





**nexus**  
2009.1

Edgar Allan Poe

# **AEDEAN: MOVING FORWARD**

**This issue is published in honour of  
Edgar Allan Poe on the bicentenary of  
his birth (1809-2009)**



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Presidenta: Socorro Suárez Lafuente (Universidad de Oviedo)

Vocal 1º: David Río Raigadas (Universidad del País Vasco)

Vocal 2º: María Losada Friend (Universidad de Huelva)

Secretario: Ignacio M. Palacios Martínez (Universidad de Santiago)

Tesorero: Luis Alberto Lázaro Lafuente (Universidad de Alcalá)

ISSN: 1697-4646

VISITA NUESTRA PÁGINA EN LA RED EN LA DIRECCIÓN SIGUIENTE  
<<http://www.aedean.org/>>

Nexus AEDEAN is published twice a year by the Spanish Association for Anglo-American Studies. Members of such association receive it free of charge. Nexus AEDEAN cannot be bought or sold. Back issues, if available, may be obtained from the Editor.  
Front and back covers: Juan Manuel Corral Varela

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Edita: Ignacio M. Palacios Martínez

Ayudante del Editor: Lidia M. Gómez García

Imprime: Imprenta Plana – Santiago de Compostela

ISSN: 1697-4646

Dep. Legal: C 474-2008

## Nota del Editor

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Una vez más me dispongo a saludaros y a presentaros el primer NEXUS-AEDEAN del presente año 2009. Quisiera, sin embargo, comenzar por hacer una breve mención al congreso pasado, celebrado en Palma de Mallorca, que contó con una amplia y variada participación, y del que todos tenemos muy buenos recuerdos, tanto desde el punto de vista académico como desde una perspectiva personal y de compartir momentos con otros socios y amigos. Vaya de nuevo, en nombre de todos, nuestro más sincero reconocimiento y gratitud al comité organizador por su esfuerzo y empeño en que las actividades programadas se celebraran puntualmente y discurrieran según lo previsto, incluso a pesar de las adversidades iniciales ocasionadas por el famoso *blackout* que parecía querer dibujar un panorama muy negro pero que, sin embargo, produjo el efecto contrario, dejando a la luz como toda una preparación y trabajo de varios meses se imponía con creces ante tal contingencia.

Al echar una mirada retrospectiva al pasado congreso, resulta inevitable pensar en el próximo que, como la mayor parte de vosotros ya sabéis, se celebrará en la Universidad de Cádiz. La Facultad de Filosofía y Letras, justo en el centro de la ciudad y en un marco incomparable, será la sede del congreso. Una vez más el entusiasmo y compromiso de las personas que conforman el comité organizador auguran los mayores de los éxitos. Desde ahora os invito a participar y presentar vuestros últimos trabajos e investigaciones.

Tal como habréis observado, este pequeño volumen servirá también para rendir tributo al escritor norteamericano Edgar Allan Poe con motivo del bicentenario de su nacimiento (1809-2009). A propuesta de un grupo de socios, la Junta Directiva consideró que constituía una efémerides digna de recordar. Los Profesores Scott Peeples, Margarita Rigal, Beatriz González y Santiago Rodríguez Guerrero-Strachan accedieron amablemente a incluir unas breves pero muy atinadas notas sobre diversas facetas de la vida y obra de Poe. A todos ellos mi mayor reconocimiento, de forma especial a este último, el Prof. Rodríguez Guerrero-Strachan que fue quien se encargó de coordinar esta sección y asegurarse de que las visiones del escritor fueran complementarias. Así, el Profesor Peeples se detiene en la incidencia del *Lugar*,

entendido en sentido abstracto pero al mismo tiempo concreto, en la vida y producción literaria de Poe. Las Profesoras Rigal y González destacan a Poe como el creador de un nuevo género de historias de detectives, y por último, el Dr. Rodríguez Guerrero-Strachan analiza la influencia de este escritor en el panorama de la literatura universal.

El resto del volumen sigue el formato que viene siendo habitual, recogiendo un breve resumen de los puntos más importantes de lo tratado en la última asamblea de socios, informando de la resolución de los distintos premios y ayudas de investigación correspondientes al 2008, y presentando el próximo congreso que, tal como os comentaba anteriormente, se celebrará en la Universidad de Cádiz los días 12, 13 y 14 de noviembre. En este sentido hemos querido desde la Junta Directiva completar algunas de las instrucciones tradicionales, con el fin de facilitar el trabajo y de que todo el proceso de envío y selección de propuestas sea aun más simple y efectivo. Quisiera destacar también la invitación que se hace para la presentación de talleres que no suele ser de lo más habitual en nuestros congresos pero que, sin duda, pueden tener un lugar relevante por su aportación de carácter más práctico y de participación activa de los asistentes. Si me permitís, me gustaría hacer desde aquí un llamamiento especial a todos los que trabajan desde distintas perspectivas y modelos en el campo de la Lingüística inglesa para que también den a conocer sus avances y progresos en el foro de este congreso, pues se advierte en los últimos años un número cada vez menor de trabajos de esta naturaleza en nuestros encuentros científicos.

Además de todo lo anterior, se incluyen en este NEXUS sumarios de las publicaciones más recientes de socios, fundamentalmente de los dos últimos años, información sobre congresos, seminarios y jornadas que se celebrarán en los próximos meses así como un listado de revistas nacionales e internacionales donde se solicitan originales. Ya, por último, y al igual que años anteriores, damos cabida a cuatro breves reseñas de trabajos de socios recibidas o encargadas por esta Secretaría.

Espero, como siempre, que sea de vuestro agrado y que cumpla el objetivo que se propone: servir de canal de divulgación y enlace entre los socios al mismo tiempo que se informa de los acontecimientos más recientes de nuestra Asociación. No quisiera concluir sin daros las gracias por toda vuestra colaboración en la preparación de este boletín e invitaros de nuevo a participar en el próximo congreso.

Quedo a vuestra entera disposición para lo que consideréis necesario.

Saludos cordiales,  
Ignacio M. Palacios  
Secretario de AEDEAN



## Un saludo desde la Presidencia de AEDEAN

¡Feliz Año 2009! Deseo que os llegue cargado de deseos cumplidos y de buenos Grados de Filología Inglesa, con sus distintas denominaciones.

La Junta Directiva ya está en contacto con la Comisión Organizadora del Departamento de Filología Francesa e Inglesa de la Universidad de Cádiz para preparar el XXXIII Congreso AEDEAN, que se celebrará allí del 12 al 14 de noviembre de este 2009 recién estrenado. Trabajamos con el buen sabor de boca que nos dejó el XXXII Congreso celebrado en la Universidad de las Islas Baleares en noviembre. El éxito de los diferentes *keynote speakers*, el buen nivel académico de las ponencias de los distintos paneles y la nutrida asistencia de congresistas (más de 300 personas) son un buen acicate para proseguir con la labor que tenemos encomendada. Las recién publicadas actas del XXXI Congreso en la Universidad de Coruña contribuyen a ello.

Como sabéis “los más viejos del lugar”, los Congresos de AEDEAN constituyen un imán para los meteoros más extremos. Así que, a la granizada de Oviedo en 1981 y a la nevada de León en 1999, pasando por quedar incomunicados por la nieve en Salamanca en 1980 a la hora de volver a casa, hay que añadir el apagón generalizado de Palma en 2008, que nos dejó sin café a todo el mundo y sin comida a unas cuantas personas. Hemos de destacar aquí la profesionalidad de nuestra invitada, la Dra María Teresa Turell, que siguió dando su conferencia en la oscuridad y describiendo con gran acierto las pantallas perdidas.

Para compensar, el tiempo “lució sus mejores galas” el día de la excursión a Deiá, a visitar la Casa Museo de Robert Graves y su tumba, en un cementerio con un emplazamiento excepcional.

Antes de terminar quiero llamar vuestra atención sobre la petición que hace el Presidente de ESSE, Dr. Fernando Galván, en el último *Messenger*, para que recordemos la posibilidad de enviar los libros publicados recientemente al ESSE *Book Award*. Este premio constituye una iniciativa estupenda que debemos apoyar para que no decaiga, pues supone una buena oportunidad para que se reconozca el trabajo realizado y para que se divulgue el conocimiento. Recordad también que está abierto el plazo para

presentar propuestas de seminarios y mesas redondas para el X Congreso de ESSE, que se celebrará en Turín en agosto de 2010.

El editor del *Messenger* menciona la falta de contribuciones en el campo de la Lingüística, lo que produce el efecto de que la Asociación y la revista tienen un claro sesgo literario. Como esto sucede también en AEDEAN, merece la pena destacar la intención de un grupo de socios y socias que, al advertir esta situación, decidieron, en nuestro último Congreso, tomar medidas y dinamizar el área, invitando y animando a participar a quienes investigan en estos temas, porque el espacio para la Lingüística existe, a través de los paneles de *Historical Linguistics, Language Teaching and Acquisition, Lexis, Phonetics and Phonology, Pragmatics and Discourse Analysis, Sociolinguistics and Dialectology, Syntax and Translation Studies*, así como en aspectos de *Critical Theory* y *Medieval and Renaissance Studies*. Es decir, la mitad de los *panels*. La Junta Directiva agradece la iniciativa en nombre de la Asociación, y esperamos que los frutos comiencen a verse ya en Cádiz, por el bien de la Filología Inglesa.

Un saludo cordial,

M. Socorro Suárez Lafuente  
Presidenta de AEDEAN



Participantes en una de las sesiones del Congreso de Palma de Mallorca  
(Foto: Ignacio Palacios)

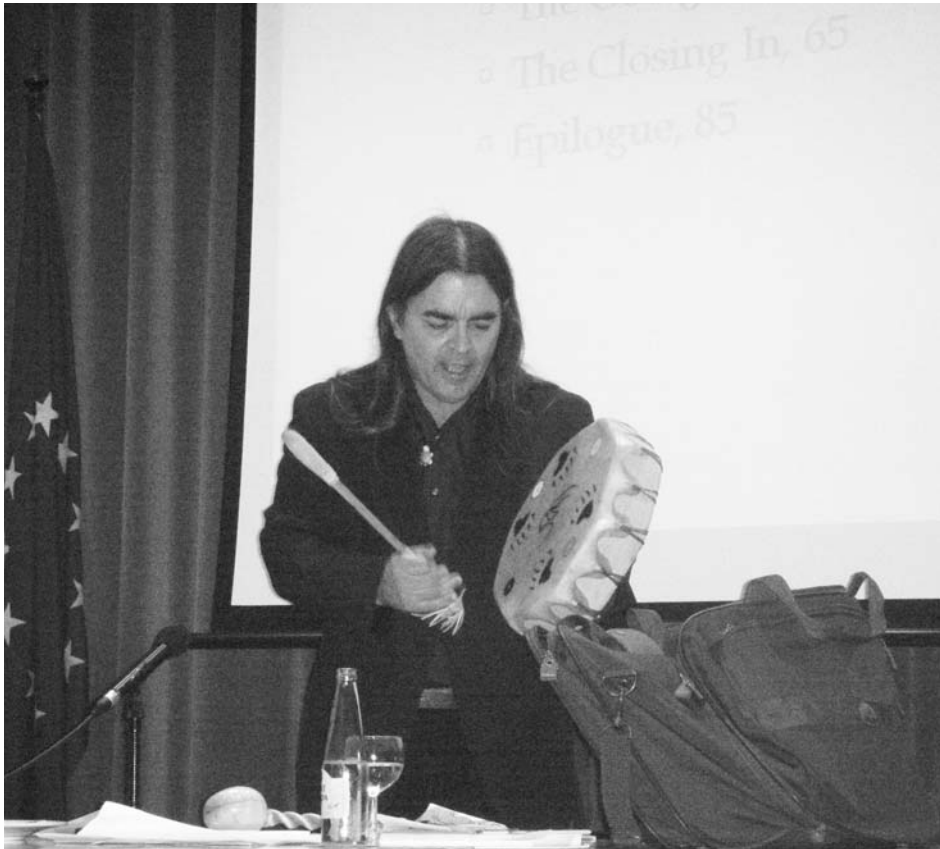
## Un saludo desde la Vocalía 1ª

En primer lugar, quisiera agradecer la confianza depositada en mi persona por los socios y socias de AEDEAN que en la Asamblea General celebrada durante el Congreso de Palma decidieron elegirme como Vocal 1º de la Asociación, a propuesta de la Dra. Begoña Simal, a quien doy las gracias expresamente por la misma. Asimismo, aprovecho la ocasión para mostrar mi reconocimiento a la labor desempeñada por el anterior Vocal 1º, el Dr. Jesús Benito, quien durante cuatro años ha realizado las tareas propias del cargo de manera impecable, tal y como fue reconocido de forma unánime por los asistentes al citado Congreso. Además, Jesús también me ha prestado su inestimable ayuda y apoyo durante todo el proceso de transición en la Vocalía 1ª, poniéndome al día respecto a las funciones habituales de la misma, en particular, respecto al funcionamiento de la página web de AEDEAN, por lo que también le estoy muy agradecido.

Como ya sabéis, entre las tareas propias de la Vocalía 1ª se encuentran, además de la elaboración del segundo número del *Nexus* de cada año, la representación de AEDEAN en EAAS y el mantenimiento de la página web de la Asociación. Con respecto a la presencia de AEDEAN en EAAS, sí que me gustaría animaros a participar en el próximo Congreso de EAAS que tendrá lugar en Dublín, 26-29 Marzo de 2010 (“Forever Young?: The Changing Images of America”—más información en la página web de EAAS <<http://www.eaas.eu>>). Y, en relación con la página web de AEDEAN, simplemente quisiera deciros que quedo a vuestra disposición para que me enviéis información que deseéis incluir en la misma relativa a aspectos tales como futuros congresos, publicaciones recientes, proyectos de investigación, solicitud de artículos para revistas, o programas oficiales de estudios ingleses y/o norteamericanos.

Y esto es todo por el momento. Un afectuoso saludo a todos los socios y socias de AEDEAN desde Vitoria-Gasteiz.

David Río Raigadas  
Vocal 1º de AEDEAN



El escritor y profesor Gordon D. Henry en un momento de su conferencia plenaria  
(Foto: Comité Organizador U. de les Illes Balears)

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### Asamblea General Ordinaria. Palma de Mallorca 15.11.2008

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A la espera de que el texto completo de las actas sea ofrecido en el próximo *Nexus* de AEDEAN (octubre 2009), adelantamos los temas de mayor relevancia que se debatieron y mencionaron en la Asamblea General de Palma de Mallorca:

Se ratificó la propuesta del Departamento de Filología Inglesa de la Universidad de Cádiz para la celebración del congreso de 2009 que tendrá lugar los días 12, 13 y 14 de noviembre. Así mismo se mencionaron diversas posibilidades para el XXXIV Congreso de AEDEAN de 2010 que necesitarán concretarse más adelante.

Se renovaron los Coordinadores de los paneles de *Historical Linguistics, Lexis, Syntax, Language Teaching and Acquisition, Pragmatics and Discourse Analysis, Modern and Contemporary Literature, Postcolonial Studies* y *US Studies*.

Se renovó la Presidencia por otros tres años de tal modo que la Profa. Socorro Suárez continuará al frente de la misma durante este período.

Se renovó la Vocalía 1ª. El Prof. David Río Raigadas de la Universidad del País Vasco será el responsable de la misma a partir de ahora.

Se eligió a la Profa. María Teresa Turell como Vocal suplente de la Comisión gestora del fondo institucional de AEDEAN.

Se acordó introducir varias modificaciones en las bases de las Ayudas a la Investigación "Patricia Shaw" en el sentido de que los solicitantes deberán presentar una breve memoria del proyecto de investigación que pretenden realizar, con indicación de los objetivos, plan de trabajo y resultados que se espera alcanzar. Por otra parte, estas ayudas no estarán destinadas a financiar la asistencia a congresos ni a la adquisición exclusiva de fondos bibliográficos.

Se aprobó la gestión económica correspondiente al ejercicio del año 2008 así como el presupuesto para el año 2009.

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### Inscripción institucional en AEDEAN

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Un año más, se invita a todos los Departamentos a que se inscriban en AEDEAN como socios institucionales, con una cuota anual especial. Esto permitirá que los Departamentos y las bibliotecas universitarias correspondientes puedan disponer del **neks@s AEDEAN**, *Atlantis*, *The English Messenger* y *American Studies in Europe*. Aquellos Departamentos interesados deberán ponerse en contacto con el Prof. Luis Alberto Lázaro Lafuente, Tesorero de la Asociación, en <**alberto.lazaro@uah.es**>.

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### Actas del XXXII Congreso (Palma de Mallorca)

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La confección del volumen de Actas del Congreso de Palma de Mallorca se encuentra ya en marcha, estando prevista su publicación para unos días antes de la celebración del próximo congreso. El **16 de enero de 2009** fue la fecha límite para la presentación de originales. Cualquier pregunta o duda relativa a la publicación de estas Actas se puede dirigir a las dirección de correo electrónico siguiente: <[aedean2008@uib.es](mailto:aedean2008@uib.es)>.



Miembros del Comité Organizador del Congreso de Palma de Mallorca

## XXXIII Congreso Internacional de AEDEAN en Cádiz, 12, 13 y 14 de Noviembre 2009

La Junta Directiva de AEDEAN visitó Cádiz los pasados días 23 y 24 de enero con el objetivo de iniciar los preparativos del XXXIII congreso de la Asociación, que se celebrará del 12 al 14 de noviembre del presente año, en colaboración con el comité local del Departamento de Filología Francesa e Inglesa de la Universidad de Cádiz. Este comité estará coordinado por la profesora Asunción Aragón Varo, actuando como secretario Rafael Vélez Núñez y como tesorera Bárbara Eizaga Rebollar. Los profesores Carmen Fernández Martín, Rafael Galán Moya y Carmen Noya Gallardo completarán esta comisión en calidad de vocales.

Con este motivo tuvimos ocasión de examinar las distintas dependencias de la Facultad de Filosofía y Letras, donde tendrá lugar el congreso, así como intercambiar impresiones sobre posibles conferenciantes plenarios y otros detalles organizativos. Los resultados de este primer contacto fueron enormemente positivos. El entusiasmo de los organizadores y su buen hacer presagian un éxito garantizado ya desde un principio.

A la espera de que recibamos la primera circular informativa del comité local, se podrán consultar en las próximas semanas más detalles concretos sobre Cádiz, su universidad y el congreso en particular en la página Web siguiente: <<http://www.uca.es/dpto/C115/ae dean2009>>. En el servidor Web de AEDEAN <<http://www.ae dean.org>> mantendremos un enlace actualizado a las páginas específicas del congreso. La dirección de correo electrónico es la siguiente: <[ae dean2009@uca.es](mailto:ae dean2009@uca.es)>.

Todas las personas interesadas en presentar **propuestas de comunicaciones/mesas redondas/talleres** en el próximo congreso *AEDEAN XXXIII* deberán:

Ser socios en el momento de presentar su propuesta y de participar en el Congreso

Enviar su propuesta siguiendo las normas que a continuación se detallan. No ajustarse a tales normas podría derivar en el rechazo de la misma.

