teaching innovation and for the improvement of the degree. Her main field of research is contemporary Canadian narrative discourse in English. She is also interested in Literary Theory, Comparative Literature, Translation Studies and Discourse Analysis.

She took a degree in English Philology at the Universidad de Granada (1997) and gained her PhD (2005) in English Philology at the same university, as part of the "Studies in Literature in English programme. Her PhD dissertation, *Europa en el discurso canadiense. La imagen de Europa en la narrativa canadiense en lengua inglesa de finales del siglo XX*, explores the cultural relationships between Canada and Europe expressed through the image of Europe offered in Canadian narrative discourse in English. She has published in various national and international reviews and volumes.

She has been the holder of various scholarships and has been a research fellow at the University of California, San Diego, the University of Toronto and the Universität Augsburg.

She is a member of the *Sendebar* Publishing Committee and has held various posts at the Department of English and German Philology and at the Faculty of Translation and Interpreting.

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Dr. ÁNGEL FELICES LAGO

Catedrático de Universidad

Sexenios CNEAI: 3

Research:

Terminology and Knowledge Engineering

In the last decades, both terminology and terminography have been enriched by collaboration with knowledge engineering. If terminological research has been crucial to the understanding of the processes involved in the production and standardisation of specialised lexica, knowledge engineering has been particularly useful for the design and creation of machine-readable models for formalising world knowledge and emulating human reasoning. This line of research concentrates on the role of terminological work in the construction of domain-specific ontologies and the representation of specialist knowledge.

Applied Linguistics to Professional and Specific Discourses

This line of research offers a multi-perspective approach to the study of professional, domain-specific discourses. While it mainly draws on the tenets of genre theory and discourse semantics, it also nurtures from the theoretical and empirical foundations of applied linguistics, cognitive linguistics, corpus linguistics and ontological engineering.

RECENT AND / OR RELEVANT PUBLICATIONS

Felices Lago, Ángel; Cortés de los Ríos, Mª Enriqueta (2009): "A cognitive-axiological approach to print eco-advertisements in *The Economist*: the energy sector under scrutiny", *Revista de Lingüística y Lenguas Aplicadas,* 4/2009, pp. 59-78.

Felices Lago, Ángel (2010): "Teaching and Research in Business English: a descriptive approach to the Spanish context", *Professional English in the European Context: The EHEA Challenge.* Ángeles Linde López & Rosalía Crespo Jiménez (eds.). Linguistic Insights (Studies in Language and Communication), vol. 109. Berna: Peter Lang, pp. 81-102.

Hewitt, Elaine; Felices Lago, Ángel (2010): "Academic style and format of doctoral theses: The case of the disappearing discussion chapter", *Ibérica. Journal of the European Association of Languages for Specific Purposes*. Vol. 19 (Spring 2010), pp. 119-140.

Felices Lago, Ángel (2010): "Axiological Analysis of Entries in a Spanish Law Dictionary and their English Equivalents", *Researching Language and the Law: Textual Features and Translation Issues.* Davide Simone Giannoni & Celina Frade (eds.). Linguistic Insights (Studies in Language and Communication), vol. 121. Berna: Peter Lang, pp. 179-198.

Felices Lago, Ángel; Ureña Gómez-Moreno, Pedro; Alameda Hernández, Ángela (2011): "FunGramKB y la adquisición terminológica", *Anglogermánica Online 2011*, vol. 8. Periñán Pascual, Carlos and González Vergara, Carlos (eds.), pp. 66-86.

Felices Lago, Ángel; Fernández LLoret, Diana (2012): *New Applications of Genre Analysis to Technical Manuals: The Perspective of Bhatian and Lassen Model.* Lewiston, New York: Edwin Mellen.

Felices Lago, Ángel; Ureña Gómez-Moreno, Pedro (2012): "Fundamentos metodológicos de la creación subontológica en FunGramKB", *Onomázein*, 26, (2012/2), pp. 49-67.

Felices Lago, Ángel; Cortés de los Ríos, Mª Enriqueta; Marín Rubiales, Amalia (2012): "The configuration of a philosophical parameter in the subontology #ENTITY of FunGramKB: The case of axiology", *LSP Journal: Language for special purposes, professional communication, knowledge management and cognition*, Vol.3, No.1, pp. 51-60.

Felices Lago, Ángel; Cortés de los Ríos, Mª Enriqueta (2014): "The implementation of the axiological parameter in a verbal subontology for natural language processing", *Evaluation in Context*. Geoff Thompson & Laura Alba-Juez (eds.). (Pragmatics and Beyond New Series, vol 242). Amsterdam: John Benjamins, pp. 117-136.

Felices Lago, Ángel; Ureña Gómez-Moreno, Pedro (2014): "FunGramKB Term Extractor: a key instrument for building a satellite ontology based on a specialized corpus", *Language processing and grammars: The role of functionally oriented computational models (SLCS)*, (Studies in Language Series). Brian Nolan & Carlos Periñán-Pascual (eds.). Amsterdam: John Benjamins, pp. 251-269. ISBN: 978-90-272-5915-8

Felices Lago, Ángel (2015): "Foundational considerations for the development of the *Globalcrimeterm* subontology: A research project based on FunGramKB", *Onomázein*, 31, (2015/1), pp. 127-144.

Felices Lago, Ángel; Ruiz López, Cecilia; Corral Hernández, Ana (2015): *Español para el comercio mundial del siglo XXI*. Madrid: Edinumen.

Felices Lago, Ángel (2016): "The Process of Constructing Ontological Meaning Based on Criminal Law Verbs", *Círculo de Lingüística Aplicada a la Comunicación*, 65/2016, pp. 109-148.

Felices Lago, Ángel (2016): "Tourism websites in English as a source for the autonomous learning of specialized terminology: A CALL application", *Ibérica,* 31, 109-126.

OTHER:

1) Leading researcher in the R+D Project entitled*: Creation of a terminological subontology in a multilingual context (English, Italian, Spanish) on criminal law: international cooperation against terrorism and organized crime based on FunGram Knowledge Base.* (FFI2010-15983) Financing Institution: Spanish Ministry of Science and Innovation, 2011-2013. Number of researchers: 12. Participating institutions: Universidad de Granada (Coordinator); Universidad Politécnica de Valencia; Universidad Católica de San Antonio (Murcia); Universidad de Almería; Universidad de Córdoba; Universidad Alfonso X El Sabio (Madrid); C.U. Villanueva (Madrid), Università degli Studi di Bergamo, Università degli Studi di Trieste (Italia).

2) Researcher in the R+D Project entitled: *Desarrollo de un laboratorio virtual para el procesamiento computacional del lenguaje natural desde un paradigma funcional* (FFI2014-53788-C3-1-P) Financing Institution: Spanish Ministry of Economy and Competitiveness, 2015-2017. Number of researchers: 18. Participating institutions: UNED [Spanish Open University] (Coordinator), Universidad de Granada, Universidad Politécnica de Valencia, Universidad de la Laguna, Universidad Autónoma de Madrid, Universidad de La Rioja, Henrich Heine University, Düsseldorf.3)

3) Member of scientific / editorial board or reviewer of Journals such as *Ibérica, Onomázein, Annual Review of Cognitive Linguistics, Mediterranean Studies, Odisea, Cizy*

Jaziky (Brno, Czech Republic)*, Materiales para la enseñanza multicultural* (Spanish Embassy in Washington, DC), etc.

4) Inducted as *a Fellow* of the Mediterranean Studies Association in Lüneburg (Germany) May 28, 2008.

5) Director of 1 doctoral dissertation (2000) and 12 Master`s theses. He is currently supervising 2 doctoral dissertations.

6) Visiting Scholar at the University of Delaware (5 months). Teaching and Research Assistant at Colgate University, Hamilton (New York) (9 months).

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Dr. MIRIAM FERNÁNDEZ SANTIAGO

Profesora contratada doctora

Sexenios CNEAI: 1

Research:

Critical Theory (Deconstruction, Posthuman Studies), (Inter)Cultural Studies, Literary Criticism, North American Literature (19th and 20th century).

RECENT AND / OR RELEVANT PUBLICATIONS

- *The (I)logics of Postmodern Humor. With Illustrations from Thomas Pynchon's Latest Novel, Mason & Dixon.*Huelva: Servicio de Publicaciones de la Universidad de Huelva, 2003.
- *The Voice and the Void.* Huelva: Servicio de Publicaciones de la Universidad de Huelva, 2005.
- "Unreliable Homodiegesis and the Trace of Influence: the Work of E.A. Poe" *Revista de Estudios Norteamericanos*. 14 (2010):27-48.
- " Revisiting Untraded Paths. Literary Revisions of Eighteenth-Century Exploration Journals" *Rupkatha Journal on Interdisciplinary Studies in Humanities*. 3.1. 2011.
- "Poe's Play-Full Narratives. His Use of Dramatic Devices in Short Fiction." *Edgar Allan Poe Review*. 12.2 (2011): 79-100.
- "Warped Discourses: The Logic of Absence in Democratic Discourse" *Homenaje a Maria Luisa Dañobeitia*. Granada: Editorial de la Universidad de Granada, 2011. 219-228.

OTHER

- Grupo de Investigación: Estudios Literarios y Culturales de América" (HUM676)
- Secretaria de la revista científica Revista de Estudios Norteamericanos. ISSN: 1133-309-X (2007-presente)
- Proyecto Europeo Interculture Map (01/06/2006 hasta el 31/12/2006).

☞ ☜

Dr. ELAINE HEWITT

Profesora Titular de Universidad

Sexenios CNEAI: 1

Research:

Empirical Research in natural contexts, in schools, with bilingual participants or native English speakers or native Spanish speakers, case studies, or groups.

RECENT AND / OR RELEVANT PUBLICATIONS

Hewitt, Elaine. "Empirical research into the 'CHEPA' method with beginners (Children's English through Psychomotor Activities). *International Journal of Curriculum and Pedagogy*, Volume 20, Issue 4. 2014.

Hewitt, Elaine. (co-author). "Aptitude for Vocabulary among Medical CLIL students (Content and Language Integrated Learning): An empirical research project". *The International Journal of Literacies*, Volume 19, Issue 2, pp. 87-98. 2013.

Hewitt, Elaine & Stephenson, Jean. "Replicating Phillips's MLJ study: Associations between foreign language anxiety and performance on an oral exam." *Modern Language Journal,* volume 96(2), 2012. Online version published on 14 April, 2011. (IMPACT FACTOR: 1.328, ISI Journal Citation Reports © Ranking 2011: 21/141 (Linguistics).

Hewitt, Elaine. *The Use of Psychomotor Activities in Teaching Children English as a Foreign Language: Empirical Research into the PEPA Method of Language Instruction.* Lewiston, New York: Edwin Mellen Press. 2011.

Hewitt, Elaine. "CLIL bilingual Research Results at Spanish University Level Including Academic Content Work". *Literacy Information and Computer Education Journal (LICEJ) Liceducation Journal,* Volume 2, Issue 3, June 2011, pp. 382 – 392.

Hewitt, Elaine & Angel Felices Lago. "Academic Style and Format of Doctoral Theses: The Case of the Disappearing Discussion Chapter: An empirical study". *Iberica Journal of the European Association of Languages for Specific Purposes*, 19, Spring 2010, pp. 119-140.

Stephenson, Jean, & Hewitt, Elaine. "Foreign language anxiety in Spanish students of English for Professional Purposes: its relationships with self-assessed levels, with expectations of success, and with current performance in the four skills." In Linde A. and R. Crespo Jiménez, R. (eds). *Professional English in the European Context: The EHEA Challenge*, Bern: Peter Lang. 2010.

Hewitt, Elaine. "An empirical study into complete-beginner siblings learning aural and written English." *Journal of English Studies,* number 7, 2009, pp. 23-34.