1. Se podrán realizar propuestas de comunicaciones, mesas redondas y talleres.
2. Cada persona podrá participar con un máximo de **dos** propuestas (excluyendo la presentación de libros).

3. Los trabajos habrán de ser presentados **personalmente** por su autor durante el Congreso. No podrán admitirse lecturas realizadas por otros colegas. Se recuerda que sólo recibirán certificado de asistencia y participación aquellos autores que acudan al Congreso a presentar sus trabajos.
4. No está permitido el envío de una misma propuesta a **varios** paneles.
5. Las propuestas serán enviadas a través del FORMULARIO DE ENVÍO, en la página electrónica *AEDEAN* (<<http://www.aedean.org>>), **antes del próximo 1 de mayo de 2009**.
6. Aquellos coordinadores de panel que deseen enviar una propuesta a su propio panel deberán remitirla directamente a la vocal 2ª (María Losada Friend, <[friend@dfing.uhu.es](mailto:friend@dfing.uhu.es)>) a fin de ser evaluada por un comité externo de evaluadores.
7. Una vez recibidos los informes de los evaluadores, gestionados a través de los coordinadores de paneles, la vocal 2ª, María Losada Friend, comunicará a los interesados la aceptación o no de sus propuestas durante el mes de julio de 2009.

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#### **Propuestas de comunicaciones para el XXXIII Congreso Internacional de AEDEAN**

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La extensión máxima de la comunicación será de 2.500 palabras (aproximadamente nueve páginas Din-A4 a doble espacio), incluyendo notas y referencias bibliográficas. Dentro de lo posible, las pautas de edición en las propuestas deben seguir las de la revista de la Asociación *Atlantis* (<<http://www.atlantisjournal.org/HTML/%20Files/Guidelines.htm>>), con el fin de facilitar el posterior trabajo de edición de las Actas del Congreso.

La duración de la presentación de cada comunicación durante el Congreso es de 20 minutos.

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#### **Propuestas de Mesas Redondas para el XXXIII Congreso Internacional de**

**AEDEAN**

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La extensión de la propuesta para mesa redonda es de aproximadamente 1.000 palabras. Consistirá en la descripción de los objetivos generales que se proponen, un breve resumen sobre las diferentes intervenciones que tendrán lugar - preferiblemente por tres ponentes de distintas instituciones académicas-, así como breve relación de la bibliografía manejada.

La duración de una sesión de mesa redonda es de 90 minutos. Se recuerda que las mesas redondas no deben ser una simple presentación secuencial de varias comunicaciones, sino que deben servir de foro de debate para el tema elegido. Se recomienda al moderador de la mesa que organice un orden de intervenciones cortas (máximo 10 minutos por participante) para presentar el tema desde distintos ángulos y permitir el intercambio posterior de ideas entre participantes y resto de los asistentes a la sesión.



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### **Propuestas de Talleres para el XXXIII Congreso Internacional de AEDEAN**

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La extensión de la propuesta para talleres es de aproximadamente 1.000 palabras y consistirá en la descripción de los objetivos generales que se proponen, así como un breve resumen sobre las pautas que se seguirán a lo largo del mismo, junto con la bibliografía que se ha tenido en cuenta.

La duración de una sesión de taller es de 90 minutos. Se recomienda que el organizador del taller mantenga el cariz práctico que se espera de este tipo de actividad, haciendo partícipe a la audiencia asistente.

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### **Propuestas de presentación de libros para el XXXIII Congreso Internacional de AEDEAN**

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Los socios *AEDEAN* interesados en presentar sus libros durante el próximo Congreso deberán notificar dicha intención a la presidenta del Comité Organizador antes del **1 de septiembre de 2009**:

**Asunción Aragón Varo (asuncion.aragon@uca.es)**

**Departamento de Filología Francesa e Inglesa**

**Facultad de Filosofía y Letras.**

**Avda. Dr. Gómez Ulla s/n. 11003. Cádiz**

Las presentaciones de libros suelen estar organizadas en grupos de temática homogénea. Se recomienda una breve presentación de **10 minutos máximo**, donde queden recogidos al menos los siguientes puntos:

- Nombre de autor/es;
- Lugar de publicación, editorial y año;
- Índice o partes fundamentales del libro;
- Objetivo fundamental de la publicación;
- Aportación a la investigación en el campo pertinente; y
- Otros detalles de interés.

Tras la presentación de cada libro, si es posible, se permitirá un breve espacio para preguntas o comentarios del público asistente.

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### Cómo enviar la propuesta *ONLINE*

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La página de envíos de propuestas está ubicada en la página web de AEDEAN <<http://www.aedean.org>>. Se accede a ella a través de la pestaña *NEXT CONFERENCE* situado en el menú de la derecha, pulsando *SEND A PROPOSAL*.

- Para acceder al FORMULARIO DE ENVÍO, el usuario deberá identificarse previamente con el NÚMERO DE SOCIO AEDEAN. El número es siempre de cuatro cifras; en el caso de que el número tenga menos dígitos, se debe rellenar con ceros a la izquierda. Si el número no es correcto, aparecerá un mensaje y se podrá realizar de nuevo.

En el caso de no recordar su número de socio, se puede enviar un mensaje al Prof. Alberto Lázaro Lafuente a la dirección <[alberto.lazaro@uah.es](mailto:alberto.lazaro@uah.es)>, tesorero de AEDEAN, quien se lo proporcionará. El número de socio también aparece en los recibos que el banco nos remite cuando abonamos la cuota anual de AEDEAN - ESSE. Por otra parte, en la propia página de AEDEAN existe un buscador del número de socio en el que simplemente hay que introducir nombre y apellidos de cada uno para conocer dicho número.

Una vez identificados, se accede a un menú con los siguientes campos (todos son obligatorios; el envío no se efectuará si no se cumplimentan todos ellos):

- NOMBRE(S) AUTOR/ES: Nombre completo con dos apellidos.
- UNIVERSIDAD: Nombre completo de la institución.
- E-MAIL: Dirección de correo electrónico donde se desea que se envíe la carta de aceptación de la propuesta.
- DIRECCIÓN: Dirección de correo postal donde se desea que se envíe la correspondencia.
- TÍTULO PROPUESTA: Título completo del trabajo, tal y como se desea que aparezca en el programa final, en el caso de aceptarse.
- PROPUESTA: Seleccionar “comunicación”, “mesa redonda” o “taller” del menú desplegable.

**IMPORTANTE: NO DEBE APARECER EL NOMBRE DEL AUTOR EN ESTE DOCUMENTO.**

- PANEL: Panel temático al que se envía la propuesta. Debe seleccionarse sólo uno; en otro caso se invalidará la propuesta.

- ABSTRACT: Insertar el texto del *abstract*

- FICHERO: Pulsando la pestaña “examinar”, insertar el documento Word con el texto completo de la propuesta. En el caso de tratarse de una mesa redonda o taller, insertar de nuevo el texto del *abstract* (sin que aparezcan los nombres de los participantes. Puede optarse por las fórmulas “el/la moderador/a”, “el/la primer/a participante, etc.).

Finalmente, pulsar la pestaña “aceptar” para enviar la propuesta.

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XXXIII Congreso **aedeon** (Cádiz 2009)

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ACTIVIDAD	FECHA LÍMITE	ENVÍO
Comunicaciones	30 abril	coordinador/a del panel
Mesas redondas	30 abril	coordinador/a del panel
Premios 2009	1 octubre	<p><b>Asunción Aragón Varo</b>            &lt;asuncion.aragon@uca.es&gt;            Dpto. Filología Francesa e Inglesa            Universidad de Cádiz            Facultad de Filosofía y Letras            Avda. Dr. Gómez Ulla, s/n.            11003 Cádiz</p>
Exposición/presentación libros	1 setiembre	<p><b>Asunción Aragón Varo</b>            &lt;asuncion.aragon@uca.es&gt;            Dpto. Filología Francesa e Inglesa            Universidad de Cádiz            Facultad de Filosofía y Letras            Avda. Dr. Gómez Ulla, s/n.            11003 Cádiz</p>
Ayudas a la investigación 2009	15 octubre	<p>(Ayudas AEDEAN)  <b>Ignacio Palacios</b>            &lt;ignacio.palacios@usc.es&gt;            Dpto. Filología Inglesa            Universidad de Santiago            Facultad de Filología            15782 Santiago</p>
Ayudas a los Estudios Estadounidenses 2009	15 octubre	<p>(Ayudas AEDEAN)  <b>Ignacio Palacios</b>            &lt;ignacio.palacios@usc.es&gt;            Dpto. Filología Inglesa            Universidad de Santiago            Facultad de Filología            15782 Santiago</p>

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## Paneles temáticos: Coordinación

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### THEORETICAL LINGUISTICS

- **Historical Linguistics:** Elena Seoane Posse, Univ. de Santiago de Compostela, Dpt. de Filoloxía Inglesa, Facultade de Filoloxía, Avda. Castelao s/n, 15782 Santiago de Compostela; <[elena.seoane@usc.es](mailto:elena.seoane@usc.es)>.
- **Lexis:** Ana Ibáñez Moreno, Univ. de La Rioja, Dpt. de Filoloxías Modernas, Edificio de Filología, San José de Calasanz s/n, 26004. Logroño; <[ana.ibanezm@unirioja.es](mailto:ana.ibanezm@unirioja.es)>.
- **Phonetics and Phonology:** Joan Carles Mora Bonilla, Univ. de Barcelona, Facultat de Filologia, Dpt. de Filologia Anglesa i Alemanya, Edifici Històric Plaça Universitat, Gran Via de les Corts Catalanes 585, 08007. Barcelona; <[mora@ub.edu](mailto:mora@ub.edu)>.
- **Syntax:** Amaya Mendikoetxea Pelayo, Univ. Autónoma de Madrid, Dpt. de Filología Inglesa. Facultad de Filosofía y Letras, Campus de Cantoblanco, 28049. Madrid; <[amaya.mendikoetxea@uam.es](mailto:amaya.mendikoetxea@uam.es)>.

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- **New Technologies:** Alejandro Alcaraz Sintés, Univ. de Jaén, Facultad de Humanidades y Ciencias de la Educación, Campus Las Lagunillas, s/n, 23071. Jaén; <[aalcaraz@ujaen.es](mailto:aalcaraz@ujaen.es)>.
- **Language Teaching and Acquisition:** Amparo Lázaro Ibarrola, Univ. Pública de Navarra, Dpt. Filología y Didáctica de la Lengua, Facultad de Ciencias Humanas y Sociales, Campus de Arrosadia; 31006. Pamplona (Navarra); <[amparo.lazaro@unavarra.es](mailto:amparo.lazaro@unavarra.es)>.
- **Sociolinguistics and Dialectology:** Juan Manuel Hernández Campoy, Univ. de Murcia, Dpt. de Filología Inglesa, Facultad de Filosofía y Letras, Santo Cristo s/n, 30071. Murcia; <[jmccampoy@um.es](mailto:jmccampoy@um.es)>.
- **Pragmatics and Discourse Analysis:** Fiona MacArthur, Univ. de Extremadura, Dpt. Filología Inglesa, Facultad de Filosofía y Letras, Avda. Universidad s/n, 10071 Cáceres; <[fionamac@unex.es](mailto:fionamac@unex.es)>.
- **Translation Studies:** Roberto A. Valdeón García, Univ. de Oviedo, Dpt. de Filología Anglogermánica y Francesa, Campus de El Milán s/n, 33011. Oviedo; <[valdeon@uniovi.es](mailto:valdeon@uniovi.es)>.

## LITERATURE AND HISTORICAL AND CULTURAL STUDIES

- **Comparative Literature:** Cristina Garrigós González; Univ. de León, Dpt. de Filología Moderna, Campus de Vegazana, 24071. León <[c.garrigos@unileon.es](mailto:c.garrigos@unileon.es)>.
- **Critical Theory:** Jorge Sacido Romero, Univ. de Santiago de Compostela, Dpt. de Filología Inglesa, Facultad de Filología, Avda. de Castelao s/n, 15782. Santiago de Compostela; <[jorge.sacido@usc.es](mailto:jorge.sacido@usc.es)>.
- **Cultural Studies:** José Manuel Estévez Saá, Universidad de A Coruña, Dpt. de Filología Inglesa, Facultad de Filología, Campus da Zapateira s/n, 15071. A Coruña; <[jmestevezsaa@udc.es](mailto:jmestevezsaa@udc.es)>.
- **Feminist and Gender Studies:** Rosario Arias Doblas, Univ. de Málaga, Dpt. de Filología Inglesa, Francesa y Alemana, Campus de Teatinos, 29071. Málaga; <[rrarias@uma.es](mailto:rrarias@uma.es)>.
- **Film Studies:** María del Mar Azcona Montoliú, Univ. de Zaragoza, Dpt. de Filología Inglesa y Alemana, Facultad de Filosofía y Letras, C/ Pedro Cerbuna, 12, 50009. Zaragoza; <[maazcona@unizar.es](mailto:maazcona@unizar.es)>.
- **Medieval and Renaissance Studies:** Manuel José Gómez Lara, Univ. de Sevilla, Facultad de Filología, Dpto. de Filología Inglesa (Literatura Inglesa y Norteamericana), Palos de la Frontera, s/n, 41004. Sevilla; <[mjlara@us.es](mailto:mjlara@us.es)>.
- **Modern and Contemporary Literature:** Juan Carlos Hidalgo Ciudad, Univ. de Sevilla, Dpt. de Filología Inglesa (Literatura Inglesa y Norteamericana), Facultad de Filología, C/ Palos de la Frontera, s/n, 41004. Sevilla; <[jhidalgo@us.es](mailto:jhidalgo@us.es)>.
- **Postcolonial Studies:** Paloma Fresno Calleja, Univ. de las Islas Baleares, Departament de Filologia Espanyola, Moderna i Llatina (Àrea de Filologia Anglesa), Edifici Ramon Llull, Ctra. de Valldemossa, Km. 7.5, 07122. Palma de Mallorca; <[paloma.fresno@uib.es](mailto:paloma.fresno@uib.es)>.
- **Short Story in English:** José Francisco Fernández Sánchez, Univ. de Almería, Dpt. de Filología Inglesa y Alemana, Facultad de Humanidades y Ciencias de la Educación, Crta. de Sacramento s/n, La Cañada de San Urbano, 04120. Almería; <[jffernan@ual.es](mailto:jffernan@ual.es)>.
- **US Studies:** Patricia Fra López, Univ. de Santiago de Compostela, Dpt. de Filología Inglesa, Facultad de Filología, Avda. Castelao s/n, 15782. Santiago de Compostela; <[patricia.fra@usc.es](mailto:patricia.fra@usc.es)>.

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## Premios

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Por acuerdo de la Junta Directiva, los autores y autoras podrán concursar bien a iniciativa propia o a propuesta de otros socios o socias.

No se valorarán trabajos de investigación que hayan sido sometidos con anterioridad a otros jurados o tribunales.

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### Premio de Traducción 2009 (XXIII edición): Bases

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1. La finalidad de este premio es la promoción de la traducción así como el estímulo a traductores y traductoras que, sin ser profesionales, hayan realizado en este ámbito una obra de cierta envergadura, caracterizada por su seriedad, rigor científico o calidad literaria.
2. Podrán ser seleccionados los socios de AEDEAN que hayan realizado la traducción de una obra en lengua inglesa a cualquier lengua del Estado español.
3. Sólo podrán concursar las obras publicadas en 2008 o 2009.
4. Los concursantes deberán enviar **dos ejemplares**, juntamente con **dos fotocopias** del original base del mismo, a no ser que la publicación contenga ambas versiones, al comité organizador del próximo congreso: Una vez fallado el premio, los originales serán devueltos a los participantes.
5. La Junta Directiva nombrará a los miembros del Jurado una vez conocidas las lenguas de las traducciones que optan al premio, y propondrá, si fuera necesario, a socios especialistas de probada competencia, no sólo en el conocimiento de la obra traducida y la labor de traducción, sino también en el dominio de la lengua meta.
6. La decisión del jurado, que será inapelable, se hará pública en el transcurso de la cena del XXXIII Congreso de AEDEAN en Cádiz.
7. La Asamblea General de AEDEAN celebrada en el XIX Congreso acordó dotar este premio con 300 euros.
8. La fecha límite para la recepción de originales será el **1 de octubre** de 2009.
9. Según acuerdo de la Junta Directiva de AEDEAN, no se hará pública la composición del jurado de este premio.

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**Premios de investigación 2009 “Enrique García Díez” de Literatura en lengua inglesa (XIX edición) y “Leocadio Martín Mingorance” de Lengua y Lingüística inglesas (XIV edición)**

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Serán aplicables las bases del Premio de Traducción: 3, 4, 6, 7, 8 y 9

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**Premios 2008**

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**Premio de Traducción 2008:**

Yolanda Morató Agrafojo (Universidad de Huelva). Traducción de *Blasting and Bombardiering* de Wyndham Lewis, Editorial Impedimenta, 2008.

**Premio de investigación 2008 “Enrique García Díez” de Literatura en Lengua Inglesa:**

Se concede a la obra titulada *The Woman Turn Bully*, editada por María José Mora, Manuel Gómez Lara, Rafael Portillo y Juan Antonio Prieto Pablos de la Universidad de Sevilla.

**Premio de investigación 2008 “Leocadio Martín Mingorance” de Lengua y Lingüística inglesas:**

Se otorga a la siguiente obra: *The Directionality of Conversion in English* de Isabel Balteiro, Universidad de Alicante.

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**Ayudas a la Investigación AEDEAN 2009 “Patricia Shaw”**

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La finalidad principal de esta convocatoria es la de ayudar a los socios y socias de AEDEAN en sus tareas de investigación.

La partida disponible para la presente convocatoria es de 2.400 euros, que se destinarán a la creación de **cuatro ayudas** a la investigación de una cuantía de **600 euros**.

Para poder optar a las ayudas será necesario ser miembro de pleno derecho de AEDEAN en el momento de solicitarlas y haber obtenido la licenciatura en Filología Inglesa (o denominación equivalente en el nuevo sistema de Grados) con posterioridad al 1 de enero de 2005.

Su disfrute es **incompatible** con cualquier otra beca o ayuda financiada con fondos públicos o privados.

Las solicitudes (modelo libre) se enviarán a la Secretaría de AEDEAN (Departamento de Filología Inglesa, Facultade de Filoloxía, Avda. Alfonso Castelao, s/n. 15.782.

Santiago de Compostela. E.mail: <[ignacio.palacios@usc.es](mailto:ignacio.palacios@usc.es)>), desde donde se harán llegar a la Comisión del Fondo Institucional de AEDEAN (FIA). Podrán enviarse desde el momento de la publicación de esta convocatoria hasta el **15 de octubre** de este año.

Las solicitudes, en las que se expondrán los motivos por los que se opta a la ayuda, irán acompañadas de:

- *curriculum vitae* del candidato o candidata;
- copia del expediente académico personal;
- declaración jurada de que el solicitante no percibe ninguna otra ayuda para este fin durante el período de disfrute de la ayuda;
- breve memoria del proyecto de investigación que se pretende realizar, con indicación de los objetivos, plan de trabajo y resultados que se espera alcanzar; y
- finalidad de la cuantía asociada (breve presupuesto).

Estas ayudas no están destinadas a financiar la asistencia a congresos ni a la adquisición exclusiva de fondos bibliográficos.

La selección de los candidatos y candidatas será realizada por la comisión del FIA durante el congreso anual de AEDEAN. La relación priorizada se hará pública en la cena de clausura del congreso y se publicará en el [neks@s-AEDEAN](mailto:neks@s-AEDEAN) de febrero de 2010. Para la elaboración de la relación priorizada, la Comisión tendrá en cuenta los méritos académicos, científicos y profesionales de los solicitantes así como su situación económica. Para ello, la Comisión podrá solicitar el asesoramiento que considere oportuno a la hora de evaluar la calidad científica de los proyectos presentados.

En el caso de que haya renunciaciones o bajas entre los primeros candidatos nominados, la Comisión hará uso de la lista priorizada.

El fallo de la Comisión es inapelable.

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### **Ayudas a la Investigación 2008**

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Las ayudas correspondientes al pasado año recayeron en las personas siguientes:

- Marqués Aguado, Teresa (Universidad de Málaga)
- Ochiaga, Terry (Universidad Complutense de Madrid)
- Vázquez López, Vera (Universidad de Santiago)
- Requena Moreno, Samantha (Universidad de Almería)



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## Ayudas a la Investigación en Estudios Estadounidenses “Margaret Fuller”(2009)

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### Bases

Se convoca una beca de 1600 € para ayudar a los socios y socias de AEDEAN en sus tareas de investigación en el campo de los Estudios sobre Estados Unidos. Dicha beca esta destinada, bien a jóvenes investigadores o a aquellos investigadores consolidados que desean ampliar o variar sus líneas de investigación. Dicha ayuda está financiada por el Instituto Universitario de Investigación en Estudios Norteamericanos (IUIEN), ubicado en Alcalá de Henares, y consiste en una estancia en dicho Instituto, durante el mes de julio o la primera quincena de septiembre, para investigar en el tema propuesto por quien solicita la beca. La ayuda consiste en 600 € para hospedaje y manutención en lugar propuesto por IUIEN, hasta 200 € para transporte, 100 € para fotocopias y material de oficina, 100 € para material informático y 600 € en libros de la bibliografía específica propuesta por el/la solicitante; estos libros formarán parte del fondo bibliográfico del Instituto pero estarán a disposición de quien haya conseguido la ayuda en el momento en que la disfrute. Se facilitará un espacio adecuado al estudio en las dependencias del IUIEN.

Para poder optar a las ayudas será necesario ser miembro de pleno derecho de AEDEAN en el momento de solicitarlas. Su disfrute es incompatible con cualquier otra beca o ayuda financiada con fondos públicos o privados. Las solicitudes (modelo libre) se enviarán a:

Secretaría de AEDEAN

Departamento de Filología Inglesa

Facultade de Filoloxía, Avda. Alfonso Castelao, s/n. 15.782. Santiago de Compostela

E.mail: <[ignacio.palacios@usc.es](mailto:ignacio.palacios@usc.es)>

Podrán enviarse desde el momento de la publicación de esta convocatoria hasta el **15 de octubre de 2009**. Las solicitudes, en las que se expondrán los motivos por los que se opta a la ayuda, irán acompañadas de:

- 1) Copia firmada en papel o archivo en pdf. del curriculum vitae del candidato o candidata.
- 2) Copia en papel o archivo escaneado en pdf. del expediente académico personal si el/la solicitante es Becario/a de Investigación o alumno; u hoja de servicios si es profesor/a, emitida por la autoridad correspondiente de su centro de trabajo o institución.
- 3) Declaración jurada, en papel o en archivo escaneado en pdf., de que el/la solicitante no percibe ninguna otra ayuda para este fin durante el período de disfrute de la ayuda.

- 4) Breve memoria, en papel o pdf., del proyecto de investigación que se pretende realizar en la que se hará un resumen del estado de la cuestión que se desea investigar, los objetivos específicos del estudio y su posible relevancia, y la metodología que se empleará. Se enumerará asimismo la bibliografía relevante que el/la solicitante desearía adquirir con cargo a la ayuda, de acuerdo con las bases anteriores.

La selección será realizada durante el congreso anual de AEDEAN por una Comisión elegida a tal fin por la Junta Directiva de AEDEAN y el IUIEN. La relación, priorizada, se hará pública en la cena de clausura del congreso, en Cádiz en noviembre de 2009 y se publicará en el **neks@s-AEDEAN** de febrero de 2010. Para la elaboración de la relación priorizada la Comisión tendrá en cuenta los méritos académicos, científicos y profesionales de los/las solicitantes. Para ello, la Comisión podrá solicitar el asesoramiento que considere oportuno a la hora de evaluar la calidad científica de los proyectos presentados. En el caso de que haya renunciadas o bajas entre las primeras personas nominadas, la Comisión hará uso de la lista priorizada. El fallo de la Comisión es inapelable.

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### **Ayudas a la Investigación en Estudios Estadounidenses 2008**

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La ayuda correspondiente al pasado año recayó en:

Currás Cores, Lucía (Universidad de Santiago)

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### **Lista electrónica de discusión AEDEAN**

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*<aedean@uvigo.es>*

Las listas electrónicas de discusión permiten que un mensaje enviado por correo electrónico a una única dirección llegue inmediatamente a todos los miembros de la lista, quienes, si así lo desean, pueden contestar personalmente al emisor o emisora o dirigir sus respuestas a la lista de tal forma que todos los ‘abonados’ las puedan leer. Preguntas, comentarios, publicidad de publicaciones, congresos, cursos, etc. tienen cabida en la lista de AEDEAN. Sólo se establecen tres condiciones: (i) la lista está abierta exclusivamente a socios y socias de AEDEAN y/o ESSE, (ii) las lenguas de la lista son el español y el inglés (idiomas oficiales de la Asociación), y (iii) el contenido de las aportaciones deberá estar relacionado con las distintas temáticas de AEDEAN.

¿Qué hacer para ‘suscribirse’ a la lista de AEDEAN? Si eres socio o socia de AEDEAN y/o ESSE, y dispones de cuenta de correo electrónico, sólo tienes que enviar desde tu cuenta un mensaje al moderador de la lista, el Prof. Javier Pérez Guerra, cuya dirección de correo electrónico es la siguiente: **<jperez@uvigo.es>**. Recibirás en breve por correo electrónico la confirmación de tu suscripción una vez que se compruebe tu pertenencia

a la Asociación, pudiendo a partir de ese momento hacer llegar tu mensaje a todos los suscriptores y suscriptoras de la lista electrónica si lo envías simplemente a la dirección <[aedean@uvigo.es](mailto:aedean@uvigo.es)>

Un año más se agradece la magnífica labor desempeñada por el Prof. **Javier Pérez Guerra** que sigue moderando de forma tan eficiente la lista de distribución de la Asociación.

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**Servidor web de AEDEAN**

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<<http://www.aedean.org>>

El servidor web de AEDEAN contiene información institucional sobre la Asociación, sus estatutos, los distintos números del *Nexus* AEDEAN, información sobre congresos, cursos, conferencias, publicaciones, enlaces virtuales de interés, etc. Para cualquier consulta sobre el servidor así como para enviar información que pudiera ser publicada en este espacio web, ponte en contacto con el Vocal 1º de AEDEAN, David Río Raigadas, Univ. del País Vasco, Dpt. de Filología Inglesa y Alemana, Facultad de Filología, Geografía e Historia, Paseo de la Universidad, 5, 01006 Vitoria-Gasteiz. Tfn: 945013183; <[david.rio@ehu.es](mailto:david.rio@ehu.es)>.

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## Informe de la Directora de *Atlantis*

### From the General Editor

Just a few words to tell those of you who may not know that early this year we welcomed into the Editorial Committee our new Managing Editor Carmen Méndez García, of the Universidad Complutense. Her email address is <[cmmendez@filol.ucm.es](mailto:cmmendez@filol.ucm.es)>. I thank Marta Carretero Lapeyre for her untiring work as Managing Editor and wish her good luck in her new ventures. At the same time I thank the other members of the team, Ludmila Urbanová (Assistant Editor), Clara Calvo (Book Reviews Editor), Juan Rafael Zamorano Mansilla (Technical Assistant and Webmaster) and Jorge Arus Hita (Style Supervisor) for the good work they have done throughout 2008. Juan Rafael is currently undertaking the revision and updating of the *Atlantis* website. If you find any broken links or other points requiring attention, you can contact him at <[juan-rafaelzm@filol.ucm.es](mailto:juan-rafaelzm@filol.ucm.es)>. We also welcome this year two new referees in American literature and culture: Boris Vejnovsky, of the University of Lausanne and Felicity Hand, of the University of Barcelona. I take this opportunity to thank likewise all our Advisors and members of the Editorial Board for their constant good advice and professionalism. We have published in the last two years an increasing number of unsolicited articles from European and American scholars as well as from others with affiliations in Qatar, Jordan and Algeria. *Atlantis* was the first journal to publish in the December 2008 edition a review of Andrew Teverson's 2007 book *Salman Rushdie*. I would like to stress that we welcome interdisciplinary approaches between the fields of literature, language and culture, among others: linguistic tools applied to the analysis of literary or political texts, gender theories and literature, language and multiculturalism, for instance, to name but a few possibilities. The *Atlantis* team invites you to continue to send us your excellent work. We thank you all for your support.

Angela Downing Rothwell

# ATLANTIS

## BREAKING NEWS

The latest issue of *Atlantis* (30.2 December 2008) is now available.

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Last updated:  
December 2008

## A Journal of the Spanish Association for Anglo-American Studies Revista de la Asociación Española de Estudios Anglo-Norteamericanos

ISSN 0210-6124

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## Comunicados de coordinadores de paneles del congreso

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Se reproducen a continuación varias notas informativas remitidas por los coordinadores de distintos paneles para su difusión a través de este boletín, animando a todos los socios a participar en el próximo congreso.

### COMPARATIVE LITERATURE

Estimad@s soci@s de AEDEAN,

Como coordinadora del panel de *Literatura Comparada*, me gustaría invitaros a participar en el mismo enviando vuestras propuestas de comunicaciones o mesas redondas para el próximo congreso de la Asociación que se celebrará en Cádiz (12-14 noviembre 2009). Podéis presentar comunicaciones sobre cualquier aspecto de la literatura comparada en relación a los estudios ingleses como, por ejemplo: intertextualidad, temas y mitos, relación entre la literatura y las demás artes, interculturalidad, teoría literaria, literaturas americanas comparadas, relaciones entre géneros, relaciones entre movimientos literarios, etc.... Para más detalles sobre el método de envío y el plazo os remito a la página web de la asociación: <<http://www.aedean.org>>.

Para cualquier duda o consulta, podéis poneros en contacto conmigo en la dirección: <[c.garrigos@unileon.es](mailto:c.garrigos@unileon.es)>.

Un saludo cordial,  
Cristina Garrigós  
<[c.garrigos@unileon.es](mailto:c.garrigos@unileon.es)>  
Dpto. de Filología Moderna  
Facultad de Filosofía y Letras  
Universidad de León  
Tfno.987-291083  
Fax: 987-291099

### CRITICAL THEORY

El panel de *Critical Theory* del Congreso AEDEAN 2009 en Cádiz os invita a que, una vez abierto el plazo, enviéis propuestas de comunicaciones y mesas redondas sobre teoría literaria, o de análisis literario con sólido contenido teórico. Ya que la *Critical Theory* es un campo muy amplio, podéis considerar la posibilidad de enviar trabajos que

reflexionen y apliquen conceptos de, por ejemplo, la ecocrítica, la teoría de los géneros, psicoanálisis, materialismo cultural, intertextualidad, multiculturalismo, etc.

Jorge Sacido Romero  
<[jorge.sacido@usc.es](mailto:jorge.sacido@usc.es)>  
Departamento de Filología Inglesa  
Facultad de Filología  
Universidade de Santiago de Compostela  
Avda. de Castelao s/n  
15782 Santiago de Compostela

#### FEMINIST AND GENDER STUDIES

Estimados/as socios/as:

Como coordinadora del panel “Feminist and Gender Studies” os invito a que presentéis propuestas de comunicaciones, mesas redondas y talleres para el próximo Congreso de AEDEAN que se celebrará en la Universidad de Cádiz en noviembre. Os recuerdo que debéis enviar las propuestas a través de la página web de AEDEAN <<http://www.aedean.org/>>. El plazo límite es el 1 de mayo.

Estoy a vuestra disposición para cualquier consulta en las siguientes direcciones electrónicas: <[rarias@uma.es](mailto:rarias@uma.es)> / <[rarias@cica.es](mailto:rarias@cica.es)>

Un cordial saludo,  
Rosario Arias Doblas  
Depto. de Filología Inglesa, Francesa y Alemana  
Facultad de Filosofía y Letras  
Campus de Teatinos  
29071 Málaga

#### FILM STUDIES

Queridos/as compañeros/as:

Como coordinadora del panel de *Film Studies* me gustaría animaros a presentar propuestas de comunicaciones, mesas redondas o talleres sobre cualquier tema relacionado con los Estudios Fílmicos para el próximo congreso de nuestra asociación que se celebrará en la universidad de Cádiz. Como muchos de vosotros sabéis, los paneles de *Film Studies* de los congresos de AEDEAN. constituyen un foro de debate dinámico y provechoso para todos los que participan en él, tanto con comunicaciones u otros formatos como desde el público. Por ello, y para mantener y, si es posible, mejorar la presencia de esta área dentro de nuestra asociación, me gustaría contar con vuestras ideas y propuestas sobre cualquier tema relacionado con el cine, sea desde aproximaciones formales, históricas o ideológicas, o cualquier otra perspectiva que



propongáis. Desde aquí me pongo a vuestra entera disposición para resolver cualquier duda o contestar a cualquier pregunta que queráis plantearme.

M<sup>a</sup> del Mar Azcona Montoliu  
<[maazcona@unizar.es](mailto:maazcona@unizar.es)>  
Departamento de Filología Inglesa y Alemana  
Facultad de Filosofía y Letras  
50009 Zaragoza

#### HISTORICAL LINGUISTICS

Estimados colegas:

En calidad de coordinadora del panel de *Historical Linguistics* animo a todos los especialistas en este campo a presentar propuestas de comunicaciones, mesas redondas o talleres sobre cualquier aspecto relacionado con el panel. Serán bienvenidos los trabajos que versen sobre el cambio lingüístico en cualquiera de los niveles de análisis: fonológico, léxico, semántico, morfológico o sintáctico, así como estudios que aborden los factores externos e internos que determinan el cambio lingüístico. En este panel tienen cabida tanto estudios diacrónicos como sincrónicos, y también trabajos sobre autores específicos y dialectos concretos de la historia de la lengua inglesa. La metodología y materiales disponibles para el estudio de la lingüística diacrónica, así como todos los aspectos relacionados con su enseñanza, también forman parte de la amplia temática que conforma este panel.

Debéis mandar las propuestas online a través de la página web de AEDEAN (<<http://www.aedean.org>>) antes del próximo 1 de mayo. Para cualquier consulta, no dudéis en poneros en contacto conmigo.

Un saludo cordial,  
Elena Seoane  
<[elena.seoane@usc.es](mailto:elena.seoane@usc.es)>  
Departamento de Filología Inglesa  
Facultade de Filoloxía  
Avda. Castealo s/n  
15782 Santiago de Compostela

#### LANGUAGE TEACHING AND ACQUISITION

Como coordinadora del panel *Language Teaching and Acquisition* me gustaría invitar a todos los socios a participar en el próximo congreso de AEDEAN XXXIII que se celebrará en la universidad de Cádiz en noviembre de 2009.

Ruego hagáis extensivo este llamamiento a aquellas personas de vuestro entorno que puedan estar interesadas. Podréis encontrar más información en la página Web: <<http://www.aedean.org>>

No dudéis en contactar conmigo para cualquier consulta.

Amparo Lázaro Ibarrola  
<[amparo.lazaro@unavarra.es](mailto:amparo.lazaro@unavarra.es)>  
Departamento de Filología y Didáctica de la Lengua  
Universidad Pública de Navarra  
31006 Pamplona

#### LEXIS

Estimados compañeros y compañeras:

Me complace invitaros y animaros a todos los miembros de AEDEAN que trabajéis en alguno de los campos relacionados con el panel de *Lexis* (Lexicología, Lexicografía, Morfología flexiva y/o derivativa, Semántica Léxica, etc.), a que presentéis vuestras propuestas de comunicaciones, mesas redondas o talleres.

Deberéis mandar dichas propuestas a través de la página web de AEDEAN. No dudéis en poneros en contacto conmigo si tenéis alguna duda o consulta.

Un saludo,

Ana Ibáñez Moreno  
<[ana.ibanezm@unirioja.es](mailto:ana.ibanezm@unirioja.es)>  
Universidad de La Rioja  
Departamento de Filologías Modernas  
San José de Calasanz, s/n  
26004 Logroño

#### MEDIEVAL AND RENAISSANCE STUDIES

Estimad@s compañer@s, desde la coordinación del panel *Medieval and Renaissance Studies* animo a todos los miembros de AEDEAN a presentar propuestas de comunicaciones, mesas redondas o talleres sobre cualquier aspecto o aproximación relacionados con estas áreas. Como sabéis, deben ser enviadas telemáticamente a través de la página web de la asociación <<http://www.aedean.org>>, y, como en años anteriores, el plazo límite para hacerlo es el próximo 1 de mayo. Para cualquier consulta, no dudéis en contactar conmigo.

Un cordial saludo,

Manuel J. Gómez Lara  
<[mjlara@us.es](mailto:mjlara@us.es)>  
Depto. de Literatura Inglesa y Norteamericana  
Univ. de Sevilla  
c/Palos de la Frontera, s/n  
41004 Sevilla

## NEW TECHNOLOGIES

Dear members and colleagues,

As Coordinator of the *New Technologies* panel, I would like to invite you to submit proposals for the next AEDEAN Conference to be held in Cádiz. Your contributions should deal with new technologies in a very broad sense: multimedia or computer-based programmes, their application in the various fields of English Studies / Philology (for teaching or research), theoretical considerations, etc. The following is a –non-exhaustive– list of possible topics:

- Creation, annotation and exploitation of linguistic corpora,
- Natural language processing;
- Automatic information retrieval;
- Computer-assisted translation;
- Computational lexicography;
- Voice synthesis and recognition;
- Creation, exploitation and assessment of multimedia teaching materials;
- E-learning and virtual platforms / applications;
- The Internet as a linguistic or teaching tool;
- Automatic grammatical analysis of text (morphological, syntactical, semantic...);
- Natural languages and programming languages; and
- The impact of new technologies in the teaching and learning of language, literature, culture, methodology...

I would also like to remind that contributions may be sent in a variety of formats for different types of sessions: papers, round tables, workshops, software demonstrations...

Kindly share this invitation among your colleagues, doctoral students and research assistants.

I very much look forward to receiving your proposals.