Hewitt, Elaine. "'What lies beneath": Forty years later the first critical appraisal of James Asher's TPR experiments.' *Canary Islands Journal of English Studies*, Vol 55, November 2007, pp. 153-166.

Hewitt, Elaine. "Perception of the factor of the parents in the learning of English in elementary school: An empirical study." *Porta Linguarum: An International and Interuniversity Journal of Foreign Language Didactics*, January, Vol 7, 2007, .pp. 75-88.

Hewitt, Elaine. "A study of pop song translations. An empirical study". In *Perspectives Journal: Studies in Translatology, 8*(3), 2001, pp. 187-194.

Cano García, Francisco, & Hewitt, Elaine. "Learning and Thinking Styles: An analysis of their interrelationships and influence on academic achievement". *Educational Psychology*, 20(4), 2000, pp. 413 - 430. (IMPACT FACTOR: 0.426 Category: Educational Psychology Position: 410 of 1697).

Hewitt, Elaine. "Actividad psicomotriz en el aprendizaje del inglés para niños". *Spanish Journal of Applied Linguistics.*, 13. 1998, pp.189-206.

OTHER

Elaine Hewitt was awarded the University of Granada Prize corresponding to the year 1997 for her Doctoral Ph.D. Thesis. She defended her doctoral thesis in the English Department, University of Granada, in 1997.

She graduated with honours in 1983 off the Bachelor's Degree of English Studies from Manchester Metropolitan University in the United Kingdom.

1) National r+d Research Project (research and development).
Title: BILINGUNI Total Bilingualism: Follow-up in the university sphere of students coming from the 'bilingual' CLIL secondary school system. Financed by: *Ministry of Science and Innovation and FEDER - European Fund for Regional Development*. Project Director: Elaine Hewitt. Duration: 2009-2011

2) Innovation in Teaching Project. Title: "Virtual Bilingualism": digital support for the learning of English in the university area. Financed by: Commission for Study Plans and Quality, University of Granada. Code 06-01-20. Project Director: Elaine Hewitt Duration: 2006-2009

Doctoral PhD Theses supervised by Profa. Dr. Elaine Hewitt:

"The discursive construction of Gibraltarian identity in the printed press: a critical discourse analysis of editorial articles on the Gibraltar issue". Ángela Alameda Hernández. 2006. Awarded Unanimous summa cum laude.

"Anxiety in learning English as a foreign language: Its associations with student variables, with overall proficiency, and with performance on an oral test Jean Stephenson. 2006. Awarded Unanimous summa cum laude.

MA theses supervised by Profa. Dr. Elaine Hewitt:

1) "Opinions and Perceptions about Error correction: An empirical research study among students of English as a foreign language". 2011.
2) "Aspects of Three Representative Figures in Anglo-American Gothic Literature". 2011.
3) "The Gothic Novel". 2009.

4) "Foreign Language Anxiety: A critical and commented review of recent experiments, with teaching recommendations and implications for the university foreign language classroom." 2004.

5) "Gibraltarian Identity through Discourse".2003.

6). "Didactic English Unit for 4th year of CSE (Compulsory Secondary Education)". 2011.

7) "Didactic Unit for English Teaching in Secondary Centres". 2011.

8) "Didactic English Unit for 3rd year of CSE". 2011.

9) "Didactic Unit Focused on English as a Foreign Language at CSE Level". 2011.

10) "Didactic Unit for Official State Language Schools and B1 level". 2011.

11) "Didactic Unit proposal for Official State Language Schools in an ICT Centre (Information and Communication Technology)". 2011.

12) "Curriculum Planning". 2010.

13) "Didactic Unit and Studies in the English Classroom". 2010.

14) "Curricular Planning with a Task-Based Approach". 2010.

15) "Didactic Unit for the Teaching of the English in CSE". 2010.

16) "Didactic English Unit for Secondary Education". 2010.

17) "Didactic Programming for 1st year of CSE with a Task-Based Approach". 2010.

18) "Didactic Unit for the Teaching of the English Language". 2010.

19) "A Programme with a Task-Based Approach and Teaching as a Process". 2010.

20) "Didactic Unit for the Teaching and Learning of English". 2010.

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Dr. ENCARNACIÓN HIDALGO TENORIO

Profesora Titular de Universidad

Sexenios CNEAI: 3

Research:

Critical Discourse Analysis: research in this field will focus on notions such as representation and power enactment as manifested mainly in public discourse.

Language and gender: research in this field will focus on analysing the way gender (identity) is construed through discourse.

RECENT AND / OR RELEVANT PUBLICATIONS

Bartley, L. & E. Hidalgo Tenorio (2015). "Constructing perceptions of sexual orientation: A corpus-based critical discourse analysis of transitivity in the Irish Press". *Estudios Irlandeses*, 10: 14-34.

Bartley, L. & E. Hidalgo Tenorio (2016). "'To Be Irish, Gay, and on the Outside': A Critical Discourse Analysis of the Other after the Celtic Tiger Period". *Journal of Language and Sexuality*, 5(1): 1-36.

Hidalgo Tenorio, E. (1997). "La teoría de los modelos mentales y el fenómeno de la recepción dramática. Sobre el fracaso de J.M. Synge", Cuaderno de Filología Inglesa, 6(2), pp. 81-111.

Hidalgo Tenorio, E. (1999) "The Playboy of the Western World: The Subversion of a Traditional Conception of Irishness?". Journal of Literary Studies 15(3/4), pp. 425-458.

Hidalgo Tenorio, E. (2000). "From Countess Cathleen to Nora Clitheroe: an exploration into Ireland's Women". British and American Studies, 6, pp. 22-30.

Hidalgo Tenorio, E. (2000) "Gender, Sex and Stereotyping in the Collins COBUILD English Language Dictionary". Australian Journal of Linguistics, 20(2), pp. 211-230.

Hidalgo Tenorio, E. (2002). "'I want to be a prime minister', or what linguistic choice can do for campaigning politicians". Language and Literature, 11(3), pp. 243-261.

Hidalgo Tenorio, E. (2004). "The discourse of good and evil in twentieth-century speeches", in M. Breen (ed.), Truth, reconciliation, and evil. Rodopi: Amsterdam & N.Y., pp. 45-65.

Hidalgo Tenorio, E. (2009). "The Metaphorical Construction of Ireland", in K. Ahrens (ed.), Politics, Gender and Conceptual Metaphors, Palgrave/Macmillan: Houndmills & N.Y., pp. 112-136.

Hidalgo Tenorio, E. (2010). "Side Effects of the Linguistic Construction of Others' Wickedness", in N. Billias (ed.), Promoting and Producing Evil, Rodopi: Amsterdam & N.Y., pp. 33-63.

Hidalgo Tenorio, E. (2011a). "Politics and Language: The Representation of some "Others" in the Spanish Parliament", in J. Collins & N. Vosburg (eds), Lesbian Realities/Lesbian Fictions in Contemporary Spain, Bucknell University Press and Rowman & Littlefield: Lewisburg, PA, pp. 119-148.

Hidalgo Tenorio, E. (2011b). "Critical Discourse Analysis, an Overview". Nordic Journal of English Studies, 10(1), pp. 183-210.

Hidalgo Tenorio, E. (2013). "'Good evening to you, lady of the house': Consideraciones sobre el principio de cortesía en el teatro de J.M. Synge". *RAUDEM. Revista de Estudios de las Mujeres*, 1, pp. 201-236.

Hidalgo Tenorio, E. (2016). "Genderlect", in N. Naples, R. C. Hoogland, M. Wickramasinghe & A. Wong (eds) *The Wiley-Blackwell Encyclopedia of Gender and Sexuality Studies*. Oxford: Wiley-Blackwell, pp. 1193-1196.

CB BO

Dr. JULIÁN JIMÉNEZ HEFFERNAN

Catedrático de Universidad

Sexenios CNEAI: 3

Research: Theory of the Novel. Eighteenth-Century Fiction in Comparative Perspective. Victorian Fiction. Henry James and Modernism.

RECENT AND / OR RELEVANT PUBLICATIONS

1. 2010. "Empty About Me: Gordimer Between the Singular and the Specific". *English in Africa* 37/2 (2010)
2. 2010. "Unspeakable Phrases: The Tragedy of Point of View in Nadine Gordimer's Get a Life". *Research in African Literatures* 41/4 (2010)
3. 2011. "Ironic Distance in Thomas Pynchon's 'Entropy'". *Contemporary Literature* 52/2 (2011)
4. 2013. "'Under the force of the law': Communal Imagination and the Constitutional Sublime in Walter Scott's The Bride of Lammermoor" in Jeanne Gaakeer and Daniela Carpi (eds.) *Liminal Discourses: Subliminal Tensions in Law and Literature.* (Berlin/New York: De Gruyter, 2013)
5. 2012. "'Lying Epitaphs': *Vanity Fair*, Waterloo, and the Cult of the Dead". *Victorian Literature and Culture*. 40.1 (2012)
6. 2013. "The Remains of Hegel. Phenomenality, Litter, Ordure, and the Limits of Theory". *Textual Practice* 27.3 (Spring 2013)
7. 2013. Julián Jiménez Heffernan & Paula Martín Salván. "'The Stricken Community': Recidivism and Restoration in American 9/11 Fiction." *Arizona Quarterly* 69.2 (Summer 2013)
8. 2013. "The Lay Community: Weil, Murdoch, Badiou and the Ethics of Other-Centeredness." *The Ethics of Alterity in British Literature.* Ed. Christine Reynier and Jean-Michel Ganteau. Montpellier: Presses Universitaires de la Méditerranée, 2013. 155-168.
9. 2014. "'The Revoltingly Contingent': Iris Murdoch's Metaphysical Bargain. *Iris Murdoch: Influences,* ed. by Mark Luprecht (Tennessee: University of Tennessee Press, 2014)
10. 2013. "Pamela's Hands. Political Intangibility and the Production of Manners." *Novel: A Forum on Fiction* 46.1 (2013)
11. 2013. "Togetherness and its Discontents" Introduction to *Community in Twentieth-Century Fiction*. Ed. Paula Martín Salván, Gerardo Rodríguez Salas & Julián Jiménez Heffernan. Palgrave Macmillan, 2013.1-47.
12. 2013. "Over an Empty Coffin': Waugh, or the Inevitable End of Community." in *Community in Twentieth-Century Fiction*. Ed. Paula Martín Salván, Gerardo Rodríguez Salas & Julián Jiménez Heffernan. Palgrave Macmillan, 2013. 84-104.
13. 2013. "A Political Anxiety': Naipaul, or the Unlikely Beginning of Community." in *Community in Twentieth-Century Fiction*. Ed. Paula Martín Salván, Gerardo Rodríguez Salas & Julián Jiménez Heffernan. Palgrave Macmillan, 2013. 195-217.
14. 2014. "At the Court of Bellona': Politican and Libidinal Usurpation in Barry Lyndon." *Journal of Narrative Theory* 44.2 (2014): 183-211.
15. 2014. "The Phonetic Archive: Vocality and Locality in European Regional Fiction from Maria Edgeworth to Ismail Kadaré." *Contemporary Developments in Emergent*

Literatures and the New Europe. Edited by César Domínguez and Manus O'Dwyer. Santiago de Compostela: USC, 2014.

16. 2016 (forthcoming): "'Constructed to revolve': Interest in Henry James," *The Henry James Review*
17. 2017 (forthcoming): "'Being Out': Exposure in Modernist Fiction" in *Finite, Singular and Exposed: New Perspectives on the Modernist Subject*. London: Routledge (co-editors: Gerardo Rodríguez, María Jesús López & Paula Martín)

OTHER

Coordinator Research Project I+D (FFI2009-13244): "Community and Immunity in the Contemporary Novel in English". 2010-2012.

Supervision of the following doctoral dissertations:

Paula Martín Salván. *"Tramas y resistencias: Examen de la narrativa de Don DeLillo en el marco del postmodernismo"* (Ph.D. Dissertation. University of Córdoba, 2005)

María Jesús López Sánchez-Vizcaíno. *"Aesthetic Estrangement and Ethical Resistance as Textual Devices in the Narrative Work of J.M. Coetzee"* (Ph.D. Dissertation. University of Córdoba, 2008)

Juan Luis Pérez de Luque. *"Comunal Decay: Narratological and Ideological Analysis of H.P. Lovecraft's Fiction"* (Ph.D. Dissertation. University of Córdoba, 2013)

Jesús Blanco Hidalga. *"The Romance of Community: Ideology and Form in Jonathan Franzen's Fiction"* (Ph.D. Dissertation. University of Córdoba, 2015)

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Dr. CRISTÓBAL LOZANO POZO

Profesor Titular de Universidad

Sexenios CNEAI: 2

Research:

- Bilingualism and second language (L2) acquisition: The acquisition and development of language (lexicon, morphology, syntax, syntax-discourse) by L2 learners and by bilinguals.
- Learner corpora: design and exploitation of corpora to investigate bilingual and L2 acquisition.
- For more information on likely MA research topics, please visit my webpage: http://wdb.ugr.es/~cristoballozano

RECENT AND / OR RELEVANT PUBLICATIONS

Lozano, C. (2014). Word order in second language Spanish. In Geeslin, Kimberly (ed). *Handbook of Second Language Spanish*. Oxford: Wiley-Blackwell, pp. 287-310.

Lozano, C., & Mendikoetxea, A. (2013). Learner corpora and SLA – design of CEDEL2. In A. Díaz-Negrillo, N. Ballier & P. Thompson (Eds.), *Automatic Treatment and Analysis of Learner Corpus Data*. Amsterdam: John Benjamins, pp. 65-100.

Lozano, C., & Mendikoetxea, A. (2013). Corpus and experimental data: subjects in second language research. In S. Granger, G. Gilquin & F. Meunier (eds). *Twenty Years of Learner Corpus Research: Looking back, Moving ahead*. Louvain-la-Neuve: Presses universitaires de Louvain, pp. 313-323.

Lozano, C. (2013). English Language: Second Language Acquisition. *Year's Work in English Studies (YWES)*, 92(1): 109-124.

Lozano, C. & Mendikoetxea, A. (2010). Interface conditions on postverbal subjects: a corpus study of L2 English. *Bilingualism: Language and Cognition*, 13(4): 475-497. [JCR SSCI Impact factor year 2010: 1,636]

Lozano, C. (2009). Selective deficits at the syntax-discourse interface: Evidence from the CEDEL2 corpus. In: Snape, N., Leung, Y.I., & Sharwood-Smith, M. (eds). *Representational Deficits in SLA*. Amsterdam: John Benjamins, pp. 127-166.

Lozano, C. (2009). CEDEL2: Corpus Escrito del Español L2. In: Bretones Callejas, Carmen M. et al. (eds) *Applied Linguistics Now: Understanding Language and Mind / La Lingüística Aplicada Hoy: Comprendiendo el Lenguaje y la Mente*. Almería: Universidad de Almería, pages 197-212.

Lozano, C. & Mendikoetxea, A. (2008). Postverbal subjects at the interfaces in Spanish and Italian learners of L2 English: a corpus analysis. In: Gilquin, G., Papp, S., Díez-Bedmar, M.B. (eds). *Linking up contrastive and corpus learner research*. Amsterdam: Rodopi, pp. 85-125.

Lozano, C. (2008). *The Acquisition of Syntax and Discourse: Pronominals and Word Order in English and Greek Learners of Spanish*. Saarbrücken: VDM Verlag. ISBN: 978-3-639-10751-7

Lozano, C. (2006). Focus and Split Intransitivity: The acquisition of word order alternations and unaccusativity in L2 Spanish. *Second Language Research*, 22(2): 145-187. [JCR SSCI Impact factor year 2006: 1,069]

Lozano, C. (2006). The development of the syntax-information structure interface: Greek learners of Spanish. In: Torrens, V. & Escobar, L. (eds). *The Acquisition of Syntax in Romance Languages*. Amsterdam: John Benjamins, pp. 371-399.

Hawkins, R. & Lozano, C. (2006). Second Language Acquisition of Phonology, Morphology and Syntax. In: Brown, K. (ed). *The Encyclopedia of Language and Linguistics (2nd Edition)*. Oxford: Elsevier, pp. 67-74.

Lozano, C. (2002). Knowledge of expletive and pronominal subjects by learners of Spanish. *ITL: International Journal of Applied Linguistics*, 135-136: 37-60. [ERIH Impact factor: category B]

OTHER:

Invited professor on different MAs on bilingualism/second language acquisition: UNED, University of the Basque Country, Universidad Internacional Menéndez Pelayo (UIMP), Universidad de Barcelona, Universidad de Valladolid, Universidade Nova de Lisboa.

Brief background & research stays:
•MA by research on Second Language Acquisition (University of Hertofdshire, UK)
•PhD in Second Language Acquisition (University of Essex, UK)
•Postdoctoral research fellow & Postdoctoral researcher on learner corpora and second language acquisition (Universidad Autónoma de Madrid)
•Profesor ayudante doctor (Universidad de Castilla-La Mancha)
•Specialist in statistical methods (Universidad Politécnica de Madrid)

Reviewing work:
•Editorial assistant of *Second Language Research*; Member of the editorial board of *International Journal of Learner Corpus Research* and *Studies in Hispanic and Lusophone Linguistics*; Consulting editor for *EUROSLA Yearbook*.
•REVIEWER FOR JOURNALS: *Applied Psycholinguistics; Bilingualism Language and Cognition (BLC); Linguistic Approaches to Bilingualism (LAB); Second Language Research (SLR); Language Learning; International Journal of Corpus Linguistics; Lingua; SAGE Open; Studies in Hispanic and Lusophone Linguistics*, etc.
•REVIEWER FOR EDITED BOOKS: John Benjamins, Mouton de Gruyter, Wiley-Blackwell, EUROSLA yearbook, Springer, Cascadilla Press, etc;
•REVIEWER FOR RESEARCH AGENCIES: NSF (USA); SSHRC (Canada); ESRC and BA (UK).

Member of research groups:
2004-to date: Member of the WOSLAC (Word Order in Second Language Acquisition Corpora) research group, Universidad Autónoma de Madrid. More info: http://www.uam.es/woslac

Supervised MA dissertations:
More info: http://wdb.ugr.es/~cristoballozano

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Dr. CARLOS MÁRQUEZ LINARES

Profesor Titular de Universidad

Sexenios CNEAI: 1

Research:

Contrastive Lexical Semantics

Lexical approaches to Literature: JRR Tolkien

RECENT AND / OR RELEVANT PUBLICATIONS

"Dictionary Awareness", in Gewehr, W. (ed.) (1998) *Aspects of Modern language teaching in Europe*. London: Routledge; pp. 161-175. ISBN: 0-415-17284-5.

"Polisemia, vaguedad referencial y terminología", in Faber, P. y Jiménez, C. (eds.) (2002) *Investigar en Terminología*. Granada: Comares; pp. 215-226. ISBN: 84-8444-632-8

"The role of imagery in specialised communication", in Lewandoska-Tomaszczyk, B. (ed.) (2005) *Imagery in Language. Festschrift in honour of Ronald W. Langacker* Frankfurt: Peter Lang; pp. 567-584. ISBN 3-631-53110-9 (co-author: Pamela Faber)

"Modelización conceptual en la traducción científica y técnica", in Emsal, Martina y J. Cuartero Otal. (ed.) (2007) *Festschrift für Gerd Wotjak zum 65. Geburstag.* Frankfurt: Peter Lang; pp. 109-120. ISBN 978-3-631-54302-3 (co-author: Pamela Faber)

"Process-oriented terminology management in the domain of Coastal Engineering", in *Terminology* 2006, Vol 12, 2; pp 189-215 ISSN 0929-9971 (co-authors: Pamela Faber et al.)

"…And then came the fall: on the nature of evil in J.R.R. Tolkien's and J.K. Rowling's arch-villains", in *Perspectives on Evil and Human Wickedness* 2003, Vol 1, 3; pp 170-181. *ISSN:* 1471-5597

"La Traducción de lenguas inventadas: la obra de J.R.R. Tolkien", in Moreno, A.I. y V. Colwell (eds.) (2002) *Perspectivas recientes sobre el discurso*. León: Universidad de León. ISBN: 84-7719-984-1

"Los dominios léxicos de luz y oscuridad en El Señor de los Anillos de J.R.R. Tolkien", in Luque Agulló, G. et al (eds.) *Las lenguas en un mundo global*. Jaén: Universidad de Jaén. ISBN: 84-8439-162-0

[Translation of the previous work in *Minas Tirith. Rivista della Societá Tolkieniana Italiana*. N. 22, Anno XII, pp. 107-124. Scientific committee:Carlo Maria Bajetta, Università della Val d'Aosta; Franco Cardini, Università di Firenze; Luigi G. De Anna, Università di Turku; Marcello Meli, Università di Padova; Francesco Zambon, Università di Trento.]

"Traducir el sonido: "Circe" de Ulysses y el análisis léxico", in De la Cruz et al. (eds) (2001). *La lingüística aplicada a finales del siglo XX. ensayos y propuestas*. Alcalá: Universidad de Alcalá; pp. 815-818. ISBN: 848138-428-3

OTHER:

M.A. in Lexicography with Distinction. University of Exeter.

Proyecto: Oncoterm: sistema bilingüe de información y recursos oncológicos (PB98-1342)

Proyecto: Ingeniería de Puertos y Costas: Estructuración de conocimiento y generación de recursos terminológicos (BFF2003-04720)

Proyecto: The German, Greek, English, Spanish Teacher Training Project (GGEST), (95-03/1908/UK-1B).

Proyecto: Towards Autonomy in primary language teacher education – an aproach using modern technology 56359-CP-198-1-DE-LINGUA-LA

Director del curso "Un Relámpago en un cielo claro. Aproximaciones a JRR Tolkien y su obra (1ª edición)", organizado por al Escuela de Posgrado de la Universidad de Granada en el año 2010

Director del curso "Un Relámpago en un cielo claro. Aproximaciones a JRR Tolkien y su obra (2ª edición)", organizado por al Escuela de Posgrado de la Universidad de Granada en el año 2010

Conferenciante invitado en ciclos y cursos sobre la obra de Tolkien organizados en las universidades Autónoma de Barcelona, Autónoma de Madrid, Politécnica de Valencia, Universidad de Córdoba, Universidad de Barcelona, Universidad Pompeu Fabra y en el Instituto de Filosofía Edith Stein.