Kindest regards.  
Dr. Alejandro Alcaraz Sintés  
<[aalcaraz @ ujaen.es](mailto:aalcaraz@ujaen.es)>  
Departamento de Filología Inglesa  
Universidad de Jaén  
+34953211826

## PHONETICS AND PHONOLOGY

Estimados socios y socias de AEDEAN,

Como coordinador del panel *Phonetics and Phonology* quiero animaros a presentar propuestas de comunicaciones, mesas redondas y talleres para el próximo congreso en Cádiz y a que hagáis extensivo este llamamiento a aquellas personas de vuestro entorno que trabajen en el ámbito de la fonética y fonología inglesa, tanto desde una perspectiva teórica como aplicada.

En estos últimos tres años el panel ha contado con comunicaciones de gran calidad e interés que han abordado, entre otros, aspectos tan diversos como la fonología de interlengua español-inglés, la adquisición de la fonología inglesa por aprendices de inglés como lengua extranjera, la enseñanza de la pronunciación inglesa y el entrenamiento fonético, el uso de determinados rasgos fonéticos como estrategia de pronunciación y la dificultad en la adquisición de determinados sonidos y contrastes fonéticos/fonológicos. Quisiera animar en especial a aquellos jóvenes investigadores que estén llevando a cabo su actividad investigadora en cualquiera de los ámbitos de la fonética y la fonología a que compartan sus intereses de investigación y su experiencia presentando sus trabajos a este panel. Creo que es importante que la investigación que llevamos a cabo sea visible también para aquellas personas que desarrollan su investigación en áreas afines en el contexto de AEDEAN.

La fecha límite para la presentación de propuestas de comunicaciones y mesas redondas es el 1 de mayo de 2009 y el proceso de envío de propuestas debe hacerse electrónicamente siguiendo las instrucciones que encontraréis en la página Web de la asociación (<<http://www.aedean.org>> - *Next Conference*). Para cualquier duda estoy a vuestra disposición.

Cordialmente,

Joan Carles Mora  
<[mora@ub.edu](mailto:mora@ub.edu)>  
Universitat de Barcelona  
Facultat de Filologia  
Dpt. de Filologia Anglesa i Alemanya  
Edifici Històric Plaça Universitat  
Gran Via de les Corts Catalanes 585  
08007 Barcelona

## POSTCOLONIAL STUDIES

En calidad de coordinadora del panel de *Postcolonial Studies* quisiera invitaros a presentar comunicaciones, mesas redondas y talleres para el próximo congreso AEDEAN, que se celebrará en la Universidad de Cádiz.

Nuestro panel da cabida a gran amplitud de temas y disciplinas englobadas en el campo de los Estudios Postcoloniales: literatura, lengua, estudios culturales, historia, teorías críticas, cine y medios de comunicación, entre otros.

Entre algunos de los temas que podéis abordar en vuestros trabajos están:

- Post-nacionalismos y neo-colonialismos;
- Migraciones y diásporas;
- Hibridismo y mestizaje;
- Identidades minoritarias y minorizadas;
- Multiculturalismo(s);
- Neo-orientalismos y exotismo;
- El canon post-colonial;
- Identidades locales, globales y (trans)nacionales;
- Nuevos retos teóricos y políticos para los Estudios Postcoloniales; y
- Las Estudios Postcoloniales en los nuevos planes de estudios.

Las propuestas deben ser enviadas a través de la página web de nuestra asociación <<http://www.aedean.org>> antes del 1 de mayo de 2009. No dudéis en poneros en contacto conmigo para cualquier consulta.

Un cordial saludo,  
Paloma Fresno Calleja  
<[paloma.fresno@uib.es](mailto:paloma.fresno@uib.es)>

Departament de Filologia Espanyola, Moderna i Llatina (Àrea de Filologia Anglesa)  
Universitat de les Illes Balears  
Edifici Ramon Llull  
Ctra. de Valldemossa, Km. 7.5  
07122 Palma de Mallorca

## **PRAGMATICS AND DISCOURSE ANALYSIS**

Estimados compañeros y compañeras:

Como sabéis, el próximo Congreso Internacional de AEDEAN se celebra este año en la Universidad de Cádiz, del 12 al 14 de noviembre. Espero que este encuentro sirva como foro de debate y discusión en torno a la pragmática y el análisis del discurso. Por lo tanto, os animo a que presentéis vuestras propuestas de comunicaciones y mesas redondas sobre cualquier aspecto relacionado con este panel, en el que se pueden integrar múltiples perspectivas de análisis y aproximaciones metodológicas. El plazo de envío de las propuestas, así como la forma de hacerlo, constan en este número de *Nexus*

y se hará por vía telemática, siguiendo el procedimiento que se indica en la página web de la Asociación (<<http://www.aedean.org>>). Para cualquier consulta, estoy a vuestra disposición en la dirección de correo que se indica abajo. Como nueva coordinadora del panel de 'Pragmatics and Discourse Analysis', espero que este panel siga en la línea marcada por la Dra. Antonia Sánchez Macarro, que tan buenos resultados ha dado para este panel, y que nos veamos en Cádiz para celebrar, una vez más, un Congreso estimulante, lleno de buenas propuestas, serias iniciativas y fructíferas discusiones.

Un saludo muy cordial,

Fiona MacArthur  
Depto. De Filología Inglesa  
Facultad de Filosofía y Letras  
Universidad de Extremadura  
Avda. de la Universidad s/n  
10071 Cáceres  
<[fionamac@unex.es](mailto:fionamac@unex.es)>

#### SHORT STORY

Dear AEDEAN Members,

The short story is gaining prominence in university programmes and in critical theory. It is a literary form which shows an extraordinary resilience considering the obstacles placed by publishers, the monopoly of the novel and the difficulties inherent in its writing. For the past years the AEDEAN short story panel has made a thorough revision of this exciting literary genre. Panel sessions in past editions have covered many traditional authors, their influences and the connections of the short story with other literary forms. We have also dealt with the weight of tradition, the landmark posed by the Modernist short story, the short story on screen (film and television), among other topics. For the next AEDEAN conference suggested topics to explore include, but are not limited to:

- Classic practitioners of the genre, from Rudyard Kipling to William Trevor, whose production needs to be assessed.
- The contributions of Southern women writers: Flannery O'Connor, Eudora Welty, Carson McCullers.
- The legacy of contemporary American writers on younger generations: Raymond Carver, Andre Dubus, Richard Ford, Tobias Wolff.
- The spectacular rise of short stories written by British women writers: Helen Simpson, Michèle Roberts, Jackie Kay, Ali Smith.
- Australian, African and Canadian practitioners of the genre.
- Laughter and tragedy in the contemporary Irish short story.

Contributions can be submitted electronically at the AEDEAN website until May 1<sup>st</sup> 2009. I am at your disposal for any questions you may have.

Sincerely,

José Francisco Fernández Sánchez  
Departamento de Filología Inglesa y Alemana  
Universidad de Almería  
Carretera de Sacramento, s/n.  
04120 La Cañada. Almería.  
jffernan@ual.es

#### SOCIOLINGUISTICS AND DIALECTOLOGY

Desde el panel de *Sociolingüística y Dialectología* se os anima a presentar propuestas de comunicaciones y mesas redondas sobre aspectos aplicados y/o teóricos de estas disciplinas para el próximo congreso de AEDEAN. Teniendo como eje común vertebrador al estudio de los fenómenos del Variacionismo lingüístico, pueden presentarse propuestas sobre sus distintas líneas interdisciplinares y multidisciplinares dentro del mundo de habla inglesa:

Las interrelaciones entre lenguaje y sociedad: *Sociology of Language, Social Psychology of Language, Folk Linguistics, Perceptual Dialectology, Anthropological Linguistics, The Ethnography of Communication, Creole Sociolinguistics, Forensic Sociolinguistics*, etc.;

La situación sociolingüística de las comunidades de habla;

El cambio y la variación lingüísticos, así como su difusión social y geográfica, desde de la Sociolingüística Variacionista, la Dialectología y/o la Geolingüística;

La dimensión sociolingüística en la enseñanza, aprendizaje y traducción de lenguas extranjeras, con el caso concreto del inglés en particular con cualquier otra lengua; y

Metodología de la investigación sociolingüística.

Os recuerdo que, las propuestas han de llegar antes del próximo día 1 de mayo de 2009. Para más detalles sobre el formato podéis consultar el próximo *NEXUS* o la sección "Next conference" en la página web de AEDEAN <<http://www.aedean.org>>.

Un cordial saludo,

Juan Manuel Hernández Campoy  
<[jmcampoy@um.es](mailto:jmcampoy@um.es)>  
Departamento de Filología Inglesa  
Facultad de Letras  
Campus de La Merced  
Universidad de Murcia  
30071 Murcia (Spain)

## SYNTAX

En el panel de *Syntax* se da cabida a trabajos que adopten perspectivas sincrónicas o diacrónicas, de naturaleza descriptiva o teórica y encuadrados dentro de cualquier modelo de explicación lingüística que versen sobre (i) cualquier aspecto de la sintaxis de la lengua inglesa, en cualquiera de sus variedades, desde una perspectiva intralingüística o en comparación con otras lenguas, (ii) las relaciones entre la sintaxis y otros componentes internos del lenguaje (por ejemplo, entre el léxico y la sintaxis), y (iii) las relaciones entre la sintaxis y sistemas de conocimiento extralingüístico (por ejemplo, entre la sintaxis y el discurso).

Amaya Mendikoetxea Pelayo  
<[amaya.mendikoetxea@uam.es](mailto:amaya.mendikoetxea@uam.es)>  
Departamento de Filología Inglesa  
Facultad de Filosofía y Letras  
Universidad Autónoma de Madrid  
Campus de Cantoblanco  
28049 Madrid

## TRANSLATION STUDIES

Queridos,-as colegas:

Como coordinador del Panel dedicado a los Estudios de Traducción de nuestra asociación me gustaría animaros a presentar una contribución para el próximo congreso que, como, sabéis, se celebrará en la Universidad de Cádiz en el mes de noviembre.

A pesar de que en los últimos congresos la presencia de los Estudios de Traducción ha sido pequeña, el congreso de AEDEAN resulta un foro adecuado para el intercambio académico desde una perspectiva interdisciplinar. Os recuerdo que podéis participar en tres modalidades diferentes, de las cuales sólo la ponencia requiere el envío del texto antes de finales de mayo. La modalidad de mesa redonda permite un mayor tiempo de preparación y su presentación, como así ocurrió en el Congreso de Palma, resulta igual de interesante y enriquecedora.

Como es acostumbrado, podéis hacer vuestra propuesta a través de nuestra página web: <<http://www.aedean.org>>

Un cordial saludo,

Roberto A. Valdeón  
Facultad de Filología, Campus El Milán  
Universidad de Oviedo  
33011 Oviedo  
España/Spain



## US STUDIES

Estimados colegas:

Como nueva coordinadora del panel *US Studies* me gustaría invitaros a participar en el próximo congreso de la Asociación, que se celebrará del 12 al 14 de noviembre de 2009 en Cádiz (Universidad de Cádiz). Os animo a enviar vuestras propuestas de comunicaciones o mesas redondas sobre cualquier aspecto del amplio campo de los estudios norteamericanos.

Recordad que debéis enviar las propuestas a través de la página web de la asociación: <<http://www.aedean.org>>, y que el plazo finaliza el día 1 de mayo.

Para cualquier duda o consulta, podéis poneros en contacto conmigo por correo electrónico: <[patricia.fra@usc.es](mailto:patricia.fra@usc.es)>.

Mis más cordiales saludos.

Patricia Fra López  
<[patricia.fra@usc.es](mailto:patricia.fra@usc.es)>  
Departamento de Filología Inglesa  
Facultade de Filoloxía  
Universidade de Santiago  
Avda de Castelao, s/n  
Santiago de Compostela- 15782  
Tfno: 981563100 ext 11854  
Fax: 981 574646

<<http://www.essenglish.org/bookaward.html>> Retrieved on 30<sup>th</sup> January 2009

### ESSE BOOK AWARD 2008 SHORTLIST

According to regulation 9 of the ESSE Book Awards 2008, “two months before the opening of the conference a shortlist of a maximum of five books in each field will be announced on the ESSE Web site. Board members are asked to report to the President any misgivings that they may have about the propriety of awarding a prize to any book on the shortlist, with the President passing on such comments to the committees if he deems it appropriate. The committees will recommend the awards to the Board, or they may recommend that no award be made in a particular field. The President will report to the Board whether the work of the committees has been satisfactorily conducted. The Board may then approve the recommendations of the committees or they may reject a recommendation, in which case no award will be given in that field. Winners will be informed immediately in confidence, and the awards will be publicly announced at the General Meeting of ESSE, in Aarhus”

The Board will take a decision on the awards during its meeting in August, the day before the opening of the conference (21st August 2008). Meanwhile, the recommendations made by the committees to the Board are as follows:

a) Field of English language and linguistics:

The committee makes the recommendation that no prize be awarded in this field in 2008.

b) Field of Literatures in the English language:

The committee wishes to announce the following shortlist of five books, which is presented in alphabetical order of authors:

Belsey, Catherine. *Why Shakespeare?* Palgrave Macmillan, 2007.

Brant, Clare. *Eighteenth-Century Letters and British Culture*. Palgrave Macmillan, 2006.

Jones, Chris. *Strange Likeness. The Use of Old English in Twentieth-Century Poetry*. Oxford University Press, 2006.

Lawlor, Clark. *Consumption and Literature. The Making of the Romantic Disease*. Palgrave Macmillan, 2006.

Onega, Susana. *Jeanette Winterson*. Manchester University Press, 2006.

c) Field of Cultural Studies in English:

The committee makes the recommendation that no prize be awarded in this field in 2008.

The prize was awarded to **Clare Brant** for her book *Eighteenth-Century Letters and British Culture*. Palgrave Macmillan, 2006.

## ESSE Bursaries for 2009

In 2009, ESSE continues to offer TWO types of Bursaries:

1. A number of bursaries of up to 1500 euros each will be available for scholars in need of support to pursue a project or programmes of research leading to the writing of their PhD dissertation. (The age limit for this type of bursary is 40!)
2. A number of bursaries of up to 1500 euros each will be available for scholars already holding a doctorate or its equivalent and employed at Universities in Central and Eastern Europe who are in need of support to pursue a project or programme of research.

In both cases, winners are expected to make a short-term visit to a country where they identify an outstanding holding, collection, or other type of material relevant to their research. Conference participation is not supported by these bursaries; award winners may extend their visit at their own expense to attend a conference in the country concerned, but no part of the conference expenses will be covered by the bursary. Bursaries must be utilized and the study trips completed by the application deadline for next year's bursaries, that is, 1 March, 2010. After completing the research trip, winners will be asked to send a financial report to the Treasurer of ESSE and a report about their results to both the Treasurer and the Chair of the Selection Committee.

Applicants for the first type of bursary are required to be members of their national associations affiliated to ESSE, except for those whose associations do not consider PhD students eligible as members; in this case, their supervisors or the department to which they are affiliated must be ESSE members.

Applicants for second type of bursaries must be registered members of their national associations affiliated to ESSE.

The deadline for applications for both types of Bursaries is 1 March, 2009. Notification to the applicants should be sent (electronically) by 15 April. Applicants should send electronically to all three members of the Selection Committee:

- the completed application form downloadable from the website with sections on personal information, list of most important publications, research plan, and provisional budget proposal;
- a scanned or electronically generated letter issued by the president or the secretary of the appropriate national organization to certify the membership of the applicant (or his/her supervisor in Germany and the UK);
- for Type A bursaries, a letter of recommendation, sent directly via email to all three members of the Selection Committee by the supervisor of the PhD candidate.

More information at: <<http://www.essenglish.org/bursaries.html>>

**The European English Messenger**

The index of all the issues in the first twelve years of *The European English Messenger* (from I/1 to XII/2) was compiled by Martin A. Kayman, former editor (1998-2003), and was published in issue XII/2. It can now be downloaded in **Word, rtf or pdf** format.

**Back numbers** are available on loan from two sources:

- Bibliothèque interuniversitaire de Lettres et de Sciences Humaines, 5 parvis René-Descartes, BP 7000, 69342 Lyon Cedex 07, France
- the University Library (UBVU), Vrije Universiteit Amsterdam, De Boelelaan 1105, NL-1081 HV, Amsterdam, The

The tables of contents of all the issues from the very first "zero" issue (Autumn 1990) are available below (the issues to be identified by date or by cover design).

From issue XV/1 (Spring 2006), articles from *The Messenger* are also available for download in pdf format. This new service is restricted to members of ESSE who receive the printed edition of the newsletter. A password is required to open these pdf documents. The password is to be found in the printed issue of *The Messenger*.

Spring 2008 - XVII/1



Autumn 2008 - XVII/2



Spring 2007 - XVI/1



Autumn 2007 - XVI/2



Spring 2006 - XV/1



Autumn 2006 - XV/2



Netherlands  
Spring 2005 - XIV/1



Autumn 2005 - XIV/2



Spring 2004 - XIII/1



Autumn 2004 - XIII / 2



Spring 2003 - XII / 1



Autumn 2003 - XII / 2



Spring 2002 - XI/1



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<http://www.essenglish.org/messenger.html>

# Actividades Académicas, Conferencias, Cursos, Congresos, Seminarios

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## **Nota del editor**

*Como norma general se ha respetado la lengua en la que se ha recibido la información en la Secretaría. Se ha seguido igualmente un criterio cronológico en la confección de este listado, desde lo más próximo en el tiempo hasta lo más tardío.*

## **Curso “Irlanda a través de la música, el cine y la literatura”**

CENTRO DE FORMACIÓN CONTINUA DE LA UNIVERSIDAD DE GRANADA

6-28 marzo 2009

El curso pretende proporcionar una introducción a la cultura irlandesa a través de su música, cine, literatura e historia. En primer lugar, abordaremos la presencia de la mujer en la mitología celta, la música, el cine y la literatura, así como en espacios públicos tradicionalmente masculinos, tales como el mundo de la política. Igualmente, analizaremos cómo se ha dado voz al conflicto de Irlanda del Norte en los discursos musical, filmico, pictórico y literario.

Más información: Pilar Villar Argáiz <[pvillar@ugr.es](mailto:pvillar@ugr.es)> y Encarnación Hidalgo Tenorio <[ehidalgo@ugr.es](mailto:ehidalgo@ugr.es)>.

Página Web: <[http://continua.ugr.es/cursos\\_convocatoria.php](http://continua.ugr.es/cursos_convocatoria.php)>

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## **Between the “Urge to Know” and the “Need to Deny”: Ethics and Trauma in Contemporary Narrative in English**

UNIVERSIDAD DE ZARAGOZA

26th-28th March 2009

Trauma has become a central trope in the cultural imagination of the late twentieth and early twenty-first centuries and critics across ideological spectrums seem to agree that we are now living in an “age of trauma.” Being an important sub-strand of the so-called ‘Ethical Criticism,’ Trauma Studies emerged as a critical trend in the 1990s through the voices of trauma theorists, such as Cathy Caruth, Dominick LaCapra, Shoshana Felman

and Geoffrey Harpham, among others. This new interest was the result of the effects of the two World Wars and other armed conflicts, the clash of civilisations, the processes of decolonisation and globalisation, and the alienation of affections triggered off by the new technologies and the consumer society. The Holocaust has become the paradigm of traumatic experience, and the terrorist attacks by religious fundamentalists on the population of New York (11 September 2001), Madrid (11 March 2004), and London (7 July 2005), have introduced the vocabulary of trauma in our general speech. However, trauma theory has also focused on a literature that points to History as the determining factor in causing interracial traumas or postcolonial conflicts.