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Dr. JOSÉ LUIS MARTÍNEZ-DUEÑAS ESPEJO

Catedrático de Universidad

Sexenios CNEAI: 3

Research:

Linguistics and stylistics (historical synchronic and diachronic studies)

Rhetoric and text (historical synchronies and diachronic studies)

RECENT AND / OR RELEVANT PUBLICATIONS

Estilística del discurso narrativo Granada: Universidad de Granada 1992,
La metáfora, Barcelona: Octáedro, 1993,
Retórica de la lengua inglesa, Granada: Comares, 2002,
El verbo con sentido. Diálogo sobre la retórica y su actualidad, Granada: Publicaciones del Grupo &, 2003
Las fronteras de los ingleses, Alcalá: Alcalá la Real, 2008
La conquista de Granada por los españoles, de John Dryden, Granada: Editorial Universidad de Granada 2010
Co-editor with José María Pérez Fernández (Eds.), *Approaches to the poetics of Derek Walcott*, New York: The Edwin Mellen Press, 2001
Co-editor with Rocío G. Sumillera of *The failed text. Literature and failure*. Newcastle: Cambridge Scholars Publishing 2013
Review of Herbert Schendl, *Historical linguistics*, Oxford: Oxford University Press, 2001, en *Language and Literature*, 12:2; 175-177, 2003
Review of *The handbook of historical sociolinguistics* Oxford: Wiley-Blackwell 2012 (in *Selim*18 (2011):175-180)
 "Los vikingos en la Inglaterra anglosajona", *Revista EPCCM*, num. 16, 2014, págs. 189-200
"Referencia a España en la crónica Anglosajona en el siglo VIII", Manuel Espinar Moreno y J. L. Martínez-Dueñas *Revista EPCCM*, num 17, 2015, págs- 83-102
El primer toque de la trompeta contra el monstruoso gobierno de las mujeres. John Knox, estudio preliminar, traducción y notas de José Luis Martínez-Dueñas y Rocío G. Sumillera, Valencia: Tirant, 2016
La bodega de un literato. George Saintsbury, Madrid: Abada, 2016

OTHER:

Visiting Lecturer, University of Leeds (January-March 1985)
Visiting Professor Moscow Linguistic University (May 1992)
Collaborator at CNEAI and ANPE

Research supervision:

1. "Teoría lingüística y análisis del discurso literario en la novela *ThePhilosopher'sPupil* de Iris Murdoch", Memoria de Licenciatura presentada por D. Eduardo Leovigildo Nieto Alvarez, octubre de 1987.

2. "La retórica de Paul de Man", Memoria de Licenciatura presentada por D. Julián Sebastián Jiménez Heffernan, diciembre de 1993.

3. "La lengua y el estilo en los cuentos de Nathaniel Hawthorne", Tesis Doctoral presentada por Dª Mª Jesús Vicente Pérez, septiembre de 1989.

4. "Análisis lingüístico del estilo en las novelas de E.M. Forster", Tesis Doctoral presentada por D. Miguel Ángel Martínez-Cabeza Lombardo, abril de 1992.

5. "La estructura lingüística de la poesía de Stephen Dobyns", Tesis Doctoral presentada por Dª Rosa Mª Morillas Sánchez, julio de 1993.

6. "Teoría comunicativa de la metáfora en lengua inglesa", Tesis Doctoral presentada por Dª Belén Soria Clivillés, septiembre de 1993.

7. "La traducción de los libros II y IV de la Eneida por Henry Howard, Earl of Surrey. Estudio métrico y estilístico". Tesis doctoral presentada por D. José Mª Pérez Fernández, julio de 1995.

8. "El género epistolar en Vita Sackville-West: Estilística y texto". Tesis Doctoral presentada por Dª Mercedes Salmerón López, septiembre de 1996.

9. "La argumentación retórica en los ensayos de Virginia Wolf". Tesis Doctoral presentada por Dª Margarita Sánchez Cuervo, julio de 2001.

10. "Análisis crítico del discurso político: El caso Malvinas/Falklands", Tesis Doctoral presentada por Dª Eva Barahona Ramos, julio de 2002.

11. "Estudio lingüístico narrativo del marcador de discurso *pues* en la novela *La barraca* y su versión árabe". Tesis Doctoral presentada por D: Esam Ahmed Nasser, co-dirigida con el Dr. D. Miguel José Hagerty Fox, enero de 2004.

12. "Tipos de registro en la argumentación", Tesis Doctoral, Lázaro Carrillo Guerrero, junio de 2004

13. "Las tipologías textuales en la enseñanza del inglés", Tesis Doctoral, tesis doctoral, Blanca de la Puente Barrios, octubre de 2004.

14. "Translating translation: The case of Aelfric's *Colloquy*" de Rafael J. Pascual Hernández (trabajo de investigación del programa de *máster* en Literatura y lingüística inglesas), noviembre de 2009

15. "The concept of poetic invention in sixteenth century England" Tesis Doctoral, Rocío Gutiérrez Sumillera, noviembre de 2011

16. "La traducción y la argumentación en la prensa árabe. Una aproximación al análisis del discurso", Tesis Doctoral, Muhammed Mizel Kishaish, abril de 2012, co-dirigida con Miguel José Hagerty Fox(†) y Mulay-Lassa Baya E

17 "Semiótica de la traducción", Tesis Doctoral, Barbara Cordova, septiembre de 2013, co-dirigida con Óscar Jiménez Serrano

18. "*Beowulf, Ælfric* and Old English metre" Tesis Doctoral, Rafael J. Pascual Hernández, septiembre de 2015

Director de becas de investigación de:

Dª Belén SoriaClivillés
Dª Mª Jesús Viudes Baena
D. Julián Jiménez Heffernan
Dª Margarita Sánchez Cuervo
Dª Rocío Gutiérrez Sumillera
D. Rafael Pascual Hernández
Dª Eugenia Núñez Nogueroles

Member of editorial boards:

ATLANTIS, de la Asociación Española de Estudios Anglo-Norteamericanos.
Odisea. Revista de estudios ingleses, Universidad de Almería
E.S. de la Universidad de Valladolid.

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Dr. JOSÉ MARÍA PÉREZ FERNÁNDEZ

Profesor Titular de Universidad

Sexenios CNEAI: 3

Research:

José María Pérez Fernández majored in English and Classics, and obtained his PhD at the University of Granada with a dissertation on the Earl of Surrey's translation of Virgil's *Aeneid*. His general research interests focus on the relation between poetics, theology, political thought, and translation, the significance of metrical form, and the inherently transnational character of literary traditions.

His current research projects focus on the relations between translation, diplomacy and the book trade, their role in the construction of the international republic of letters and the early modern idea of Europe.

Recent publications include an article on the Spanish physician, humanist and translator Andrés Laguna ('Andrés Laguna: Translation and the Early Modern Idea of Europe', *Translation and Literature* 21 (2012): 299-318), a critical edition of James Mabbe's 1631 translation of La Celestina (*The Spanish Bawd*, MHRA Tudor Translations, 2013), an essay on James Mabbe and his background ('Translation, Diplomacy and Espionage: New Insights into James Mabbe's Career', *Translation and Literature*, 23:1, and a bibliographical essay on the picaresque in British and Irish literature for the Oxford Bibliographies.

Two of his articles on Surrey have won the University of Granada Excellence in Research Award ('"Wyatt resteth here". Surrey's Republican Elegy', *Renaissance Studies* 18 (2004): 208-238, and 'Translation and Metrical Experimentation in Sixteenth-Century English Poetry: The Case of Surrey's Biblical Paraphrases', *Cahiers Élizabéthains* 71 (2007): 1-13).

He is in the final stages of a book project titled *Translation and the International Republic of Letters*, and in November of 2012 he presented a new book project, *Translation and the Early Modern Idea of Europe*, at the University of Edimburgh Late Medieval and Early Modern Seminar Series.

He has been recently awarded a Cambridge Humanities Research Grant for a joint project with Edward Wilson-Lee on *The Biblioteca Hernandina and the Early Modern World of Print*, a study of the European and Transatlantic dimensions of Hernando Colon's remarkable book and manuscript collection (the *Biblioteca Colombina*). This has turned into a joint project between the *Centre for Material Texts* (University of Cambridge) and the *Literature and Translation* research group (HUM 383, U. of Granada), the latter of which is led by José María Pérez Fernández.

He is a member of the editorial board of *Sendebar*, and of the advisory board for the Modern Humanities Research Association series of Tudor and Stuart translations. He reviews books and articles for *Renaissance and Reformation*, *Translation and Literature*, *Renaissance Quarterly*, and *Sendebar*. He has recently joined the Textual Ambassadors research network, led by Dr Tracey Sowerby at the University of Oxford.

He has lectured, and spent periods as a visiting research scholar at several international institutions, such as the universities of Washington in Seattle, California in Santa Barbara, Edinburgh, Oxford or Cambridge. In 2012 and 2013 he was visiting scholar at the Spanish and Portuguese Department and at Murray Edwards College at the University of Cambridge. During Michaelmas term of 2014 he returned to Cambridge as a visiting scholar at Sidney Sussex College, where he became visiting fellow in 2015.

For further details see: https://granada.academia.edu/JoseMariaPerezFernandez

RECENT AND MOST RELEVANT PUBLICATIONS

Books

Ed., *The Spanish Bawd* [1631]. James Mabbe's translation of Fernando de Rojas' *La Celestina*, MHRA Tudor and Stuart Translations Series, 2013. ISBN: 978-1-907322-09-9

Translation and the Book Trade in Early Modern Europe (co-edited with Edward Wilson-Lee) Cambridge University Press, 2014.

Articles and book chapters

"'Wyatt resteth here'. Surrey's Republican Elegy". *Renaissance Studies*. Septiembre 2004, 18(2): pp. 208-238. 2005 University of Granada Research Award.

"Translation and Metrical Experimentation in Sixteenth-Century English Poetry: The Case of Surrey's Biblical Paraphrases". *Cahiers Élizabéthains*, no. 71, Spring 2007, pp. 1-13. 2009 University of Granada Research Award.

"From Compulsion to Virtue: Epic, Translation, and the Significance of Early Modern Blank Verse". *Cahiers Élizabéthains*, no. 75, Spring 2009, pp. 1-16.

"Introduction" to James Mabbe, The Spanish bawd, represented in Celestina: or, The tragicke-comedy of Calisto and Melibea (London: Printed by J.B. And are to be sold by Ralph Mab[be], 1631; *STC* 4911 and 4911.2). In *The Early English Books Online Introduction Series*. General Editor Dr. Edward Wilson-Lee.

"Introduction" to John Rastell, A New Co[m]modye in Englysh in Maner of an Enterlude […] wherein is Shewd [and] Dyscrybyd as Well the Bewte [and] Good Propertes of Women, as Theyr Vycys [and] Euyll Co[n]dicio[n]s ([London] : Iohes Rastell me imprimi fecit, [c.1525]; *STC* 20721, Tract Supplement E4:2) [a translation of Fernando de Rojas's *La Celestina, Comedia o Tragecomedia de Calisto y Melibea*]. In *The Early English Books Online Introduction Series*. General Editor Dr. Edward Wilson-Lee.

"Traducción y poética en Octavio Paz a través de sus versiones de John Donne, (1)" *Letral* (http://www.proyectoletral.es/revista/), no. 5 (Dec. 2010), pp. 70-90.

"Traducción y poética en Octavio Paz a través de sus versiones de John Donne, (y 2)" *Letral* (http://www.proyectoletral.es/revista/), no. 7 (Dec. 2011), pp. 13-37.

"Andrés Laguna: Translation and the Early Modern Idea of Europe". *Translation and Literature* 21 (2012): 299-318.

"Translation, Diplomacy and Espionage: New Insights into James Mabbe's Career". *Translation and Literature* 23 (2014): 1-22.

"Picaresque". In *Oxford Bibliographies in British and Irish Literature*. Ed. Andrew Hadfield. New York: Oxford University Press.

"Translation, *sermo communis* and the book trade", in *Translation and the Book Trade*, ed. José María Pérez Fernández & Edward Wilson-Lee, New York & Cambridge, UK: Cambridge University Press, 2014, pp. 40-60.

"*Spanish Bawds* and *Quixotic Libraries*. Adventures and Misadventures of Early English Hispanism and World Literature". Forthcoming in *Comparative Literature* (December 2016)

"The Domestication of Melibea: Recasting Spanish Characters for Early English Drama". Forthcoming in *Beyond Spain's Borders: Women Players in Early Modern National Theaters*. Ed. Anne J. Cruz and María Cristina Quintero. New York: Routledge, 2017.

"Translation, Medical Humanism, and Early Modern Prose Fiction. Science and Literature in Francisco López de Villalobos". Forthcoming in the *Bulletin of Hispanic Studies*.

"'Reasons of State for Any Author'. Common Sense, Translation, and the International Republic of Letters." Forthcoming in *A Changing Market. Print and the Iberian World in the First Half of the Seventeenth Century*. Ed. Sandy Wilkinson and Alejandra Ulla Lorenzo, Brill, 2016.

Other:

Online lectures: click here to watch my lecture on "Medical Humanism, Translation, and Early Modern Prose Fiction" at the Warburg Institute, School of Advanced Studies, University of London.

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Dr. MARÍA ELENA RODRÍGUEZ MARTÍN

Profesora Titular de Universidad

Sexenios CNEAI: 1

Research:

Film adaptation

Analysis of film and television adaptations of literary works; recent approaches to the study of adaptation: a wide range of source texts including literary and popular narratives, short stories, graphic novels, comics, etc., will provide the testing ground for theories and approaches with a focus on the problem-solving nature of adaptation; analysis of narrative discourse in literary and filmic texts; comparison between written and filmed narratives considering the convergences and divergences in the modes of storytelling; adaptations as intersemiotic translations; recent approaches to biopics as adaptations.

Audiovisiual dialogue: the language of films and TV series

Analysis of the language of audiovisual fiction; pragmatic and stylistic analysis of the language of films and television series as multimodal narratives; analysis of conversational interactions in audiovisual texts; comparison between conversational interactions in films and TV series produced in English-speaking countries and real conversational exchanges between English native speakers using corpus linguistics tools and recent approaches to the study of conversation and multimodal discourse; pedagogical applications in an online environment (e-learning); film and television series as multimodal texts whose dialogues can be analysed as multimodal interactions; sociolinguistic analysis of film and TV series dialogues; analysis and comparison of the language of films and TV series belonging to different genres.

RECENT AND / OR RELEVANT PUBLICATIONS

Rodríguez Martín, María Elena. 2013. "Film adaptations as failed texts or why 'the adapter, it seems, can never win'". *The Failed Text. Literature and Failure*. Eds. J. L. Martínez-Dueñas Espejo & R. G. Sumillera. Newcastle upon Tyne: Cambridge Scholars Publishing. ISBN: 978-1-4438-4669-1

Carretero González, M. & M. E. Rodríguez Martín. 2010. "Becoming Jane Austen on screen: Narrative discourses in the biopic genre". *Para, por y sobre Luis Quereda*. Eds. M. Falces Sierra, E. Hidalgo Tenorio, J. Santana Lario & S. Valera Hernández. Granada: Editorial Universidad de Granada, 595-604. ISBN: 978-84-338-5170-3

Carretero González, M. & M. E. Rodríguez Martín. 2009. "Wicked women: the menace lurking behind female independence". *Something Wicked This Way Comes: Essays on Evil and Human Wickedness*. Eds. C. Balmain & L. Drawmer.

Amsterdam, New York: Rodopi. At the Interface/Probing the Boundaries Series, 199-209. ISBN: 978-90-420-2550-9.

Rodríguez Martín, María Elena. 2005. "Unfaithfulness to Jane Austen? Communicating readings and interpretations of her novels through their film adaptations". *ES. Revista de Filología Inglesa*, 26: 189-200. Secretariado de Publicaciones, Universidad de Valladolid. ISSN: 0210-9689.

Rodríguez Martín, María Elena. 2005. "Teorías sobre adaptación cinematográfica". *El cuento en Red. Revista electrónica de teoría de la ficción breve* 12 (El cuento y el cine), 11-26. México, Universidad Autónoma Metropolitana. ISSN: 1527-2958. [Reprinted in Revista Casa del Tiempo, volumen XI, época III, número 100: 82-91. 2007. México, Universidad Autónoma Metropolitana. ISSN: 0185-4275].

Rodríguez Martín, María Elena. 2010. "Exploring conversational grammar through films in the ELT classroom: A corpus-based approach". *Exploring New Paths in Language Pedagogy. Lexis and Corpus-Based Language Teaching*. Eds. M. Moreno Jaén, F. Serrano Valverde & M. Calzada Pérez. London: Equinox, 245-258 (Series: Equinox English Linguistics and ELT). ISBN: 978-1-84553-696-1

Rodríguez Martín. 2010. "Comparing parts of speech and semantic domains in the BNC and a micro-corpus of movies: Is film language the "real thing"?" *Corpus Linguistics in Language Teaching*. Eds. T. Harris & M. Moreno Jaén. Bern: Peter Lang, 145-175 (Series: Linguistic Insights. Studies in Language and Communication). ISBN: 978-3-0343-0524-2

Rodríguez Martín, M. E. 2010. "Comparing conversational processes in the BNC and a micro-corpus of movies: Is film language the "real thing"?" *Language Forum* 36 (1-2): 35-48. Barhi Publications. ISSN: 0253-9071.

Rodríguez Martín, M. E. y M. Moreno Jaén. 2009. "Teaching conversation through films: a comparison of conversational features and collocations in the BNC and a micro-corpus of movies". *The International Journal of Learning* 16 (7) 445-458. Illinois: Estados Unidos. ISSN: 1447-9494.

Pérez Basanta, C. y M. E. Rodríguez Martín. 2007. "The application of data-driven learning to a small-scale corpus: using film transcripts for teaching conversational skills". *Corpora in the Foreign Language Classroom*. Eds. E. Hidalgo, L. Quereda & J. Santana. Amsterdam, New York: Rodopi, 141-158. Language and Computers: Studies in Practical Linguistics. ISBN: 978-90-420-2142-6.

OTHER:

Research groups and projects

Research Group: "Texto y Discurso en Inglés Moderno" (HUM-270) (Plan Andaluz de Investigación, Junta de Andalucía). Group director: Dr. José Luis Martínez Dueñas-Espejo.

R&D Project: "Evaluación y desarrollo de la competencia léxica a través de Internet en la titulación de Filología Inglesa" (BFF2003-02561) (Ministerio de Ciencia y Tecnología, Plan Nacional I+D). Project director: Dr. Carmen Pérez Basanta. 01/12/2003-31/12/2006.

R&D Project: "ADELEX: Evaluación y desarrollo del léxico a través de las nuevas tecnologías" (HUM2007-61766/FILO) (Ministerio de Educación y Ciencia, Plan Nacional I+D). Project director: Dr. Carmen Pérez Basanta. 01/10/2007-30/09/2010.

Visiting positions and postgraduate research at foreign universities:

October – November 2000: Visiting scholar. Department of English Language and Literature, King's College London (United Kingdom)

September – January 1999: Postgraduate research student. Literature Department, Essex University (United Kingdom)

September – December 1998: Visiting scholar. Department of English, University College Dublin (Ireland)

Scholarships and prizes

September 1996 – June 1997: scholarship awarded by the Ministry of Education (Beca de colaboración; English Philology Department, University of Granada, Spain).

January 1998 – November 2001: Research scholarship awarded by the Ministry of Education, (Beca F.P.U., Formación de Profesorado Universitario; English Philology Department, University of Granada, Spain).

Doctoral prize: Premio Extraordinario de Doctorado en Filología Inglesa (Title of doctoral dissertation: *Novela y cine. Adaptación y comprensión narrativa de las obras de Jane Austen*)

Premio "Sello Europeo a las iniciativas innovadoras en la enseñanza y el aprendizaje de lenguas extranjeras 2003" concedido por la Comisión Europea y el Ministerio de Educación y Cultura (B.O.E. 283, 26 noviembre 2003) al grupo de innovación pedagógica "El diseño de un programa on-line para el desarrollo del léxico del inglés a través de Internet" (Project director: Dr. Carmen Pérez Basanta) (2002-2004).

MA dissertations supervised

Title: *Una aproximación multimodal a la enseñanza de la competencia conversacional de la lengua inglesa.* Author: Beatriz Cortina Pérez (Trabajo de investigación conducente a la obtención del D.E.A. Diploma de Estudios Avanzados; Programa de Doctorado Estudios Superiores en Filología Inglesa, Universidad de Granada).

Title: *La enseñanza de la cultura a través del cine en la clase de inglés. Palabras culturales y extractos de películas.* Author: Eva María Cuevas Fernández (Trabajo fin de máster; Programa Oficial de Postgrado en Literatura y Lingüística Inglesas, Universidad de Granada).

Title: *La adaptación fílmica del relato corto.* Short Cuts: *un ejemplo de fusión de relatos.* Author: Carmen Rocío Pérez Martos. (Trabajo fin de máster; Programa Oficial de Postgrado en Literatura y Lingüística Inglesas, Universidad de Granada).

Title: *Recreación fílmica de la novela de Roald Dahl* Charlie and the Chocolate Factory. *Tim Burton y su particular visión de la historia adaptada al cine.* Author: Blanca Mª Ruiz Rodríguez (Trabajo fin de máster; Programa Oficial de Postgrado en Literatura y Lingüística Inglesas, Universidad de Granada).

Title: *Análisis multimodal de los subtítulos interlingüísticos e intralingüísticos de la película* Vicky, Cristina, Barcelona *de Woody Allen.* Author: Aikaterini Tsaousi (Trabajo fin de máster; Programa Oficial de Postgrado en Traducción en Interpretación, Universidad de Granada).

Title: *Estudio descriptivo-contrastivo de los rasgos conversacionales del diálogo fílmico original de la película* Gran Torino *y su versión para el doblaje en español.* Author: Soledad Cambeiro González. (Trabajo fin de máster; Programa Oficial de Postgrado en Traducción en Interpretación, Universidad de Granada).

Title: *Análisis pragmático de la cortesía presente en la subtitulación aficionada y la subtitulación profesional. El caso de la serie* Alcatraz. Author: Marta Pérez Hernández. (Trabajo fin de máster; Programa Oficial de Postgrado en Traducción en Interpretación, Universidad de Granada).

Title: *"With tears and a journey": Recreating Shakespeare's life on screen.* Author: Elisa Isabel Jiménez Aguilar. (Trabajo fin de máster; Máster Universitario en Literatura y Lingüística Inglesas, Universidad de Granada).

Title: Pride and Prejudice. *Analysis of Andrew Davies's BBC adaptation (1995) and Joe Wright's film adaptation (2005).* Author. Kristina Simakova. (Trabajo fin de máster; Máster Universitario en Literatura y Lingüística Inglesas, Universidad de Granada).

Title: *The newer the better? A comparison of the 1974 and 2013 film adaptations of F. Scott Fitzgerald' novel* The Great Gatsby. Author: Carolina Crespo Steinke. (Trabajo fin de máster; Máster Universitario en Literatura y Lingüística Inglesas, Universidad de Granada)

CB BD

Dr. GERARDO RODRÍGUEZ SALAS

Profesor Titular de Universidad

Sexenios CNEAI: 2

Research:

Literature in English and Gender.
    An approach to Literature written in English from a gender perspective: French feminism (Cixous, Irigaray, Kristeva), Gynocriticism, Postmodernist Feminism (Braidotti, Butler, Haraway), Masculinity Studies, Queer Theory.

Community and the English Novel.
    Redefinition of the notions of *community* and *individual* as theorized in continental, post-phenomenological philosophy (Derrida, Nancy, Blanchot, Agamben, Esposito) in the interests of the interpretation of narrative discourse.

RECENT AND / OR RELEVANT PUBLICATIONS

1. 2017 (in press): *Finite, Singular and Exposed: New Perspectives on the Modernist Subject*. London: Routledge (co-editors: María Jesús López & Paula Martín)

2. 2017 (in press): "'As Much Dead As He Is': Community, Finitude and Sibling Intimacy in Katherine Mansfield'. *Atlantis*.

3. 2016 (in press): "New Zealand or Nowheresville: Nation and Community in Janet Frame's *Living in the Maniototo*". *Antipodes: Global Journal of Australian/New Zealand Literature* 30.2.

4. 2015: "'Close as a Kiss': The Challenge of The Maids' Gyn/Affection in Margaret Atwood's *The Penelopiad*". *Amaltea: Revista de mitocrítica* 7: 19-34.

5. 2015: "*The Walking Dead*: A Communitarian Study". *Verbeia: Journal of English and Spanish Studies* 0: 286-306.