Plenary speakers: Meena Alexander, creative writer and academic (India, USA); Merlinda Bobis, creative writer and academic (Philippines, Australia); Gert Buelens, Director of the Centre of Literature and Trauma (Ghent University); Laurie Vickroy, trauma critic (USA); Jean-Michael Ganteau, ethics critic (France).

In the struggle that trauma creates between the “urge to know” and the “need to deny,” we welcome contributions that will explore the theoretical, heuristic and hermeneutic articulations of trauma in contemporary narrative in English. Suggested topics to explore include, but are not limited to: the representation of historical and/or personal trauma in contemporary narrative in English; the study of formal innovations devised by contemporary writers in order to represent both collective and individual traumas; the connections between the representations of historical traumas and personal traumas, of fiction and testimony; trauma and literary genres, politics, gender, postcolonial studies and indigenous peoples’ studies; representations of trauma in the arts.

Further information: <<http://cne.literatureresearch.net/conference>>

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## **V International Conference on Multimedia and ICT in Education (m-ICTE2009)**

UNIVERSIDADE NOVA DE LISBOA, PORTUGAL

22nd-24th April 2009

m-ICTE2009 will be an opportunity to meet other researchers, make new contacts and discuss about innovative pedagogical practices and initiatives using technology that foster and transform the development of education, and check the state of the art in this field.

m-ICTE2009 intends to consolidate a series of conferences, which started in 2002 and whose last edition was held in Seville (Spain) in 2006 and was attended by about 450 participants of nearly 60 countries.

All authors of accepted abstracts (independently of the kind of presentation at the conference: oral, poster or virtual) will be able to submit a full paper to be considered for publication in the Conference Proceedings Book (paper length: 5 printed pages).

The book will be distributed amongst all attendees during the Conference, and its whole content will be uploaded at the Conference website once the Conference has been held, as done in previous editions of the Conference:

<<http://www.formatex.org/micte2005>>; < <http://www.formatex.org/micte2006>>

The authors of the best research papers presented at the Conference will be invited to submit extended versions of their manuscripts for publication in some special issues of collaborating journals which will be announced later on.

In addition to the oral and posters presentations, a Virtual Participation modality has been established for those researchers unable to attend the Conference personally. These kinds of participants will be requested to send “virtual papers”, which will be exhibited at the virtual participation online platform. These papers can be prepared using Power Point, Flash or similar software, or recording videos. Please consult the conference website for details.

For any questions or suggestions, please do not hesitate to contact us at <[micte2009@formatex.org](mailto:micte2009@formatex.org)>. Website: <<http://www.formatex.org/micte2009>>.

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### **Researching Computer Mediated Communication in Foreign Language Education: Issues and Methods**

UNIVERSIDAD DE LEÓN

23rd-25th April 2009

EUROCALL's Computer Mediated Communication (CMC) Special Interest Group wishes to announce the following regional workshop for foreign language educators and researchers: “Researching Computer Mediated Communication in Foreign Language Education: Issues and Methods”.

Participants should ideally be involved in foreign language education and should have an interest in using and researching computer mediated communication in their teaching and research.

It is hoped that this workshop will be of particular interest to researchers and Masters/Ph.D students who are working in the area of online foreign language education.

Recent developments in online technologies and Computer Mediated Communication (CMC) have had a significant impact on the sphere of foreign language education. Language learners are regularly engaged in new types of learning activities, such as telecollaborative exchange with members of other cultures using synchronous and asynchronous technology, the development of Web 2.0 documents (e.g. blogs, wikis

and podcasts) in the target language and participation in virtual worlds (e.g. Second life) and social networks (e.g. Facebook etc.). A great many educational institutions have also adapted Virtual Learning Environments, such as Moodle to organise and administer their online learning activities. These activities and tools imply a complex array of challenges for researchers of online foreign language learning who are seeking to understand a learning environment which has multimedia and multimodal dimensions, alters traditional discourse structures, introduces new notions of authorship and has a distinctly multicultural populace.

This 3 day workshop sets out to deal with how CMC in foreign language education can most effectively be researched and to explore the practical, theoretical and ethical issues which emerge when researching online student communication and collaboration. Prominent themes which will be addressed include the relative value of qualitative and quantitative research methods as well as the differences between sociocultural and cognitive interpretations to foreign language acquisition. The particular challenges involved in researching ‘emerging technologies’, such as social networks, wikis and virtual worlds will also be examined in detail.

Structure of the Workshop: guest presentations on some of the key theoretical approaches to FL education which drive research in CMC and online foreign language education; interactive workshops on research methods as applied to online foreign language interaction and learning; presentations by participants in which they present and discuss with colleagues their own CMC research findings to date and issues which emerged when researching in this area; round table discussions where themes such as the contribution of VLE’s, virtual worlds and Web 2.0 can be discussed in greater detail; various ‘virtual’ presentations by invited speakers in other locations using Second Life and other Web 2.0 technologies.

Further information:

<<http://www3.unileon.es/personal/wwdfmrod/cmc2009/call.html>>

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## **IX Simposio de Psicolingüística**

UNIVERSIDADE DE SANTIAGO DE COMPOSTELA

23-25 abril 2009

Su objetivo fundamental es reunir a todos aquellos investigadores que están realizando investigación de tipo experimental sobre la lengua en nuestro país, aunque cuenta habitualmente también con una nutrida presencia de investigadores extranjeros. El simposio suele acoger los últimos avances en campos como la adquisición lingüística o el procesamiento sub-léxico, léxico, sintáctico, y discursivo, y tales avances son



habitualmente el resultado de la aplicación de metodologías que van desde la ventana móvil a los registros oculares, los potencileas evocados o la resonancia magnética funcional. Esta edición contará como plenarios con R. Langacker y M. Steedman (lingüistas) y T. Dijkstra y F. Ferreira (psicólogos experimentales).

Más información: Juan Carlos Acuña Fariña <[carlos.acuna.farina@usc.es](mailto:carlos.acuna.farina@usc.es)>.

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### **Reciprocal Images of Two Spaces: Africa and the West**

UNIVERSITY OF ORAN, ALGERIA

4th-5th May 2009

The Laboratory of Languages, Literature, Civilisation and History in Africa invites proposals (up to 300 words) for an inter-disciplinary conference on the theme of Reciprocal Images of Two Spaces: Africa and the West to be held in the University of Oran, Algeria, on 4–5 May 2009. Papers addressing any of the following themes are invited: 1- Identity, otherness and migratory movement; 2- Contact of languages and cultures; 3- Intercultural space; 4- Cultural relativism; 5- Mediterraneity.

Please note that the languages of the conference are English/French/Arabic and presentation time for each paper is limited to 20 minutes.

Abstracts and a short bio notice should be sent by 31 January 2009 to: <[colloque2009@aol.fr](mailto:colloque2009@aol.fr)>. Full-length papers should be sent by 25 April 2009.

Our University offers full accommodation for 3 nights to all participants. Travel expenses will, however, be at the charge of participants. A selection of papers will be published in the Africa & the West Journal in a volume of proceedings in 2009.

Participants are kindly advised to check with the Algerian Embassy in the country of their residence whether they are required to have a visa to get to Algeria.

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### **Poe Alive in the “Century of Anxiety”**

UNIVERSIDAD DE ALCALÁ

21st- 23rd May 2009

Deadline for proposals: **1st April 2009**

On the occasion of the bicentenary of Allan Poe’s birth, the Instituto Universitario de Investigación en Estudios Norteamericanos (IUIEN-UAH) of the Universidad de Alcalá organizes an international conference to deal with Edgar Allan Poe and his relevance in the 21st century.

The main objective of the conference is to bring together the highest number of specialists and researchers of Poe Literature in order to reflect on the study of this area, and to publicize new works on his works in a century of crisis, not only economic, but social and cultural.

Papers related with Edgar Allan Poe, either independent studies or comparative studies, would be accepted. The languages of the conference will be English and Spanish.

Further information: Instituto Universitario de Investigación en Estudios Norteamericanos (IUIEN-UAH); Colegio de Trinitarios; C/ Trinidad 1; 28801 Alcalá de Henares; telephone number +34 91 885 5252; fax number +34 91-885 5248; e-mail <[congreso.poe@iuien-uah.net](mailto:congreso.poe@iuien-uah.net)>.

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**“From Local Ireland to Global Ireland: The Reality Beyond.” 8th International AEDEI Conference**

UNIVERSIDAD DE ALCALÁ

28th-30th May 2009

Deadline for proposals: 6th March 2009

The traditional and often uncontested image of an Ireland governed by local interests has, in the last decades, been replaced by its recognition as a global country inimical to the romanticised rurality of its past. The economic boom that led the nation to an unprecedented though unequally shared prosperity has also brought new concerns and uncertainties, mostly related to questions of identity. However, more than ever, the concepts of locality and globality, being ample, diverse and stretching, have turned into complementary expansions of each other. For, while the local is said to be framed within the global, this one re-inscribes the peculiarities of the former. Ireland thus can be read as an in-between space where the articulation of a glocal site appears as an apt expression to describe the sudden social, demographic, economic, political, and cultural changes affecting the country. Bearing these premises in mind, we welcome papers that will tackle questions related to notions of identity, nationality, fluidity or the intersection between the local and the global, among other aspects and from an array of theoretical frameworks and fields of knowledge: linguistic, literary, historical, sociological, gendered, cultural, musical or visual.

Abstracts of around 250 words should be e-mailed to Juan F. Elices <[juan.elices@uah.es](mailto:juan.elices@uah.es)> or to Marisol Morales <[marisol.morales@uah.es](mailto:marisol.morales@uah.es)> by Friday 6 March, 2009.

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## **Researching and Applying Metaphor (RaAM) 2009 Workshop: Metaphor, Metonymy & Multimodality**

UNIVERSITY OF AMSTERDAM, THE NETHERLANDS

4th-5th June 2009

The Department of Media Studies at the University of Amsterdam (UvA) in the Netherlands, in cooperation with its co-sponsors, including The Faculty of Arts of VU University/Vrije Universiteit Amsterdam, The Amsterdam School for Cultural Analysis (ASCA/Universiteit van Amsterdam), John Benjamins Publishing Company, is proud to host the RaAM 2009 Workshop on the topic of Metaphor, Metonymy & Multimodality.

The analysis of metaphor in different modalities, not just in written texts, elucidates the vital ties between metaphor and metonymy in meaning-making. This workshop therefore integrates these three topics for its theme. The multiple forms of expression to be considered include written words, spoken language, the pictorial mode (still and moving images), sound, and the gestural mode. Attention will be focused on the multimodal use of metaphor and metonymy in TV advertising, film, comics, animation, naturalistic spoken discourse, experimental settings, and foreign language teaching.

The workshop will feature a combination of plenary lectures, introducing basic concepts, and hands-on workshops, in which the plenary speakers will guide participants in the analysis of materials. There will be two plenaries on the analysis of images and two on gestures, and three workshops on each of the modes of images and gestures. The same hands-on workshops will run on both days so that participants may take part in two out of the three on each topic. For details, see the list of abstracts for the plenary lectures and hands-on workshops, with the overview of the tentative schedule, on the RaAM website <<http://www.raam.org.uk/Home.html>>. Note that there will also be time allotted for a poster session by participants who wish to present their own research on multimodal metaphor and/or metonymy.

The following speakers will be presenting joint plenary lectures and conducting the hands-on workshops individually or in pairs:

- On Images: Frank Boers, Erasmus College of Brussels, Belgium; Charles Forceville, University of Amsterdam, The Netherlands; Fiona MacArthur, Universidad de Extremadura, Cáceres, Spain; Lisa El Refaie, Cardiff University, United Kingdom.
- On Gestures: Daniel Casasanto, Max Planck Institute, Nijmegen, The Netherlands; Alan Cienki, Vrije Universiteit Amsterdam, The Netherlands; Irene Mittelberg, Vrije Universiteit Amsterdam, The Netherlands; Cornelia Müller, European University Viadrina, Frankfurt/Oder, Germany.

In order to retain the workshop character we envisage a maximum of 75 participants in the workshop. To control the number enrolled, those interested are asked to submit the

completed application form, found on the website, by 15 March 2009. You will see that applicants must either submit an abstract for a poster or a statement of interest for the workshop. Preference for acceptance will be given to (i) RaAM members, and (ii) those with demonstrable affinity with the workshop theme.

Applicants will be notified by 1 April 2009 of acceptance or not. Accepted applicants will then be sent a registration form and information on paying the registration fee.

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### **1st International Seminar on Languages for Business: A Global Approach**

UNIVERSIDAD DE SALAMANCA

5th-6th June 2009

Florida International University (USA), the Center for International Business Research (CIBER) at Florida International University (USA), and the European Association of Languages for Specific Purposes (AELFE) hosted in Spain are jointly organizing the *1st International Seminar on Languages for Business: A Global Approach*, and invite papers from a variety of fields, including applied linguistics, discourse analysis, pragmatics, sociorhetoric, intercultural rhetoric, genre studies, and language pedagogy.

The seminar will take place on 5-6th June 2009, and will be hosted by the School of Education and Tourism at the University of Salamanca in Ávila (Spain). The seminar intends to be a meeting-point for academics carrying out research on languages for business from multidisciplinary fields. It aims at sharing scholarly views and perceptions on the use of languages for business communication with the purpose of enriching the integration of LSP with professional practices and raising issues related to the discursive practices of business professionals.

We welcome 15-minute papers on textual and discursual analyses of languages for business, pragmatic, intercultural and cross-cultural aspects on business communication, socio-rhetorical and genre views of professional practices, as well as pedagogical implications and applications of languages for business.

Further information: Carmen Pérez Llantada <[llantada@unizar.es](mailto:llantada@unizar.es)>.

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### **ESSE 10 Conference**

UNIVERSITY OF TURIN, ITALY

24th-28th August 2010

Deadline for Lectures (nomination by national organizations): **1st March 2009**

Deadline for Seminars and Round Tables (proposals from prospective convenors):  
**14th May 2009**

**Proposals for individual papers should not be submitted at this stage**

ESSE members are invited to submit proposals for seminars and round tables on topics related to our fields of study: English Language, Literatures in English, and Cultural Studies (broadly defined). National Associations are invited to nominate potential lecturers. Proposals may be submitted directly to the Academic Programme Committee (APC, see address below) or through the Presidents or representatives of the National Associations, who will in due course forward them to the APC.

**SEMINARS**

Proposals for seminars on specialised topics within our field should be submitted jointly by two ESSE members, preferably from two different National Associations. The degree of international appeal will be one of the selection - criteria used by the APC. Proposals will not be entertained if they come from two people in the same institution. In exceptional cases the APC may permit one of the two convenors not to be an ESSE member (e.g. because they come from outside Europe), if it is argued that their presence is especially important for the seminar. Seminar proposals must include the names, affiliations and addresses of the convenors and a 100-word description of the topic. Unlike round tables, seminars are not pre-constituted events and will therefore be included within the APC's future call for papers, although convenors may take an active role in approaching potential participants. The seminar format is intended to encourage lively participation on the part both of speakers and of members of the audience. For this reason, papers will be orally presented in no longer than 15 minutes rather than read. Reduced versions of the papers will be circulated beforehand among participants. Further directions will follow in the call for papers. NB: proposals for individual papers should NOT be submitted at this stage.

**ROUND TABLES**

The aim of round tables is to present topics and problems currently seen as shaping the nature of the discipline. At a round table a pre-constituted panel discusses issues of fairly general scholarly or professional interest in front of (and subsequently with) an audience. In other words, round tables are not sequences of papers but debate sessions. Proposals should include a 100-word description of the topic and the names and affiliations of at least three participants (including the convenor), who must be drawn from more than one national association. The maximum number of speakers will be five.

**LECTURES**

A number of distinguished keynote speakers, including at least one representing each of the three main fields covered by ESSE (English Language, Literatures in English, and Cultural Studies), will give plenary lectures by direct invitation of the organisers. In addition, there will be approximately 10 sub-plenary or parallel lectures given by ESSE

members nominated by their national associations. These lectures are expected to have a wide appeal and to reflect recent developments in scholarship in one of the three areas mentioned above. They will be fifty minutes in length. National associations should forward a description of their nominee's proposed topic together with a brief summary of his or her CV. Each national association can propose up to three lecturers, each of them in one of the three main fields mentioned above, so that the APC can have a wide range of options for the final selection.

#### POSTER SESSIONS

A small number of poster sessions will be devoted to research-in-progress and project presentations. The aim is to provide additional opportunities for feedback and personal contacts. Further details will appear in a future issue of the Messenger, together with the call for papers.

NOTA BENE: The organisers of ESSE 10 are especially interested in receiving proposals for seminars and round tables on the implementation of the Bologna Process in European Higher Education. Thus, methodological presentations and discussions of action research and good practice in the three areas of teaching covered by ESSE scholars will be welcome. The aim of these proposals should be to provide opportunities for debate on first, second and third cycle didactic innovation in the process of adjustment to Bologna, from the perspective of different academic traditions/contexts and their respective *modus operandi*.

Proposals should be sent by e-mail or regular mail to: ESSE-10; Dipartimento di Scienze del Linguaggio, Letterature Moderne e Comparate; Università di Torino; Via S. Ottavio 20; 10124 Torino; Italy. E-mail: <[esse.proposals@unito.it](mailto:esse.proposals@unito.it)>.

Further details about the city, the University and conference can be found at the official conference website: <<http://www.unito.it/esse2010>>.

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#### **Octavo Congreso Internacional de la AELFE**

UNIVERSIDAD DE LA LAGUNA

3-5 septiembre 2009

Fecha límite para propuestas: **2 marzo 2009-01-09**

El Departamento de Filología Inglesa y Alemana de la Universidad de La Laguna (ULL), en colaboración con el Departamento de Filología Francesa y Románica, organiza el Octavo Congreso Internacional de la Asociación Europea de Lenguas para Fines Específicos <<http://www.aelfe.org>> (AELFE). Se celebrará en la Escuela Universitaria de Ciencias Empresariales de la ULL durante la primera semana de septiembre del año 2009, con el lema "Las LFE ante el reto de la convergencia europea."

Los campos propuestos (Análisis del discurso, Didáctica y adquisición de lenguas, Tecnologías de la información y la comunicación, Terminología y lexicología y Traducción) dan idea de las posibilidades que se abren, no sólo desde un punto de vista estrictamente filológico sino también interdisciplinar. Podrán enviarse propuestas de participación (extensión máxima, 300 palabras) en alemán, español, francés, inglés o portugués (aunque podrán considerarse también otros idiomas).