6. 2014: "'Guiding a Community": Unworking Community in Sandra Cisneros' *House on Mango Street*'. *Revista de Estudios Norteamericanos* 18: 47-59.

7. 2014: 'Communitarian Theory and Andalusian Imagery in Carmel Bird's Fiction'. *Iris* 35: 123-140.

8. 2013: *Community in Twentieth-Century Fiction*. London: Palgrave (co-editors: Julián Jiménez Heffernan & Paula Martín Salván).

9. 2012: 'A Dream-Temple of Collective Imagination: Exploring Community in Carmel Bird's *Cape Grimm*'. *Australian Literary Studies* 27.1: 76-91.

10. 2011: *The Aesthetic Construction of the Female Grotesque in Katherine Mansfield and Virginia Woolf: A Study of the Interplay of Life and Literature* (co-author: Isabel María Andrés Cuevas). Lewiston, Queenston, Lampeter: Edwin Mellen. 150 pp.

11. 2011: "'My Insides Are All Twisted Up': When Distortion and the Grotesque Became the Same Job in Katherine Mansfield and Virginia Woolf" (co-author: Isabel María Andrés Cuevas). *Katherine Mansfield and Literary Modernism*. Eds. Janet Wilson, Gerri Kimber and Sue Reid. London & York: Continuum. 139-148.

12. 2011: "'When it's dark outside': Secrecy, Death and the Unworking of Community in Janet Frame's *The Lagoon and Other Stories*" (co-author: Julián Jiménez Heffernan). *Chasing Butterflies: Janet Frame's* The Lagoon and Other Stories. Ed. Vanessa Guignery. París: Editions Publibook Université. 73-96.

13. 2007: *Hijas de la Diosa Blanca. Ginocrítica y feminismo restaurador en la narrativa de Katherine Mansfield.* Oviedo: Septem. ISBN: 84-96491-31-5. 224 pp.

14. 2005: "The Tide That Rifles Back: Spiral Femininity in Carmel Bird's Cape Grimm". Antipodes*: A Global Journal of Australian and New Zealand Literature* 19.1 (Columbia, Carolina del Sur, EEUU): 85-90. ISSN: 0893-5580

OTHER

UGR Coordinator for the Erasmus Mundus MA Programme in Women's and Gender Studies

I+D Research Projects: "Community and Immunity in the Contemporary Novel in English" (FFI2009-13244, 2010-2012); "Individual and Community in the English Novel" (FFI2012-36765, 2013-2015)

PhD Special Mention (Premio Extraordinario de Doctorado).

Supervision of the following doctoral dissertations:

Carmen Fuentes Fuentes: "Community and Violence. Renewed Masculinities in Chuck Palahniuk's Narrative". Doctorado en Estudios de las Mujeres y de Género. Instituto Universitario de Estudios de las Mujeres y de Género, UGR (in progress).
Mirta Sánchez Carrera: "Masculinidades en la sombra: Género en un centro penitenciario". Doctorado en Estudios de las Mujeres y de Género. Instituto Universitario de la Mujer, UGR (in progress).

Director of the following MA theses (a selection):

Ángela Rivero Izquierdo: "'Like Mates N That': Community, The Grotesque Body and Male Camaraderie in Irvine Welsh's *Trainspotting*" (2016).

Carmen Fuentes Fuentes: "A copy of a copy of a copy: Community and the Saturated Body in Chuck Palahniuk's *Fight Club*" (2015).

Marta Altava Prada: "Identity in the Communities of *Gattaca*: The Harmony of a Collective Utopia" (2015).

María Valero Redondo: "The Crux of Community in Jane Austen's *Mansfield Park*: Self-Enclosed Communities, Masquerades and Speech Acts" (2014)

Katarzyna Wielgus: "The Beast Within: Animalization in Angela Carter and Carmel Bird's Revisions of 'Little Red Riding Hood'" (2014)

Alma Krantic: "A Chamber of Her Own: Heterotopia in Angela Carter's "The Bloody Chamber" (2014).

Monika Glosowitz: "Bio-cartography: Towards a New Theory of Portraying" (2012)

Martina Piasentin: "The Hidden Fascinates: A Psychocritical Analysis of Angela Carter. Recurrent Images, Obsessive Metaphors and the Undisclosed Personal Myths of Pandora and Prometheus" (2012)

ℭꙄ Ꙅꙃ

Dr. BELÉN SORIA CLIVILLÉS

Profesora Titular de Universidad

Sexenios CNEAI: 3

Research:

    Pragmatics and communication
    Metaphor and metonymy

RECENT AND / OR RELEVANT PUBLICATIONS

Romero, E. and B. (1997/8), "Stylistic Analysis and Novel Metaphor", *Pragmalingüística*, vol. 5 y 6, pp. 373-389.

Romero, E. and B. (2005), "Metaphoric Concepts and Language", en J. J. Acero y P. Leonardi (eds), Facets of Concepts, Padova, Il Poligrafo, pp. 185-208.

Romero, E. and B. Soria (2005), **"**Cognitive Metaphor Theory Revisited", *Journal of Literary Semantics* 34: 1-20.

Romero, E. and B. Soria (2005), "'I' as a Pure indexical and metonymy as language reduction", in *Modeling and Using Context: 5th Int. and Interdisciplinary conference, CONTEXT 2005*, Springer-Verlag, LNAI, 436-49.

Romero, E. and B. (2006), "Novel Metonymy and Novel Metaphor as Primary Pragmatic Processes", en P. Guerrero Medina y E. Martínez Jurado (eds.), *Where Grammar Meets Discourse. Functional and Cognitive Perspectives*, Córdoba, Servicio de publicaciones de la Universidad de Córdoba, pp. 21-35.

Romero, E. and B. (2007), "A View of Novel Metaphor in the Light of Recanati's Proposals", en M.J. Frápolli (ed.), *Saying, Meaning and Referring. Essays on François Recanati's Philosophy of Language*, Basingstone, *Palgrave*, pp. 145-159.

Romero, E. and B. (2010), "On Phrasal Pragmatics and What is Descriptively Referred to", *Croatian Journal of Philosophy*, vol. X (28), pp. 63-85.

Romero, E. and Soria, B.: (2010), "Introduction: Explicit Communication and Relevance Theory Pragmatics". In B. Soria and E. Romero (eds.), *Explicit Communication: Essays on Robyn Carston's Pragmatics*. Basingstoke: Palgrave Macmillan (Palgrave Studies in Pragmatics, Language and Cognition), 1-24.

Romero, E. and Soria, B.: (2010), "Phrasal Pragmatics in Robyn Carston's Programme". In B. Soria and E. Romero (eds.), *Explicit Communication: Essays on Robyn Carston's Pragmatics*. Basingstoke: Palgrave Macmillan (Palgrave Studies in Pragmatics, Language and Cognition), 183-198.

Soria, B. and Romero, E.: (2010), *Explicit Communication: Essays on Robyn Carston's Pragmatics*. Basingstoke: Palgrave Macmillan (Palgrave Studies in Pragmatics, Language and Cognition), 1-24.

Romero, E. and B. Soria (2013), "Anomaly in novel metaphor and experimental tests", *Journal of Literary Semantics* 42/1: 31-57.

OTHER:

Member of the Editorial Board of the *Journal of Literary Semantics*

MA Theses supervision:

Title: Modelos de análisis del discurso publicitario
Author: Natalia Martín Ibáñez

Title: *A pragmatic study of verbo-pictorial metaphors in a multi-national corpus of advertisements*
Author: Aliia Miniakhmetova

Title: *Pictorial and verbo-pictorial metaphor in logo design*
Author: Olga Liubar

Title: *The Use of Metaphor in Islamic State Propaganda*
Author: John Keating

Participation in funded research projects:

2000-2003: "Metaphor, meaning and verbal communication" (BFF2000-1528) funded by DGICYT
Main researcher: Esther Romero González
Other researchers: Belén Soria Clivillés

2003-2006: "Meaning and primary and secondary pragmatic processes" (BFF2003-07141) funded by DGICYT
Main researcher: Belén Soria Clivillés
Other researchers: Esther Romero González

2006-2007: "International Workshop on Explicit Communication" (HUM2005-25381-E) funded by Ministerio de Educación y Ciencia
Main researcher: Belén Soria Clivillés

2006-2009: "Pragmática del sintagma" (HUM2006-08418/FISO) Funded by DGICYT
Main researcher: Esther Romero González
Other researchers: Belén Soria Clivillés

2012- 2015: "The nature of unarticulated constituents in superordinate propositions: Disjuncts and Fictional discourse." (FFI2011-26418) Funded by Ministerio de Economía y competitividad
Main researcher: Belén Soria Clivillés
Other researchers: Esther Romero González

 Cʒ ৳০

Dr. PEDRO UREÑA GÓMEZ-MORENO

Profesor Ayudante Doctor

Research:

Morphosyntax, lexicology, natural language processing and corpus linguistics.

RECENT AND / OR RELEVANT PUBLICATIONS

- Ureña Gómez-Moreno, P. (in press). "La lucha contra el terrorismo y la delincuencia organizada: Una visión desde la lingüística y la ingeniería del conocimiento". *Miscelánea Journal 53*.
- Ureña Gómez-Moreno, P. (2015). "Sentence-final adverbials: Recurrent types and usage". *Trends in Linguistics Series*. Berlin: Mouton de Gruyter, *39-54*
- Ureña Gómez-Moreno, P. (2014). "The *have-it-that* construction". *The International Journal of Corpus Linguistics 19(4), 505-529.*
- Felices-Lago, A. and P. Ureña Gómez-Moreno (2014). "FunGramKB term extractor: A tool for building terminological ontologies from specialised corpora". In Brian Nolan & Carlos Periñán-Pascual, "Language processing and grammars. The role of functionally oriented computational models". Amsterdam: John Benjamins, 251-269.
- Felices-Lago, A. and P. Ureña Gómez-Moreno (2013). "The integration of a philosophical dimension in the subontology #QUALITY of FunGramKB: The case of axiological evaluation". *The LSP Journal - Language for special purposes, professional communication, knowledge management and cognition*. 4, 21-37.
- Felices-Lago, A. and P. Ureña Gómez-Moreno (2012). "Fundamentos metodológicos de la creación subontológica en FunGramKB". *Onomázein* 26, 49-67.
- Ureña Gómez-Moreno, P. (2011). *A corpus approach to the position of "even"*. *Rassegna Italiana di Linguistica Applicata* 1(2), 405-414.

OTHER

Background:

- PhD in "English Literature and Linguistics". University of Granada (Spain).
- M.A. in "New technologies applied to language teaching". University of Málaga (Spain).

Research project participation:

- Period: 2016- 2018
  Main Researcher: Ricardo Mairal Usón.
  Title: "Desarrollo de un laboratorio virtual para el procesamiento computacional del lenguaje natural desde un paradigma funcional". (Programa estatal de fomento de la investigación científica y técnica de excelencia. Subprograma estatal de

generación de conocimiento; Ministerio de Economía y Competitividad. Reference code FFI2014-53788-C3-1-P).

- Period: 2011-2013
  Main researcher: Ángel Felices Lago
  Title: "Elaboración de una subontología terminológica en un contexto multilingüe (español, inglés e italiano) a partir de la base de conocimiento FunGramKB y en el ámbito de la cooperación internacional en materia penal: Terrorismo y crimen organizado" (Ministerio de Ciencia e Innovación, Plan Nacional I+D+i (2008-2011). Reference code FFI2010-15983).

Member of organising committees:

- 3rd International Conference on Meaning and Knowledge Representation: LCM & FunGramKB. UNED (Madrid). 2015.
- 2nd International Conference on Meaning and Knowledge Representation: LCM & FunGramKB. University of Granada. 2013.
- 6th Teaching and Language Corpora (TALC). University of Granada. 2004.

CROCO

Dr. SALVADOR VALERA HERNÁNDEZ

Profesor Titular de Universidad

Sexenios CNEAI: 3

Research:
Diachronic and synchronic morphology and syntax

RECENT AND / OR RELEVANT PUBLICATIONS

Word-formation in the world's languages. 2012. With P. Stekauer & L. Korveliessy. Cambridge: Cambridge University Press.

Conversion. 2006. In K. Brown (ed.) *Encyclopedia of Language and Linguistics*. Oxford: Elsevier; 172-5.

Approaches to Conversion / Zero-Derivation. 2005. Münster: Waxmann. Edited with L. Bauer.

Conversion and onomasiological theory. 2000. *Journal of Linguistics,* 36 (1): 145-155.

On subject-orientation in English *-ly* adverbs. 1998. *English Language and Linguistics*, 2(2): 263-82.

OTHER:

R+D Project with reference FFI2012-39688

R+D Project with reference HUM2007-60107FILO

R+D Project with reference P07HUM-03028

Reviews editor of EUP's *Word Structure*

Research at Victoria University of Wellington (1999, 3months, and 2007-08, 6months), Vienna (2000, 3 months) and Leeds (2001, 3 months).

Member of the scientific committee of the editorial board of three international journals (*Ostrava Journal of English Philology*, *SKASE Journal of Theoretical Linguistics*, *Word Structure*) and occasional referee for another one (*English Language and Linguistics*).

Advisor of 5 MA Dissertations and 4 PhD Dissertations (3 with European Mention), all awarded the highest degree.

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Dr. PILAR VILLAR ARGÁIZ

Profesora Titular de Universidad

Sexenios CNEAI: 2

Research:
Women, Cinema and Literature in Ireland
Feminism, Postcolonialism and Multiculturality

RECENT AND / OR RELEVANT PUBLICATIONS

Villar Argáiz, Pilar. (2007) *Eavan Boland's Evolution as an Irish Woman Poet:An Outsider Within an Outsider's Culture.* Lewiston, Queenston, Lampeter: The Edwin Mellen Press. (ISBN10: 0-7734-5383-0 ISBN13: 978-0-7734-5383-8) (442 pages). This pioneering book on the writings of Irish poet Eavan Boland is published in the renowned international press Edwin Mellen Press, founded in Canada in 1974, USA in 1978, Great Britain in 1987 and Austria in 1993. The book has received 7 positive reviews and it has been cited 13 times in different bibliographical sources on Irish studies. As expressed in the website "World Cat Identities", this book is considered as the "Most widely held work about Eavan Boland".

Villar Argáiz, Pilar (2008). *The Poetry of Eavan Boland: A Postcolonial Reading.* Bethesda, Dublin: Academica Press. (ISBN-10: 1933146230; ISBN-13: 9781933146232) (325 pages) This second book on Eavan Boland is published in a prestigious academic press which specifically publishes monographs on Irish studies. The press was founded 2001, and it is based on Maryland (Bethesda), California (Palo Alto), and Dublin. This book as been positively reviewed 4 times and it has been cited 15 times in different bibliographical sources. Like the previous book, this study is considered a reference point in the study of Eavan Boland's poetry (indeed, it is referenced in all the official websites, anthologies and sourcebooks dedicated to the study of this woman poet).

Villar Argáiz, Pilar (2007). "Recording the 'unpoetic': Eavan Boland's silences". *Irish University Review: A Journal of Irish Studies* (General Editor: Professor Anne Fogarty). Vol. 37, No. 2. 472-491 (ISSN: 0021-1427) This article is published in the most prestigious international peer-reviewed journal on Irish studies which is indexed in numerous databases (the official journal of IASIL, the International Association for the Study of Irish Literature). This article has been quoted three times.

Villar Argáiz, Pilar. "Between Tradition and Modernity: Twentieth-First Century Ireland in Recent Work by Irish Women Poets". *Nordic Irish Studies* 7 (2008): 117-134. Denmark: The Faculty of Arts Press, University of Arthus. ISSN: 1602-124X; ISBN: 978-87-91259-06-7. This article, published in a recognised peer-reviewed journal on Irish studies, offers an overview of contemporary Irish women's poetry. The article, included in the prestigious online database Muse, has been quoted twice.

Villar-Argáiz, Pilar. "'Act Locally, Think Globally'": Paula Meehan's Local Commitment and Global Consciousness'. In *An Sionnach: A Journal of*

Literature, Culture, and the Arts (Special Issue on Paula Meehan) 11 (2009), 180-193. Article on the work of Irish woman poet Paula Meehan; Published in a specialised American journal, peer-reviewed and indexed in numerous databases. This journal's issued is guest-edited by renowned scholar Jody Allen-Randolph. The article has been quoted twice.

Villar-Argáiz, Pilar. 'The Enchantment of Myth in Paula Meehan's Poetry'. In *The Journal of Irish Studies (IASIL Japan)* 24 (2009), 91-100. Article on the work of Irish woman poet Paula Meehan; Published in a specialised Japanese journal, peer-reviewed and indexed in numerous databases.

Villar-Argáiz, Pilar. "'The Female Body in Pain: Feminist Re-enactments of Sexual and Physical Violence in Dorothy Molloy's Poetry". *Contemporary Women's Writing (Oxford Journals; Oxford University Press).* Volume 4. Number 2. July 2010. 134-152. ISSN: (Print) 1754-1484 (Online) 1754-1476. This article on the work of Irish woman poet Dorothy Molloy appears in a specialised international journal on women's studies, published by Oxford University Press. The journal is peer-reviewed by three readers, and indexed in numerous databases; it is edited by renowned feminist scholars Susan Friedman and Mary Eagleton. The article has been quoted three times in two bibliographical sources.

Villar-Argáiz, Pilar. "'Telling the truth about time': The Importance of Local Rootedness in Paula Meehan's Poetry". *Études Irlandaises: French Journal of Irish Studies.* Nº 35-1 (2010): 103-116. Presses Universitaires de Rennes. ISNN: 0183-973X This Article on the work of Irish woman poet Paula Meehan is published in a specialised journal on Irish Studies, peer-reviewed and indexed in numerous databases.

Villar-Argáiz, Pilar. "'A Stranger to Herself': The Pedagogical Presence of the Other in Paula Meehan's Poetry". *White Rabbit: English Studies in Latin America (The First Journal of English Studies in Latin America).* Number 1 June 2011. Editorial Universidad Católica de Chile. Pages 1-16. ISBN: 0719-0921 This article on the work of Irish woman poet Paula Meehan is published in a specialised South-American online journal which is peer-reviewed.

Villar-Argáiz, Pilar. "The Representation of Non-Irish Immigrants in Recent Irish Films". *Irish Studies Review: Journal of the British Association for Irish Studies.* Editorial: Routledge. Taylor and Francis Group. Volume 22, Number 4. Pp. 466-486. November 2014. ISSN: 0967-0882 (Print), 1469-9303 (Online)

Villar-Argáiz, Pilar. Ed. "'A nation of Others': the immigrant in contemporary Irish poetry". *Literary Visions of Multicultural Ireland. The Immigrant in Contemporary Irish Literature.* Manchester: Manchester University Press, 2014. 64-78.
ISBN. 978-0-7190-8928-2

Villar-Argáiz, Pilar and Jason King. Eds. *Irish Studies Review.* Special Issue *Irish Multiculturalism in Crisis.* Editorial: Routledge. Taylor and Francis Group. Volume 24, Number 1. Pp. 1-8. February 2016. ISSN: 0967-0882 (Print), 1469-9303 (Online; published online November 2015)

Villar-Argáiz, Pilar. Ed. *Discourses of Exclusion and Inclusion: Artistic Renderings of Marginal Identities in Ireland.* Special issue in *Nordic Irish Studies,* October 2016 (forthcoming)

Villar-Argáiz, Pilar. Ed. *Irishness on the Margins: Minority and Dissidents Identities in Ireland.* London and New York: Palgrave Macmillan, December 2016 (forthcoming)

OTHER:

I have successfully supervised since 2009 dix TFMs on James Joyce, Irish women's writing, Irish homosexual art, and Caribbean poetry.

At the moment, I am supervising 2 PhD proposals: one on Irish novelist Roddy Doyle, and the other one on Caribbean poet Opal Adisa.

In March 2010, I was awarded by the University of Granada with the Prize of Outstanding Research for young researchers in the field of Humanities.

I have participate full time in 3 research projects: 1) *Community and Immunity in Contemporary Fiction in English*, funded by the Spanish Ministry of Science and Innovatio; 2) *The Construction of Otherness in the Public Domain: A Critical Study of the Case of Ireland*, funded by the Spanish Ministry of Science and Innovation; and 3) *Community and Immunity in the Contemporary Novel in English*, funded by the Spanish Ministry of Science and Innovation (grant reference FF12009-13244);

2002-2005: I've also done various international courses (summer schools, MA courses, etc.) on Irish Studies, postcolonial theory and literature at the following institutions: University of Southampton, University College Dublin, University College Cork and University of Limerick.

2001-2014: I've been a visiting scholar in the National University of Ireland, University College Cork, University College Dublin, King Alfred's College (Winchester), the University of Limerick, and the Centre for Transcultural Research and Media Studies. Dublin Institute of Technology.

Active member of IASIL (International Association for the Study of Irish Literature); AEDEI (Spanish Association for Irish Studies); EFACIS (European Federation for Irish Studies); IASIL Japan; GRETA (Spanish Association of Teachers of English); ISCLT (International Society for Contemporary Literature and Theater); AEDEAN (Spanish Association for the Study of Anglo-American Literature);

Member of the Board of AEDEI (Spanish Association for Irish Studies) and the International Association ISCLT ("International Society for the Study of Contemporary Literature and Theatre").

External Reviewer/Referee for the following journals and editorials: *Etudes Irlandaises: French Journal of Irish Studies, Gender, Sexuality & Feminism, White Rabbit: English Studies in Latin America, Feminae, Orbis Litterarum: International Review of Literary Studies*; *Odisea: Revista de Estudios Ingleses*; *The Grove: Working Papers in English Studies*; *Contemporary Women's Writing (Oxford Journal)*; and *International Journal of English Studies*.

Since 1997, I have participated with papers and lectures in 50 international conferences, specialized on Irish Studies, Feminism, Postcolonialism and Global Studies. I have been invited on 14 occasions to give lectures and seminars on Irish poetry, women and literature, and Irish cinema

I have been invited to teach courses on Irish Studies and contemporary Irish poetry at various university institutions in Spain, Ireland, and Chile.

From September 2014 I am the Director of the "Centro de Estudios Irlandeses en la Universidad de Granada", which depends on EFACIS (European Association of Centres of Irish Studies).

Dr. CELIA WALLHEAD

Profesora Titular de Universidad

Sexenios CNEAI: 3

Research:
> The contemporary novel in English: narrative in English from Modernism through Postmodernism to the present day
> Postcolonial literature in English: narrative and other genres in English from Colonialism to postwar Postcolonialism and the global writing of today

RECENT AND / OR RELEVANT PUBLICATIONS

Books

> *The Old, the New and the Metaphor: A Critical Study of the Novels of A.S.Byatt.* London: Minerva Press, 1999.
> *A.S.Byatt: Essays on the Short Fiction.* Bern: Peter Lang, 2007.
> *Washington Irving and Spain.* New York & Dublin: Academica Press, 2009.
> *The Writers of the Spanish Civil War: The testimony of their auto/biographies.* (ed.) Bern: Peter Lang, 2011. (Edition, introduction and chapter 6 "Laurie Lee").
> *V. is for Varo Too: Hispanic Elements in Thomas Pynchon. (co-ed.) Pynchon Notes,* 56-58, Spring-Fall (2009). (Intro. 9-20 & article 87-99).

Articles & chapters of books

> "Meditations on Genre in Salman Rushdie's *Joseph Anton", Revista Canaria de Estudios Ingleses,* 2015 (70) 89-106.