Para más información, visite el sitio web del Congreso <<http://webpages.ull.es/users/aelfe09>>. Alejandro F. López de Vergara y Méndez, Presidente Comité Organizador; email: <[aelfe09@ull.es](mailto:aelfe09@ull.es)>.

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### **42nd Annual Meeting of the Societas Linguistica Europaea**

UNIVERSIDADE DE LISBOA, FACULDADE DE LETRAS, PORTUGAL

9th- 12th September 2009

The Societas Linguistica Europaea and the Lisbon local organizing committee invite you to submit paper abstracts and workshop proposals for the next annual SLE meeting. SLE meetings welcome papers and workshop submissions from all (sub)domains of linguistics. Every year local organizers pay special attention to one specific topic. This year's conference particularly welcomes papers which deal with the scholarly debate about "Global languages. Local languages".

PLENARY SPEAKERS: Jens Allwood (Göteborgs Universitet), Pier Marco Bertinetti (Scuola Normale Superiore di Pisa), Perpétua Gonçalves (Universidade Eduardo Mondlane, Maputo), Colette Grinevald (Université de Lyon 2), Johannes Kabatek (Universität Tübingen)

Papers and workshops are invited on all topics belonging to the field of linguistics. Presentations will be 20 minutes plus 10 minutes question time.

We particularly welcome proposals for workshops, which should contain (i) an outline of the theme and (ii) a provisional list of workshop participants and their topics (see also below). We encourage workshop convenors to distribute an open call for papers on the LinguistList and other fora. For workshop submissions or questions, use <[sle@arts.kuleuven.be](mailto:sle@arts.kuleuven.be)>.

Paper abstracts should not exceed 500 words (exclusive of references) and should state research questions, approach, method, data and (expected) results. Abstracts will be reviewed anonymously.

The deadline for the submission of workshop proposals is 15 December 2008. Notification of acceptance will follow within the week. The deadline for all abstracts (both for the general session and workshops) is 31 January 2009. Notification of acceptance will be given by 31 March 2009.

Further information and contact:

SLE 2009 Local organizing committee: Faculdade de Letras – Universidade de Lisboa; Departamento de Estudos Germanísticos; SLE 2009; Alameda da Universidade; 1600 – 214 LISBOA; PORTUGAL. Tel. +351 21 792 00 48 (Clotilde Almeida); fax +351 21 796 00 63. E-mail: <[sle2009@fl.ul.pt](mailto:sle2009@fl.ul.pt)>. SLE conference manager: <[sle@arts.kuleuven.be](mailto:sle@arts.kuleuven.be)>. Website: <<http://www.societaslinguistica.eu/>>

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### **Dis/solutions: The Future of the Past in Australia, New Zealand and the Pacific**

Universitat de les Illes Balears

22nd-25th September 2009

Deadline for proposals: **1st April 2009**

Please e-mail your 250-word abstracts, marking its subject “10th EASA Conference” before 1st April, 2009 to <[paloma.fresno@uib.es](mailto:paloma.fresno@uib.es)>. Further information: <<http://www.easa-australianstudies.net>>.

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### **Challenges of Translation Studies in a Globalized World**

UNIVERSITY OF MARIBOR, SLOVENIA

14th-17th October 2009

Deadline for proposals: **15th April 2009**

Globalization should not be seen merely as a modern buzzword with an ephemeral lifespan. We need to be aware that globalization is a way of life that we have adopted because of the society and the environment in which we live. Life in a multilingual and multicultural society is a fact; it is turning into the default mode of behaviour, a meme that we unconsciously embrace as the norm, including communicative norms.

The role of the translator or interpreter in this context is one of the key issues that our joint scientific meeting, albeit only a small stone in the mosaic of contemporary translation studies, will attempt to elucidate. We will examine translation and interpreting from various perspectives in order to better understand these complicated communicative processes and develop even more successful strategies for putting things into words for other cultures.

However, the contemporary cultural space of our time is compressed like none before, and ways of communicating change rapidly. How do we, translators and interpreters, respond to this? What are the tasks of modern translators and interpreters? To bridge otherness or to strengthen it? To adapt quickly or to rely on the much safer



route of conventionality? How are these processes for dealing with this particularly complicated way of communication influenced by the related disciplines: neuro- and psycholinguistics, sociolinguistics, cognitive linguistics, ecolinguistics, anthropology, and others? How can we improve the processes of decision-making and move towards more appropriate translations and those better adapted to the end user? How is process optimization related to ethics within translation studies? These and many other questions will be addressed and hopefully at least partially answered at the joint scientific meeting that will take place from the 15th to 17th October 2009 at the University of Maribor.

Our keynote speakers include: Professor Mary Snell-Hornby (University of Vienna); Professor Gyde Hansen (Copenhagen Business School); Professor Franz Pöchhacker (University of Vienna); Professor Erich Prunc (University of Graz); Professor Karmen Terzan Kopecky (University of Maribor).

Proposals for papers (in English or German) are invited in the following subject areas: Translation Studies as an Interdiscipline; Technical Translation; Interpreting; Literary Translation; Translator/Interpreter Training.

Please send an abstract of between 150 and 250 words to the symposium e-mail address: <[ts.challenges2009@uni-mb.si](mailto:ts.challenges2009@uni-mb.si)>. Abstracts should be sent as Word attachments. Please mention your full name (including academic title), affiliation, postal address, e-mail address, subject area, and the title of your presentation. E-mail notifications will be sent to authors whose papers are accepted to the symposium by 30th May 2009.

Further information: <<http://events.ff.uni-mb.si/tschallenges>>.

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## **Representing the People**

UNIVERSITÉ DE REIMS, FRANCE

6th-7th November 2009

Deadline for proposals: **15th April 2009**

The notion of the people will be at the core of our reflections. How is the people defined? Does the notion of people exist autonomously and/or in its relation to others? Why, when and how does the notion appear in history, language, literature and the arts? Do the people write about themselves? If not, who speaks for them? What is the legitimacy of such endeavours? Do they imply a hidden agenda? For whom are such representations meant? How are they implemented?

Papers will be presented in English. Abstracts (300 max.) with a brief résumé should be sent to: Catherine Heyrendt <[catherineheyren@hotmail.com](mailto:catherineheyren@hotmail.com)>: history, politics, history of ideas; Gilles Sambras <[gilles.sambras@neuf.fr](mailto:gilles.sambras@neuf.fr)>: language, literature and the arts.

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**European Association  
for American Studies**

**EAAS Biennial Conference**  
 Dublin 2010: "Forever Young"?  
 The Changing Images of America  
 UCD Clinton Institute for American Studies, 26–29 March 2010

<<http://www.eaas.eu>>

## Información sobre Revistas/Ediciones

The *Canadian Journal of Native Studies* (CJNS) invites submissions for a special issue on Indigenous (First Nations, Métis, and Inuit) literatures with a focus on investigating responsible, ethical, and Indigenous-centered literary criticisms of these literatures: *What We Do, What We Are: Responsible, Ethical, and Indigenous-Centered Literary Criticisms of Indigenous Literatures*.

In her 1993 landmark essay “Native Literature: Seeking a Critical Center,” Anishinaabe critic Kimberly Blaeser lamented a history of reckless and misdirected approaches to Native literatures, describing the field as perpetuating a dangerous and damaging paradigm in which the “implied movement” is “that of colonization: authority emanating from the mainstream critical center to the marginalized native texts” (56). Now, over a decade and a half later, literary scholars continue to struggle with the intersection of theory, responsibility, and ethics when it comes to Native literatures. In his 2006 book *Our Fire Survives the Storm: A Cherokee Literary History*, University of Toronto, Professor Daniel Heath Justice reminds us that this dialogue is crucial, as the role of the “literary scholar” is “the telling, preservation, interpretation, and creation of stories. Stories are what we do, as much as what we are” (206, original emphasis). So, who constitutes “the mainstream critical center” today, and how does one go about arguing “from” the Indigenous text in question instead of imposing “colonizing” theories on it? What defines theoretical marginalization of Native texts and, in turn, centering? What constitutes an “ethical” and “responsible” approach? What are some of the obstacles, paradigms, and possibilities available in theorizing Indigenous literatures through such lenses?

This special issue of *CJNS* invites contributions that discuss these and other questions towards the establishment of responsible, ethical and Indigenous-centered criticisms. Essays may consist of an evaluation of practiced critical approaches in the field or exemplify a new approach through the analysis of an Indigenous text. Contributors are strongly encouraged to examine Indigenous texts in their culturally-specific historical, political, and subjective contexts while emphasizing the uniqueness, complexity, and creativity of writers and their writing. Besides conventional, scholarly essays, provocative work that combines Indigenous storytelling and critique are also welcomed.

Theories may emerge from, but are not limited to, literary approaches to: nation building, defining, recovering; historical and political aesthetics, rhetoric, memoirs; critical reader-text interactions and activism; tribal, intertribal, and colonial law and literary production; the role of kinship, community, adoption; urban issues, culturalism, pan-tribalism; the influence, innovation, and employ of “western” theories for Indigenous purposes; the continuing role of “oral traditions” and orality in writing; traditional language(s) and/or English usage in Indigenous literatures.

Submitted essays must be between 5,000-7,000 words, in appropriate MLA format, and mailed in two duplicate hard copies by **May 1, 2009**. Questions may be e-mailed to the guest-editors, Niigonwedom J. Sinclair <[niigon@interchange.ubc.ca](mailto:niigon@interchange.ubc.ca)> or Renate Eigenbrod <[eigenbro@cc.umanitoba.ca](mailto:eigenbro@cc.umanitoba.ca)>.

Please mail all submissions to: Renate Eigenbrod; Department of Native Studies; University of Manitoba; Room 204, Isbister Building; Winnipeg, MB; R3T 2N2; Canada.

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The journal *Culture, Language and Representation* (ISSN: 1697-7750) seeks contributions for its 2010 issue.

The 2010 issue will be devoted to “Popular Culture in the Age of Globalization”. The deadline for submissions is 15th September 2009.

For any enquiries, you may contact Jose R. Prado at <[prado@ang.uji.es](mailto:prado@ang.uji.es)>. The guidelines for publication can be obtained from the Journal’s web page: <<http://www.clr.uji.es>>.

The journal *Culture, Language and Representation* is indexed in the MLA, ABELL, ISOC (CINDOC), and appears in the LATIN INDEX.

Please send two hard copies and a WORD or RTF document of your completed manuscript to: Jose R. Prado; Dept. Estudis Anglesos; Campus Riu Sec; Universitat Jaume I; 12071 Castellon; Spain.

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The *EAAS* (European Association for American Studies) *Newsletter* is now online <<http://www.eaas.eu/>>: click EAAS publications. The Newsletter includes relevant information on the 2010 Biennial EAAS Conference in Dublin (26-29 March): “Forever Young? The Changing Images of America”.

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***Gramma. Journal of Theory and Criticism.*** Issue 17 (2009): *The Text Strikes Back: The Dynamics of Performativity.*

The 20<sup>th</sup>-century theatre has witnessed the gradual decline of verbocentric drama in favour of the image, the performing body and, more recently, the digital and media technology. Concomitantly, the playwright has gradually been superseded as the initiator of theatrical creation by the director, the performer or the composer of a hybrid media spectacle. From Artaud's infamous condemnation of playwrights as the reptiles of the theatre, through Barthes's announcement of the death of the author, to Lehmann's more recent claim for a state of postdramatic theatre, theorists have also been working towards the demise of both the written dramatic text and its skilled artistic producer, the playwright. However, after many years of a theatrical praxis that has denied the artistic value of words in contemporary theatre, there has been a reevaluation of such absolute distrust and rejection of language from the stage. The power of words to heighten sensory perception and refine the mental processes of audience reception has now been recognized and many contemporary playwrights show a renewed ability to use words phenomenologically and reconstitute their performative effectiveness. Obviously the word is finding a new function in today's theatre and the playwright is negotiating a new meaningful position in the complex contemporary reality of infinite theatrical possibilities.

Issues to be tackled on the above problematics could indicatively be:

- the “postdramatic” playwright;
- authorship / authority / auteurism;
- word versus image;
- collaborative theatre;
- devising text / adapting text;
- the body as text;
- performing and un-forming the word;
- hyperstage / hypertext;
- the virtual, the corporeal and the symbolic in the art of theatre;
- playwriting in the electronic media age;
- narrative and poetry into performance;
- the way(s) and politics of adaptation; and
- theatrescapes / wordscapes.

Papers should not exceed the length of 7,000 words (including footnotes and bibliography) and should be double-spaced. They should adhere to the latest MLA style of documentation and should be submitted electronically in the form of Word document

to the editors of the issue, Savas Patsalidis and Elizabeth Sakellaridou, at the following e-mail addresses: <[spats@enl.auth.gr](mailto:spats@enl.auth.gr)> and <[esakel@enl.auth.gr](mailto:esakel@enl.auth.gr)>. The deadline for submissions is **31 December 2008**.

Further information: <<http://www.enl.auth.gr/gramma/>>.

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***Men and Masculinities***. All AEDEAN members interested in masculinity studies (cultural representations of masculinities in fiction, drama, poetry, cinema, etc.) are encouraged to submit their articles and/or book reviews to the academic journal *Men and Masculinities*.

*Men and Masculinities* seeks empirical and theoretical articles, written for a multidisciplinary audience, that explore issues in masculinities. Topics of particular interest include: constructions of masculinities; male/female relationships; sexual behavior or sexual identities; representations of gender diversity among men; and intersections of race, ethnicity, sexuality, age, class, and masculinities.

The journal subscribes to principles of non-sexist, non-heterosexist, and non-racist publishing, and the editors are also committed to publishing significant empirical work that challenges conventional wisdoms. Book reviews and essays are also welcome.

Submission guidelines are available online at <<http://jmm.sagepub.com/>>.

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***NeoAmericanist***, an online multi-disciplinary journal for the study of America, is issuing a call for papers to interested undergraduate and graduate students. We are accepting any papers as well as book, music, architecture, movie and multimedia reviews from Bachelor, Master and Doctoral level students on the topic of the United States of America.

*NeoAmericanist's* goal as a journal is to push the boundaries of scholarship and theory by blurring the lines of academic disciplines and popular culture through a top quality online community of students and professional scholars. We therefore invite students of history, theory and criticism, philosophy, political studies, economics, sociology, geography, first nations studies, anthropology, women's/gender studies, architecture and design, film studies, and others, to submit any works pertaining to the study of America.

For more information on submission requirements or to submit works for consideration go to <<http://www.neoamericanist.org>>. Questions and inquiries may be directed to *NeoAmericanist* Executive Editors at <[neoamericanist@uwo.ca](mailto:neoamericanist@uwo.ca)>.

The deadline for submission is January 15<sup>th</sup>, 2009, and all submissions from all levels of study are considered.

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***Theory in Action - Journal of the 'Transformative Studies Institute'*** (Fair Lawn, New Jersey)

The 'Transformative Studies Institute' fosters interdisciplinary research that will bridge multidisciplinary theory with activism in order to attempt to alleviate social problems. Its flagship journal, *Theory in Action* – an interdisciplinary, peer-reviewed, quarterly publication that is available both in print and online – welcomes contributions that connect academic scholarship with activism and that explore how theory can inform activism to promote economic equality, create democratic political structures and promote self-organization and racial, ethnic and gender equality as well as resistance to all forms of injustice. *Theory in Action* is indexed and abstracted by: EBSCO, H.W. Wilson, ProQuest.

Deadline for proposals: 30 Sept 2009.

Further information: Dr Jesús López-Peláez, Universidad de Jaén <[jlopez@ujaen.es](mailto:jlopez@ujaen.es)>; <<http://www.transformativestudies.org>>.

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***Revista Alicantina de Estudios Ingleses (RAEI)*** (ISSN: 0214-4808) is an international peer-reviewed journal on English Studies published annually since 1988 by the University of Alicante (Spain). The journal is indexed in: Linguistic Bibliography (BL), Linguistics and Language Behavior Abstracts (LLBA), Modern Language Association (MLA), Periodical Index Online (PIO), Linguistics Abstracts Online (LAO) and Ciencias Sociales y Humanidades (ISOC).

*RAEI* is currently preparing a special issue on Persuasive Discourse due out in late 2009, which will be edited by Dr. Eliecer Crespo, from the University of Alicante. Dr. Crespo would like to invite researchers to submit original, unpublished articles on any aspect of this topic.

Persuasion-relevant research is not unified within any single conceptual framework. Indeed, persuasion arises in a wide range of discourse types (advertising, media interviews, political propaganda, legal communication, religious sermons, academes, etc.) and can be approached from nearly all the social sciences, including psychology, communication, sociology or political science, among others. Given its all-embracing nature, contributions will be solicited addressing a wide variety of areas in which

discourse has somehow the capacity to move hearts and minds, shape belief, achieve consensus, defend the personal self-image or one's values, etc. Papers dealing with any type of persuasive discourse will be welcome, whether they approach the issue from a theoretical or practical perspective.

Preferably, the contributions should deal with persuasion in English. Nevertheless, as rhetorical practices are often culture-bound and they can help our understanding of the nature of this type of discourse, papers dealing with other languages will also be welcome, provided that they are written in English.

Contributions, which should not be longer than 12.000 words, should be submitted by April 30th 2009, complying with the general *RAEI* guidelines for the submission of manuscripts which are accessible at the following Internet address: <<http://www.ua.es/dpto/dfing/publicaciones/instructions.html>>.

All papers submitted to *RAEI* should be original, not published or currently under consideration for publication elsewhere. Manuscripts (2 hard copies) for peer-review should be sent no later than 30th April to the following address: Eliecer Crespo Fernández; *Revista Alicantina de Estudios Ingleses*; University of Alicante; Departamento de Filología Inglesa; Facultad de Filosofía y Letras (Edificio B); Apartado de Correos 99; E-03080 Alicante (Spain); e-mail: <[eliecer.crespo@ua.es](mailto:eliecer.crespo@ua.es)>.

An electronic copy of the article should also be submitted as email attachment saved as a Microsoft Word document to this address: <[eliecer.crespo@ua.es](mailto:eliecer.crespo@ua.es)>.

The editor will contact the authors regarding the acceptance, rejection or request for modifications once the reports are received from the reviewers.

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*The Grove - Working Papers on English Studies* is a peer reviewed, MLA indexed periodical. Published annually and distributed both nationally and internationally, *The Grove* is sponsored by the research group HUM.0217 of the Regional Andalusian Government and is published by the University of Jaén (Spain). The major scope of *The Grove* is literatures in English, critical theory, English language and linguistics, translation, English as a foreign language and cultural studies.

The Editor kindly invites submissions of original unpublished articles and book reviews within the domain of the above topics, as well as unpublished poems or short literary contributions. The suggested length of articles is 3000 to 6000 words and book reviews from 1500 to 2500. All articles should be accompanied by a 100-150 word abstract in English and, if possible, in Spanish too. Below the abstract should appear the key words which the author/s would like to include. Manuscripts should be sent in Word format <[grove@ujaen.es](mailto:grove@ujaen.es)> in a separate attachment to a covering letter. All details of the author (title of the text, name of author, institution, academic / professional post,



telephone numbers, postal and email address) should be included in a separate attachment as a cover sheet, never on the manuscript itself, which should appear completely anonymous. The author should never write in first person in the text or notes if these references help to identify the author. Submissions should be prepared according to the *MLA Style Manual and Guide to Scholarly Publishing* (latest edition) throughout.

Deadline no. 16: 2009: July 25th, 2009.

Deadline no.17: 2010: May 31st, 2010.

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*VIAL* is an international and peer-reviewed journal published yearly by the University of Vigo. It is indexed and abstracted in ERIH (European Reference Index for the Humanities), Linguistics and Language Behavior Abstracts, Linguistics Abstracts, MLA Directory of Periodicals, CINDOC (Centro de Información y Documentación científica) and in the LATININDEX database. The journal covers the following areas:

- Computational Linguistics;
- Foreign Language Teaching and Learning;
- Language for Specific Purposes;
- Language Planning;
- Second Language Acquisition;
- Speech pathologies; and
- Translation.

We are currently preparing the following issues. We would like to invite contributors to participate in these volumes. Contributions should be submitted complying with the guidelines for submission available at the following internet address: <[webs.uvigo.es/vialjournal/home.html](http://webs.uvigo.es/vialjournal/home.html)>.

Papers should be sent to any of the following emails: <[vialjournal@uvigo.es](mailto:vialjournal@uvigo.es)>; <[dahlgren@uvigo.es](mailto:dahlgren@uvigo.es)> or <[ralonso@uvigo.es](mailto:ralonso@uvigo.es)>.



Cena institucional en el Congreso de Palma de Mallorca  
*(Foto: Ignacio Palacios)*



Mesa Redonda en torno a los nuevos Grados en Estudios Ingleses  
*(Foto: Ignacio Palacios)*

## Publicaciones de los socios: Resúmenes

— **Antón-Pacheco, Ana, Isabel Durán, Asunción López-Varela, Carmen Méndez, JoAnne Neff, Ana Laura Rodríguez y Beatriz Villacañas, (eds.)**. 2008. *Sites of Female Terror / En torno a la mujer y el terror*. Madrid: Aranzadi. (ISBN: 978-84-8355-876-8).

Los veintinueve ensayos recogidos en este volumen hablan de mujeres distintas, inteligentes, terroríficas, tentadoras, culpables, manipuladoras, vengadoras, oscuras, amenazadas, siniestras o curiosas, víctimas o culpables. Se habla del cuerpo femenino, del rechazo, del gótico, de lo sublime, de la colonización, de la guerra, de la moda, de la vergüenza, del racismo, de la violencia y también de la compasión. Se escribe sobre lenguaje e identidad, se ilustra el peligro de pensar, se especula sobre brujas y vampiresas, recorriendo el laberinto femenino de la soledad y la fantasía, y sobre el terror diario en que, a veces, se convierte el mero hecho de ser mujer.

Este volumen, el sexto ya de una colección sobre Estudios de las Mujeres publicados por el Grupo de Investigación de la UCM con el mismo nombre, da muestras de cómo el espectro del corpus objeto de análisis en los textos ha ido ampliándose con los años y con las sucesivas ediciones. De la mera proyección literaria, hemos llegado al cine, a la sociología, al análisis del discurso, al cine y la televisión; y al arte de la pintura. Como editoras, esperamos que esta contribución a los estudios de las mujeres no sólo sea una aportación académica, sino un acto en defensa de la justicia y la igualdad para las mujeres, y una expresión de queja —y horror— ante el terror que viven muchas de nuestras congéneres en todo el mundo.

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— **Atwood, Margaret**. *The Door / La puerta*. 2009. Edición bilingüe con Introducción y notas de **María Pilar Somacarrera Íñigo**. Barcelona: Bruguera S.A. (ISBN: 978-84-02-42101-2).

Margaret Atwood, Premio Príncipe de Asturias de Las Letras 2008, es, pese a ser conocida sobre todo como novelista, una de las voces mayores de la poesía anglosajona actual. En este, su poemario más reciente reflexiona sobre el acto poético en sí mismo y nos ofrece un apasionante recorrido por sus vivencias personales.

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— **Balteiro, Isabel.** 2007. *A Contribution to the Study of Conversion in English.* Münster, New York, München, Berlin: Waxmann. (ISBN 978-3-8309-1718-2; 152 pages).

This work, awarded with the “Premio Leocadio Martín Mingorance de Lengua y Lingüística Inglesa 2007”, intends to provide new insights into a controversial word-formation phenomenon or process often known as conversion or zero-derivation. It offers a critical review of previous theories and approaches but it also attempts to provide a new but also eclectic definition, discusses the appropriateness of using one term or the other, and identifies its main characteristics. For this purpose, it deals with issues, such as whether (1) the change of category or word-class is a strictly necessary condition, (2) priority is to be given to the syntactic function or rather to the change of word-class, and (3) the result of the process is a derived word, two different and independent units or rather, one form with two clearly differentiated units. Moreover, this study delimits conversion versus other linguistic phenomena with apparently similar results (e.g. levelling, ellipsis, shortening), and discusses its different types or classifications (partial and total conversion, change of secondary word-class). The conclusion is that, despite the appearance of being a “dumping ground” in which any linguistic process involving two formally identical elements may be included, conversion can be both delimited and distinguished from other phenomena with (apparently) similar results.

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— **Balteiro, Isabel.** 2007. *The Directionality of Conversion in English. A Diachronic Study.* Bern, Berlin, Bruxelles, Frankfurt am Main, New York, Oxford, Wien: Peter Lang. (ISBN 978-3-0391-1241-8, 283 pages).

This book describes three of the main problems involved in the word-formation process known as conversion, namely those related to its definition, its delimitation, and its directionality. The latter constitutes, however, the main focus of the study, which is based on a corpus of over seven hundred lexical units and, more specifically, on 231 actual noun-verb conversion pairs. Considering that directionality is intrinsic to conversion, the main question is whether it is always possible to establish the direction of conversion or whether it is possible to do so only in some cases. Moreover, the study reveals what ‘type’ of directionality is involved, that is, whether the process is unidirectional, bidirectional or multi-directional. In order to answer these questions, both diachronic (etymology and dates of first records) and synchronic criteria (semantic dependence, restriction of usage, semantic range, semantic pattern, phonetic shape, morphologic type, stress, and the principle of relative markedness) are analysed and assessed. The quality of this book has been acknowledged with the “Premio Leocadio Martín Mingorance de Lengua y Lingüística Inglesa 2008”, which was awarded by AEDEAN in November 2008.

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— **Barbeito, J. Manuel, Jaime Feijóo, Antón Figueroa and Jorge Sacido (eds.)**. 2008. *National Identities and European Literatures / Nationale Identitäten und Europäische Literaturen*. Bern: Peter Lang. (ISBN: 978-3-03911-228-9).

This volume of essays focuses on the configuration and the crisis of national and cultural identities in modern and contemporary Europe. Renowned contributors address the question of identity from various theoretical frames (Eagleton, Honneth, Bourdieu). The essays collected in the first and second part of the book study the relation between literature and culture as well as the decisive, yet ambiguous role that literature has played in the identity processes of nations. The last part of the volume examines the history and the present relevance of specific identity processes.

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— **Barranco Ureña, Empar**. 2008. *Willa Cather: el reverso de la alfombra*. Valencia: Publicacions de la Universitat de València, Biblioteca Javier Coy d'estudis nord-americans.

Este estudio se adentra en la obra de Willa Cather desde la necesidad de revisar el concepto de historia de la literatura y de interpretación como algo estable y definido; desde la consideración del lenguaje y las estructuras narrativas como herramientas de construcción ideológica, y desde la importancia de la diferencia sexual, entendida como una construcción cultural, en la articulación de significados manipulados ideológicamente. El análisis de las narraciones de Cather se realizará siguiendo una división que tiene en cuenta su actitud hacia el ámbito doméstico. El primer grupo incluye unas breves reflexiones sobre los relatos “A Wagner Matinee”, “The Bohemian Girl” (1912), su primera novela *Alexander’s Bridge, O Pioneers!* (1913), *The Song of the Lark* (1915) y *My Antonia* (1918). Estas obras abordan la domesticidad de forma problemática, ya que se presenta como una alternativa incompatible con el arte, si bien se reconoce como fuente de inspiración creativa y vital. En el segundo grupo, formado por *One of Ours* (1922), *A Lost Lady* (1923), *The Professor’s House* (1925) y *My Mortal Enemy* (1926), la ambigüedad de la relación entre el ámbito doméstico y los protagonistas llega casi a desaparecer, dando paso a una visión mucho más pesimista y oscura. Esta devaluación de la domesticidad coincide con un incremento de la experimentación estilística y, en particular, de la manipulación del tiempo y del punto de vista narrativo. El tercer grupo supone un cambio, en algunos aspectos radical, en cuanto a su percepción del ser humano en relación con su entorno. El individualismo heroico defendido hasta ese momento desaparece para poner el énfasis en la comunidad, sobre todo en cuanto al núcleo familiar. En *Death Comes for the Archbishop* (1927), *Shadows on the Rock* (1931) y los relatos que componen *Obscure Destinies* (1932), el ámbito y el ritual doméstico adquieren una gran centralidad, asociándose en las dos primeras con la Iglesia católica y con los procesos de colonización. El último grupo, que incluye *Lucy*

*Gayheart* (1935) y *Sapphira and the Slave Girl* (1940), muestra una visión del mundo totalmente opuesta a la anterior. Desaparece la fuerte emoción de ternura y solidaridad que dominaba *Obscure Destinies* para penetrar en territorios mucho más oscuros y terribles. El estudio del reverso de las alfombras de Willa Cather nos descubre a una brillante tejedora, una artista que supo combinar las técnicas y los intereses de las vanguardias de su tiempo y las técnicas y los intereses del argumento y la narrativa doméstica.

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— **Campos, Miguel Ángel (author), Enrique Alcaraz (director)**. 2007. *Diccionario de términos de derechos humanos / A Human Rights Dictionary*. Barcelona: Ariel. (ISBN 978-84-344-1833-2; 381 pages).

The dictionary (English-Spanish, Spanish-English) is a much-needed tool for the analysis and translation of the great variety of documents and sources dealing with human rights. With comprehensive coverage of legal terms, but also those related to social services, gender, ideology, war or environment, amongst others, the author, Miguel Ángel Campos, and the director, Enrique Alcaraz (from the same team who produced the landmark *Diccionario de Términos Jurídicos*, by Enrique Alcaraz and Brian Hughes) have attempted to satisfy the needs of translators, but also, and most specifically, of all organizations and bodies working in the sphere of human rights worldwide.

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— **Ferrús Antón, Beatriz**. 2008. *Sor María de Ágreda: historia y leyenda de la dama azul en Norteamérica*. Valencia: Publicacions de la Universitat de València, Biblioteca Javier Coy d'estudis nord-americans.

La leyenda de la Dama Azul es el resultado de una incongruencia, pero también de una paradoja. De una incongruencia porque en la vida de la monja soriana Sor María de Jesús de Ágreda, confidente de Felipe IV y autora de una de las obras teológicas más sorprendentes de su tiempo; *La mística ciudad de Dios*, no resultarían extraños los éxtasis místicos al estilo de Santa Teresa, pero sí pecan de sorprendentes las más de 500 bilocaciones que la llevaron a predicar en Texas y Nuevo México, convirtiéndose en una misionera que jamás salió de su convento. Junto a esto se produce la paradoja de que una historia que fue utilizada por los franciscanos para promover la conquista sea hoy, a través de sus versiones, signo de una identidad que se reclama diferente. La Dama Azul ha cautivado a lectores y escritores de todas las épocas, como bella encrucijada donde la relación historia/ficción invita a indagar sus misterios.

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— **Gibert Maceda, Teresa y Laura Alba Juez (eds.)**. 2008. *Estudios de Filología Inglesa: Homenaje a la Dra. Asunción Alba Pelayo*. Colección *Varia*. Madrid: UNED. (ISBN: 978-84-362-5553-9).

El volumen de referencia contiene 40 artículos científicos escritos por profesores del área de Filología Inglesa pertenecientes a varias universidades que han querido homenajear a la Dra. Asunción Alba Pelayo, Catedrática de Filología Inglesa y actual Profesora Emérita en la UNED. Los ensayos están agrupados en las siguientes secciones: I) Lingüística y Didáctica del Inglés, II) Literatura en Lengua Inglesa, III) Traducción, y IV) Historia y Cultura de los Países de Habla Inglesa. Previamente, el lector tiene la oportunidad de conocer mejor a la homenajeada a través del Prólogo de las editoras, la Semblanza que nos presenta Enrique Alcaraz y la Carta a una amiga de Rafael Páez Galvañón. El volumen también contiene una Tabula gratulatoria con los nombres de los profesores que, no habiendo podido contribuir con un trabajo, desearon sumarse a este homenaje.

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— **Gibbons, John and M. Teresa Turell (eds.)**. 2008. *Dimensions of Forensic Linguistics*. Amsterdam/Philadelphia: John Benjamins. (ISBN: 978 90 272 0521 6; 316 pages).

This volumen functions as a guide to the multidisciplinary nature of Forensic Linguistics understood in its broadest sense as the interface between language and the law. It seeks to address the links in this relatively young field between theory, method and data, without neglecting the need for new research questions in the field. Perhaps the most striking feature of this collection is its range, strikingly illustrating the multidimensionality of Forensic Linguistics. All of the contributions share a preoccupation with the painstaking linguistic work involved, using and interpreting data in a restrained and reasoned way.

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— **Gómez-González, María de los Ángeles, J. Lachlan Mackenzie and Elsa María González (eds.)**. 2008. *Current Trends in Contrastive Linguistics: Functional and Cognitive Perspectives*. Amsterdam/Philadelphia: John Benjamins. (ISBN: 978 90 272 1571 0; 333 pages).

This book examines the contribution of various recent developments in linguistics to contrastive analysis. The articles range across a broad gamut of languages, with most attention going to the languages of Europe. They show how advances in theory and computer technology are together impacting the field of contrastive linguistics. Part I

focuses, from a broadly functional-cognitive viewpoint, on the close link with typology, stressing the importance of embedding the treatment of grammatical categories in their contexts of use. Part II turns to methodological issues, exploring the enormous potential offered by parallel, computer-accessible corpora to contrastive linguistics and to enhancing the testability, authenticity and empirical adequacy of cross-linguistic studies. Part III is concerned with contrastive semantics, ranging from individual grammar to entire grammatical constructions, and shows how meanings are coupled to language-specific cognitive strategies and even to cultural differences in subjective awareness and the fashioning of personal identity.

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— **González Groba, Constante.** 2008. *On Their Own Premises: Southern Women Writers and the Homeplace*. No. 60 de la colección *Biblioteca Javier Coy d'estudis nord-americans*. Valencia: Publicacions de la Universitat de València. (ISBN 978-84-370-7210-4; 318 pages)

Focusing on works by Kate Chopin, Elizabeth Madox Roberts, Zora Neale Hurston, Lillian Smith, Eudora Welty, Alice Walker, Lee Smith, Jill McCorkle, and Bobbie Ann Mason, this book examines the ambivalent portrayal of domestic space by southern women writers. Whereas some writers and critics emphasize the oppressive nature of domesticity to southern women, and show how the alienating illusion of safety and coherence provided by the home is often based on the exclusion of specific histories of oppression, others see the home as the place of self-affirmation, as a site of resistance grounded in strong familial ties, liberating rituals and communities of women. The wider issues of gender, race, and class are, in a traditional society like the American South, manifested precisely in the domestic sphere, where space is often a crucial means of domination. Contemporary southern women writers have often used the transformation of home and its meanings as a new source for southern fiction. They have been exploring old and new ways of imagining what a homeplace might be, and their fiction tells us much about the ways in which work, places and family contribute to the creation of one another in the contemporary South. The disappearance of the benefits of community is a mixed blessing, entailing also the disappearance of the major shortcomings of the traditional stable community: the denial of flexibility, mobility and selfhood to women.

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— **Hobson, Fred.** 2008. *A Southern Enigma: Essays on the U.S. South*. Valencia: Publicacions de la Universitat de València, Biblioteca Javier Coy d'estudis nord-americans.



The American South is full of paradoxes—a land, by turns, the most hospitable of places and the least hospitable, with a people the most innocent but also the guiltiest of crimes against humanity. One historian has written that the South is a repository of all the virtues and vices of the rest of the United States, except in the South those virtues and vices are writ large, are carried to extremes not seen elsewhere. That may be less true now than it once was—the era of racial segregation and lynchings and other racial violence is, for the most part, behind us—but the South is still the home of a fundamentalist religion and reactionary politics that often seems to defy reason. The essays that follow are one man’s impression of various aspects of life, past and present, in Dixie, and the essays cover much of the spectrum—race, politics, religion, literature, and other cultural manifestations. Some of the essays are biographical: I am particularly attracted to figures such as H.L. Mencken, Gerald W. Johnson, James McBride Dabbs, and Louis Rubin, social and cultural critics who have done a particularly good job of exploring the mind of the South, as well as to creative writers such as Richard Ford and Mary Mebane who have explored still other Souths. I conclude with two personal essays—two explorations of the lives of two of my family members, one my great-grandmother, the other my great-aunt, whose own stories reveal much about the South in their own particular times and places.

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— **Kerouac, Jack.** *Mexico City Blues (Sesenta Poemas)*. 2008. Traducción y edición de **Rolando Costa Picazo**. Valencia: Publicacions de la Universitat de València, Biblioteca Javier Coy d’estudis nord-americans.

La selección de poemas que componen este volumen es el tributo que el americanista y galardonado traductor argentino Ronaldo Costa Picazo rinde a Jack Kerouac, con motivo del quincuagésimo aniversario de la publicación de *On the Road*. Ya nadie discute su papel de icono como rebelde que Kerouac encabezó la última vanguardia del siglo XX, cuya obra inició una etapa revisionista del canon literario y abrió las puertas a la obra de minorías. Sea este nuestro tributo. Los poemas de *Mexico City Blues*, escritos entre agosto y los primeros días de septiembre de 1955, en el apartamento de su amigo Bill Garver, en la calle Orizaba, fueron compuestos bajo la influencia de la marihuana y de la morfina. En ellos aparecen muchas de las ideas expresadas por Kerouac en sus novelas: la incertidumbre del futuro de la humanidad en la era atómica de la Guerra Fría; el sin sentido de la vida; el placer de rechazar todas las inhibiciones y hallar alivio en el jazz, las drogas y el sexo; el budismo, o más bien, una versión muy personal del budismo mayahana; el lanzarse al camino, el viajar sin esperanza de una meta, de llegar a alguna parte; y la crítica al materialismo y al amor al dinero. Como todos los poemas de los beats, las composiciones de *México City Blues* se inscriben en una poética de tono religioso-místico, personalista y experimental.

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— **Mott, Brian**. 2009 (2nd edition). *Introductory Semantics and Pragmatics for Spanish Learners of English*. Barcelona: Publicacions i Edicions UB, (Universitat 45).