> "The Role of the Women Characters in the Nature/Nurture and the Optimism/Pessimism Questions in *Midnight's Children*", *Midnight's Children,* ed. Joel Kuortti (Critical Insights Series). Ipswich, Mass.: Salem Press, 2014: 211-230.

> "*Mason & Dixon* and *Hamlet*", *Orbit: Writing Around Pynchon,* 2014 (2) 2, 1-25.

> "Alan Duff's *Once Were Warriors* as Postcolonial Tragedy", *Voices from New Zealand,* 3 (2010)

> "Kit and *Kim*: Espionage in *Against the Day*" in *Against the Grain. Reading Pynchon's Counternarratives,* ed. Sascha Pöhlmann. Amsterdam & NY: Rodopi, 2010, 291-306.

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OTHER:

Reader and advisor for Peter Lang and for the following reviews: *Odisea; Álabe (*both University of Almería); *Orbit: Writing Around Pynchon* (University of Durham, UK)*; Language Teaching* (Cambridge)

TFMs:
"Evolution of Magic Realism in the Work of Salman Rushdie"
"Science in the Writings of Thomas Pynchon"
"The North-African Novels of Paul Bowles"
"The Novels of Nadine Gordimer"
"Three Novels on the Theme of Forbidden Love" (Rushdie etc)
"Muslim Women in the West" ("Brick Lane" etc)
"The Women of Kenia: Past and Present"
"A.S.Byatt's *Possession*"
"Peter Carey's *Oscar and Lucinda*"
"Novels of Ahdaf Soueif"
"Ian McEwan's *Atonement*"
"*Chromos* by Felipe Alfau"
"Alan Duff's *Once Were Warriors* and other works"
"Margaret Atwood and the Journals of Susanna Moodie"
"Ahdaf Soueif's *My Name is Salma*"
"*The Lord of the Rings*: in a Work Unit" (Masters in Secondary Education)
Salman Rushdie's *The Enchantress of Florence*
"Richard Flanagan and the re-writing of *Heart of Darkness*"
"Jean Rhys's *Wide Sargasso Sea*"
"The Rewriting of *Sense and Sensibility*"
"*Coral Island* and *Lord of the Flies*"

Ph D theses:

Hamdaoui, Zoubida, "Themes and Story-Telling Techniques in Paul Bowles's North African Fiction" (2013)

Leismer, Melissa, "A Critical Study of the Works of Felipe Alfau within the Framework of Space and Place" (2016)

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APPENDIX 1

Formato y plazos para la elección, asignación de supervisor, y presentación del Trabajo de Fin de Máster (15 créditos). Criterios de elaboración y de evaluación.[2]

Requisitos básicos y proceso de elección de tema y asignación de supervisor para el TFM

El tema del trabajo ha de estar directamente relacionado con una de las líneas de investigación que se detallan en la guía docente y en la página web del máster.

Tras mostrar su preferencia por una línea de investigación, la comisión académica asignará a cada estudiante un supervisor para su trabajo (la comisión académica respetará y dará prioridad a aquellos casos en los que supervisora y estudiante ya hayan llegado a un acuerdo para la elaboración de un trabajo). A continuación el estudiante y la supervisora se pondrán de acuerdo en un tema, y el estudiante enviará la propuesta a través del formulario que se proporciona para ello. La comisión revisará todas las propuestas, para evitar solapamientos de temas con otros TFMs o incluso tesis que estén ya en progreso.

Para poder presentar el TFM y ser evaluado es necesario haber obtenido un mínimo de 45 créditos de entre el total de 60 requeridos para completar el máster.

La comisión académica asignará un comité de evaluación compuesto por profesores cuyas líneas de investigación estén directamente relacionadas, o sean afines, al tema del TFM. Además de las profesoras que imparten docencia en el máster, en estas comisiones podrá haber otros profesores, de cualquier departamento, siempre que demuestren su especialización en líneas de investigación semejantes o afines al tema del TFM.

Características generales del trabajo, principios y metodología para su elaboración.

El trabajo de investigación actúa a modo de bisagra entre los conocimientos y destrezas adquiridos en el periodo de docencia del Máster, y en el de investigación, y la posible futura incorporación del alumno a programas de doctorado en los que la autonomía e independencia investigadoras pasan a ocupar un rol central.

La elaboración del trabajo de fin de máster requiere del trabajo autónomo del estudiante, quien contará con la orientación, supervisión y ayuda de un profesor experto en la línea investigadora escogida por el alumno. La labor investigadora del estudiante se fundamentará en la búsqueda, lectura, consideración, estudio y análisis tanto de fuentes primarias como secundarias; la organización del material seleccionado; la redacción del trabajo con claridad y corrección; y la consulta de posibles dudas con el supervisor.

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[2] Normativa aprobada por la comisión académica del día 16 de abril de 2012

La realización del trabajo de fin de máster presupone que el alumno posee la madurez crítica y la autonomía de trabajo suficientes para culminar con éxito un proyecto de investigación que requiere de una correcta planificación y aprovechamiento del tiempo, así como de una adecuada utilización de unas herramientas de análisis. La temática de los trabajos de investigación está, por tanto, abierta a sugerencias y propuestas que tendrán que ser consideradas, valoradas y aprobadas por el tutor correspondiente. En este sentido, el supervisor delimitará y reorientará la temática de cada trabajo en la medida que estime oportuna.

Independientemente de la temática elegida, los trabajos en su punto de partida deberán ajustarse en su estructura a contenidos como los siguientes:

- Resumen
- Definición, justificación y localización del tema del trabajo de investigación dentro de los Estudios Ingleses.
- Breve descripción de estudios previos en dicho ámbito.
- Hipótesis y objetivos de trabajo.
- Metodología utilizada para abordar el objeto de estudio.
- Descripción del corpus utilizado (si es pertinente).
- Conclusiones
- Referencias bibliográficas de las obras citadas.

Metodología para la disposición de los contenidos en el TFM, redacción y estilo.

El tema del trabajo y su tratamiento han de ser razonablemente originales. Tanto la elección del tema como su tratamiento han de estar debidamente justificados en el trabajo mismo, y también en el momento de su presentación pública.

El trabajo debe estar centrado en un tema o temas específicos, que se tratarán con un grado razonable de profundidad y de exhaustividad. No se admitirán trabajos con títulos genéricos.

Los contenidos han de estar bien articulados, a través de una estructura básica de introducción, desarrollo y conclusiones finales.

Los argumentos han de ser claros, y el lenguaje igualmente cuidado, con un estilo correcto, evitando tanto la simpleza como el fárrago. Las faltas de ortografía, y la falta de claridad en la expresión serán suficientes razones para posponer la presentación del mismo u otorgarle una calificación de no apto.

Las ideas y el análisis que se propongan en el trabajo han de estar bien argumentados, basados en evidencia empírica primero y luego en la bibliografía secundaria. Por ejemplo, en el ámbito de los estudios literarios o lingüísticos, los trabajos han de basarse en una lectura y análisis atentos de los textos primarios y/o del corpus que constituyen el objeto de estudio. Este análisis debe apoyarse en textos secundarios, pero nunca han de primar en el análisis el uso de los textos secundarios sobre los primarios.

El trabajo debe hacer uso de las principales aportaciones de la bibliografía secundaria. El estudiante debe demostrar que está al tanto del estado de la cuestión, y al menos tomar en

cuenta, y citar adecuadamente, aquella bibliografía secundaria que esté disponible a través de nuestra biblioteca.

Plagio: el plagio en el trabajo de fin de máster, o en cualquier otro trabajo relacionado con el máster, será sancionado con un suspenso y—dependiendo de la gravedad del plagio— con la posibilidad de incoar un expediente disciplinario.

Formato

La extensión del trabajo oscilará entre 10.000 y 15.000 palabras (excluidas la bibliografía y los apéndices). La versión final del TFM debe incluir el número de palabras al final del cuerpo principal del texto, y antes de la bibliografía. La comisión académica del máster podrá rechazar aquellos TFMs que no presenten este formato.

El trabajo se elaborará y se presentará en inglés. La presentación será pública, y de una duración máxima de 30 minutos. La exposición del estudiante tendrá una duración máxima de quince minutos, y el resto del tiempo se dedicará a las intervenciones del comité de evaluación y el debate posterior.

La fecha límite de entrega de los trabajos se establecerá cada curso por la comisión académica, y las fechas se publicarán en la guía docente del máster. Como principio general, la fecha de entrega será como mínimo 15 días antes de la fecha programada para su presentación pública.

Se entregarán en la secretaría del departamento una copia electrónica y cuatro copias impresas: una para quedar depositada en registro, y tres para cada uno de los miembros del comité de evaluación. Una copia del TFM en pdf se ha de remitir por correo electrónico al coordinador (jmperez@ugr.es)

Criterios de evaluación del trabajo

Una vez elaborado el trabajo en el plazo previsto, se ha de enviar a la comisión académica acompañado por un informe del supervisor. Para que la comisión académica apruebe el trabajo y le asigne un comité de evaluación, ha de contar con el informe positivo del supervisor. Sin este informe, la presentación del trabajo no podrá en ningún caso seguir adelante.

La evaluación estará a cargo de una comisión de evaluación constituida por tres miembros especialistas en la línea de investigación elegida, o en otras líneas de investigación afines. El director del trabajo redactará un informe valorativo del mismo (sin proponer ninguna nota), comentando tanto los resultados finales de la investigación, como la evolución del estudiante a lo largo de la investigación.

El tribunal tendrá en cuenta los siguientes criterios a la hora de puntuar numéricamente los trabajos:

• Aplicación de competencias y conocimientos adquiridos durante el periodo de docencia del máster, más aquellos adquiridos en el proceso de investigación independiente supervisada por un profesor con línea de investigación dentro del máster.

- Capacidad para planificar y diseñar un proyecto de investigación.

- Capacidad para valorar brevemente de forma crítica las investigaciones realizadas con anterioridad en dicha área.

- Capacidad para elegir una metodología de trabajo adecuada y acorde con el tema a investigar, y su rigurosa aplicación en el cuerpo del trabajo.

- Claridad, calidad, y corrección en la expresión en lengua inglesa de los contenidos del trabajo.

- Capacidad de argumentación y justificación de las propuestas y conclusiones del proyecto, tanto en su versión escrita, como en la presentación oral.

GUIDELINES FOR YOUR DISSERTATION (TFM) IN LINGUISTICS

Your final dissertation in linguistics will be assessed according to each of the following criteria on a 0-10 scale. Bear in mind that there are different linguistic traditions and approaches, so you are expected to follow the conventions used in your linguistic discipline.

A. FORMAL ASPECTS (40% of your final grade). In particular:

1. Structure, layout and formatting (10%): dissertation structure, inclusion of relevant sections, word length, quantity and quality of bibliographcal references, formatting of quotations/references, appropriate use of table of contents/appendices/cross-references/etc.

2. Writing (15%): Clarity and quality of the language used (English). Command of the relevant technical terminology in the discipline. Coherence and cohesion. Argumentation.

3. Oral presentation (viva) (15%): Ability to effectively communicate linguistic ideas/problems/findings to a specialised audience in an articulated and coherent way. Correct use of the language (English).

B. CONTENT (60% of your final grade). In particular:

4. Framework, literature review and hypotheses (15%): Choice of the appropriate linguistic approach/framework. Ability to (i) critically review previous research, (ii) ask the relevant research questions and (if relevant) (iii) set up adequate hypotheses (or ask relevant research questions).

5. Design and method (15%): Ability to design and conduct an empirical linguistic project. Ability to choose and apply the relevant research method.

6. Data analysis, results, conclusions (15%): Appropriate (qualitative, quantitative or both) analysis of your data. Critical discussion and interpretation of your results and findings. Conclusions of your study.

7. Contribution (15%): Novelty/originality/contribution of your findings to the discipline.