Esta obra pretende ser una introducción a la semántica y la pragmática para alumnos universitarios españoles de lingüística y de filología inglesa. Es un texto paralelo a *English Phonetics and Phonology for Spanish Speakers*, por el mismo autor (UB, 2000). Sus características más importantes son:

- Ofrece un curso completo de semántica y pragmática para estudiantes universitarios de lengua y literatura inglesa;
- Incluye un primer capítulo que relaciona la semántica y pragmática entre sí y con las otras ramas de la lingüística;
- Aporta ejemplificación de muchas variedades lingüísticas, aparte del inglés, español y catalán; y
- Contiene ejercicios variados al final de cada capítulo, con sugerencias para su solución al final de la obra.

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— **Mott, Brian**. 2009 (4ª reimpresión corregida 2008). *English Phonetics and Phonology for Spanish Speakers (+ CD)*. Barcelona: Publicacions i Edicions UB.

Las características más importantes de esta obra son:

- Ejemplificación de muchas variedades lingüísticas, aparte del español y el catalán.
- Ejercicios variados al final de cada capítulo;
- Múltiples ejercicios de transcripción fonética;
- Comparación de los sistemas fonológicos inglés, español y catalán;
- Glosario de términos técnicos inglés-castellano;
- Apéndice en que se compara el inglés británico con el inglés americano; y
- CD con grabaciones de listas léxicas y frases completas que ilustran la pronunciación, acentuación y entonación.

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— **Mott, Brian y Marta Mateo**. 2009. *Breve diccionario-guía de traducción español-inglés, inglés-español*. Barcelona: Publicacions i Edicions UB.

Esta obra será de utilidad para todos aquellos que se dedican a la traducción del inglés al español o del español al inglés, y para los alumnos de las Filologías Inglesa y Española a los que les surjan dudas al traducir de una de estas lenguas a la otra.

Se trata de un manual con entradas selectivas que ofrecen comparaciones de las estructuras gramaticales, las expresiones idiomáticas y el léxico de estas dos lenguas, así como una serie de estrategias y consejos útiles para afrontar los problemas que conlleva generalmente la traducción del inglés o del español. Las entradas aparecen ordenadas alfabéticamente e incluyen múltiples ejemplos de uso adecuadamente contextualizados. Por todo ello, este libro no constituye un sustituto del diccionario bilingüe tradicional, sino un instrumento complementario de trabajo.

En el plano gramatical, se ofrecen sugerencias para abordar la traducción de cuestiones tan complejas como la modalidad y el número gramatical en cada una de estas lenguas. Asimismo, se incluyen apartados sobre todas las categorías gramaticales principales (sustantivo, adjetivo, verbo, adverbio, artículos y preposiciones), siempre desde el punto de vista de la traducción entre el inglés y el español.

En el nivel léxico-semántico, las aportaciones al diccionario abarcan temas tan diversos como el vocabulario onomatopéyico, la hiperonimia e hiponimia, la sinonimia y antonimia, y entidades léxicas o frases especialmente difíciles de traducir o que generan confusión en el traslado de una a otra lengua.

Además, se han introducido en la obra entradas que versan sobre aspectos pragmáticos y estilísticos de la lengua, como pueden ser el lenguaje sexista o la expresión de la cohesión textual, así como cuestiones relativas al formato, como la puntuación, regida por normas distintas en el inglés y el español.

La ejemplificación es más extensa de la que se suele encontrar en los diccionarios ya existentes en el mercado, para así ilustrar el uso de las formas o puntos gramaticales en múltiples contextos. Además, las frases utilizadas como ejemplo son, por regla general, más largas que las que aparecen en las clásicas obras de consulta, con el fin de proporcionar al usuario un fragmento de contexto sustancioso y, a la vez, la traducción de otras palabras, expresiones o aspectos gramaticales aparte de los que encabezan cada artículo.

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— **Muñoz-Calvo, Micaela, Carmen Buesa-Gómez and M. Ángeles Ruiz-Moneva, (eds.).** 2008. *New Trends in Translation and Cultural Identity*. Newcastle upon Tyne: Cambridge Scholars Publishing. (ISBN: 9781847186539)

*New Trends in Translation and Cultural Identity* is a collection of thirty enlightening articles that will stimulate deep reflection for those interested in translation and cultural identity and will be an essential resource for scholars, teachers and students working in the field. From a broad range of different theoretical perspectives and frameworks, the authors provide a multicultural reflection on translation issues, fostering intercultural communication, knowledge and understanding, crucial to effective transfer and intercultural exchange within the “global village”.

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— **Narbona Carrión, María Dolores (ed.)**. 2007. *Sophie Treadwell: Contexto teatral, biografía, crítica y traducción de su obra Machinal*. Málaga: Servicio de Publicaciones de la Universidad de Málaga. (ISBN: 978-84-9747-181-7; 194 páginas).

Este libro representa uno de los resultados de la trayectoria investigadora del grupo de investigación sobre teatro norteamericano en el que la editora y los participantes del mismo llevan trabajando desde hace ya muchos años, tratando de señalar su importancia en el campo de los estudios norteamericanos, así como la participación en él de dramaturgas desde sus propios orígenes. De entre ellas, el presente trabajo se centra en Sophie Treadwell (1885-1970), mujer excepcional en lo personal y en lo artístico, que cultivó diferentes géneros literarios y se involucró en la puesta en escena de su propia producción dramática, dejando claro su interés por el proceso teatral en su conjunto, y no sólo por la fase inicial de la escritura. Aunque la traducción al español de su obra más destacada, *Machinal*, ocupa un lugar preferente en este volumen, éste presenta una completa cronología para ofrecer una rápida y clara exposición de los eventos y trabajos principales de toda la trayectoria vital y profesional de Treadwell, así como unos capítulos que repasan los antecedentes teatrales de la dramaturga y otro sobre su propia biografía. Los primeros responden al propósito de la editora de situar a la dramaturga en el amplio contexto de la historia del teatro norteamericano, tratando de romper visiones estereotipadas de la misma que suelen excluir las aportaciones de otras mujeres que, como Treadwell, se adentraron con éxito en un terreno dominado tradicionalmente por sus homólogos masculinos. Por otra parte, el detallado análisis de la vida y obra de Sophie Treadwell que les sigue ayuda a interpretar y sacar mayor partido de la lectura de la traducción de *Machinal* que cierra el volumen. Para completar el estudio de esta interesante dramaturga, así como de su contexto teatral, el libro incluye una amplia bibliografía que será útil a quienes se sientan motivados a seguir investigando en este terreno.

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— **Pérez Cabello, Ana M<sup>a</sup>**. 2007. *Estrategias de enseñanza y aprendizaje en una segunda lengua: Communication in the classroom*. Sevilla: Aprende-IEA. (ISBN: 978-84-612-2328-2).

La enseñanza de segundas lenguas, en las últimas décadas, ha vuelto sus ojos al alumno y a su implicación dentro de proceso de aprendizaje. Sin embargo es conveniente tener en cuenta la labor del docente y las necesidades específicas del alumno. En el caso que nos ocupa las necesidades tanto de uno como de otro se traducen en el uso y desarrollo de las competencias comunicativas y de su complementariedad con las competencias generales de cada etapa.

A cada paso y teniendo en cuenta las especificidades de los objetivos de cada etapa o de un tipo de alumno en cada etapa de aprendizaje el docente tiene que tomar

decisiones. En este trabajo se intenta dar a conocer cómo tomar mejor tales decisiones a través de las estrategias de enseñanza y aprendizaje bajo el prisma de un enfoque comunicativo.

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— **Rodríguez Guerrero-Strachan, Santiago.** 2008. *En torno a los márgenes. Ensayos de literatura poscolonial.* Minotauro Digital. Anejos de Cuadernos del Minotauro, II. (ISBN: 978-84-612-6925-9; 176 páginas).

*En torno a los márgenes* analiza la literatura que crece en el margen de la civilización europea tras la descolonización. “La mejor literatura no se está escribiendo en los centros tradicionales de la cultura, sino que proviene de los márgenes de lo que fue la civilización occidental: la India, Nigeria, el Caribe, Hispanoamérica o Yugoslavia, también Turquía y algunos países islámicos”. En el libro analizo las razones de este fenómeno, sus características y lo que de común tienen sus autores que, en principio, parecen tan diferentes como Sarduy, Rushdie, Achebe, entre otros, o Juan Goytisolo, un escritor que, de alguna forma, escribe también desde el margen.

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— **Valdés Miyares, Rubén and Carla Rodríguez González (eds.)**. 2008. *Culture and Power: The Plots of History in Performance.* Newcastle: Cambridge Scholars Publishing. (ISBN (10): 1-4438-0017-1, ISBN (13): 978-1-4438-0017-4)

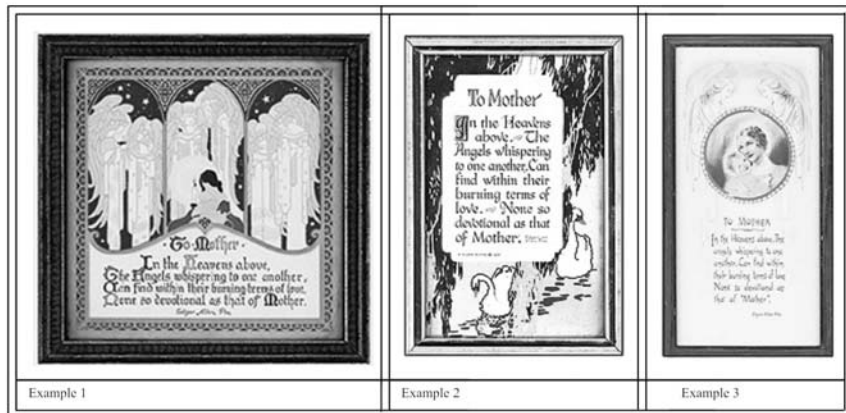
This book is a collection of essays on the configuration of history as text, including the visual, with a particular focus on the performance of historical plots. Contributors include distinguished scholars from parts of the world as far apart as Toronto and Istanbul, Singapur and Cardiff, or Berlin and Alicante, in all walks of academic life, from emeritus professors to recent PhDs. Covering a broad spectrum between cultural studies and metahistory, from politics to literature, and exploring the various performative aspects of history writing, in their full range, from myth to the sublime, the whole endeavours to be greater than the sum of its parts. The essays begin by questioning traditional historiography and the problems of referentiality it entails. Locating history-making in the primal scene of the political imaginary, the essays then analyse the emplotment of history in visual culture, museum exhibitions, drama, and the fabrication of national identities, culminating in some case studies of literary recreations of history, which suggest that the ultimate source of historiographic transformation is related to writing itself as a performative act. The overall argument therefore drifts from radical antirepresentationalism to an emphasis on presentation over representation, and from there to the performativity of the historical text.

One of the more unusual applications of Poe's writings occurred in the 1920s-1940s, when his "Sonnet to My Mother" was adapted for use on Mother's Day plaques. From Poe's full poem, only a portion of the first stanza was used, the rest being too specific to Poe's own circumstances and relating to the death of his wife, Virginia — lovely and heart-felt, but hardly suitable as a generic Mother's Day gift. The portion used is as follows:

In the Heavens above,  
The Angels, whispering to one another,  
Can find, among their burning terms of love,  
None so devotional as that of Mother.

The variety of such plaques was extraordinary, and many have survived in surprisingly good condition. Most are colorful images in ornate wooden frames, but a later oval version is known. Most of these plaques, picking up on the line about "Angels in Heaven", feature some form of angels and, acknowledging the purpose of the holiday, a mother and child (examples 1 and 3). Others are just attractive designs, allowing Poe's verse to set the tone (example 2). Sizes vary widely.

(The selected examples displayed here are reproduced, with permission, from a private collection.)



<<http://www.eapoe.org/geninfo/poef012.htm>>

## OTRAS PUBLICACIONES RECIENTES

Se recoge a continuación un listado de otras publicaciones cuya información complementaria se puede consultar a través de la página electrónica de nuestra asociación <<http://www.aedean.org>>.

### LITERARY AND CULTURAL STUDIES

**Andrés, Rodrigo.** (2007). *Herman Melville: poder y amor entre hombres*. Valencia: Publicacions de la Universitat de València, Biblioteca Javier Coy d'estudis nord-americans.

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**Arizti, Bárbara and Silvia Martínez-Falquina (eds.)**. (2007). *On the Turn: The Ethics of Fiction in Contemporary Narrative in English*. Newcastle: Cambridge Scholars Publishing.

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### ***Bits and Pieces***

#### *Selected Quotations from the Writings of Edgar Allan Poe*

“And you ask me why men so misjudge me — why I have enemies. If your knowledge of my character and of my career does not afford you an answer to the query, at least it does not become me to suggest the answer. Let it suffice that I have had the audacity to remain poor that I might preserve my independence — that, nevertheless, in letters, to a certain extent and in certain regards, I have been “successful” — that I have been a critic — and unscrupulously honest and no doubt in many cases a bitter one — that I have uniformly attacked — where I attacked at all — those who stood highest in power and influence — and that, whether in literature or in society, I have seldom refrained from expressing, either directly or indirectly, the pure contempt with which the pretensions of ignorance, arrogance, or imbecility inspire me. — And you who know all this — you ask me why I have enemies. Ah, Helen, I have a hundred friends for every individual enemy — but has it never occurred to you that you do not live among my friends?” — **(From a letter to Sarah Helen Whitman, October 18, 1848.)**

“Each person, in his own estimate, is the pivot on which all the rest of the world spins round.” — **(From a review of J. R. Lowell’s A Fable for Critics, Southern Literary Messenger, March 1849)**

“It is by no means an irrational fancy that, in a future existence, we shall look upon what we think our present existence, as a dream.” — **(From “Marginalia” installment XV, the Southern Literary Messenger, June 1849.)**

<<http://www.eapoe.org/geninfo/poebtsp1.htm>>



I have been too deeply conscious of the mutability and evanescence of temporal things, to give any continuous effort to anything--to be consistent in anything. My life has been whim--impulse--passion--a longing for solitude--a scorn of all things present, in an earnest desire for the future.

Edgar Allan Poe to James Russell Lowell  
July 2, 1844

## Nowhere Man: The Problem of Poe and Place

*Scott Peeples, College of Charleston*

So far the bicentennial of Poe's birth has been marked, in the U. S., by friendly bickering over which city has the strongest claim on Poe's legacy. Traditionally, Baltimore, Maryland, where Poe is buried and whose NFL football team is named the Ravens, has been the city most closely identified with Poe, followed by Richmond, Virginia, where Poe grew up in the Allan household. But last year Edward Pettit, a scholar and book critic from Philadelphia, began to draw media attention when he jokingly called for the exhumation of Poe's remains and their removal to the city where he wrote his most famous stories; and this January, Paul Lewis, an English professor at Boston College, campaigned for more recognition of Poe in Boston, and, conversely, more recognition of Boston as Poe's birthplace. On January 13, Lewis, Pettit, and Jeff Jerome, Curator of the Baltimore Poe House and Museum, squared off at an entertaining event billed as "The Great Poe Debate" in Philadelphia. Two nights later, I participated in a program at Boston College organized by Professor Lewis; the remainder of this essay is an abridged version of the talk I gave there.

Literary biography emphasizes "place" because its goal is to explain how writers became who they were and why they wrote what they wrote, and obviously a writer's physical environment is likely to provide clues if not answers. Of course, tourism is interested in connecting those dots as well; the aura of literary achievement sells books, tours, t-shirts, even beer. But the meaning of a particular place isn't self-evident for biographers or chambers of commerce or the National Parks Service. The story of the writer and the place has to be a compelling one: a tour guide can't just say, "He lived here, but it's just a coincidence. But come see his house anyway." Instead, the tour guide must say, "To understand him, you have to stand *here* – you have to see it and feel it." And the corollary holds true as well: "To understand the place, read this author. He absorbed it, transformed landscape or cityscape or civic spirit into art. You can't look at that bridge the same way after you've read that poem; you can't walk down that street without feeling the presence of that character."

So why not Boston? That is, why not say, "Poe is a Bostonian," rather than saying "Poe was born in Boston, but it doesn't really matter"? The case against Boston is pretty simple: Poe lived there only for brief, indeterminate periods following his birth in 1809 and preceding his enlistment in the army in 1827. There are no Poe homes left standing,

and the exact location of his birthplace is uncertain. Furthermore, most of what Poe had to say about Boston was unkind. For example, writing in the *Broadway Journal* in 1845: “We were born there... and perhaps it is just as well not to mention that we are heartily ashamed of the fact.”<sup>1</sup>

But the case for Boston as a first-tier Poe place is more compelling than most Poe scholars and biographers have led us to believe. Had he swallowed a little more laudanum on November 5, 1848, this might be a much easier case to make: according to a letter he sent to Nancy Richmond, Poe, while in Boston, deliberately took an overdose of the drug, but not enough to kill himself. His master plan was to take half the laudanum he had on hand, send a letter to Nancy Richmond, whom he loved, summoning her to Boston to be with him so that he could swallow the rest and die in her arms.<sup>2</sup> Had his plan worked, would there be an NFL team called the New England Ravens? Probably not, but the balance of power among Poe cities would be very different.

When Poe’s mother died, she left him a sketch she had made of Boston Harbor, inscribed on the back: “For my little son Edgar, who should ever love Boston, the place of his birth, and where his mother found her best, and most sympathetic friends.”<sup>3</sup> The case for a Bostonian Poe proceeds from there: He loses his mother about a month before his third birthday; this loss, Kenneth Silverman argues in his excellent biography of Poe, shapes Poe more than any other single event. It’s the prototype for all future losses, the psychological basis for his contention, years later, that the death of a beautiful woman is the most melancholy and therefore the most poetical topic in the world. Thus, the story of Poe’s life is that he was robbed of his mother, wants her back, wants a home . . . he’s got that picture and that inscription scratched into his brain, and so at crucial moments of his life, he returns to Boston, because all he has as an inheritance from his mother is a reminder ever to love Boston. So in 1827, when he leaves home, telling John Allan that his determination is “to leave your house and endeavor [*sic*] to find some place in this wide world, where I will be treated — not as *you* have treated me —” he goes to Boston.<sup>4</sup> Before enlisting in the army, he publishes a book, *Tamerlane and Other Poems, by a Bostonian*. So why, 18 years later, is he the scourge of Boston, Henry Wadsworth Longfellow’s worst nightmare, a writer who, unable to come up with a new poem for a reading at the Boston Lyceum, reads a long, old, obscure poem and then claims that he wrote it when he was a child, and that he read it to show his contempt for his obtuse Boston audience? Because the wide-eyed 18-year old who went to Boston to find his place in the world never did find his place in the world, never did recover from that

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1. Edgar Allan Poe, *Essays and Reviews*, G. R. Thompson (ed.). (New York: Library of America, 1984) 1086.  
2. Dwight Thomas and David K. Jackson (eds.), *The Poe Log: A Documentary Life of Edgar Allan Poe*. (Boston: G. K. Hall, 1987) 764-65.  
3. Kenneth Silverman, Edgar A. Poe: *Mournful and Never-ending Remembrance* (New York: HarperCollins, 1991), 9. See also Arthur Hobson Quinn, *Edgar Allan Poe: A Critical Biography* (1941; Rpt. Baltimore and London: Johns Hopkins Univ. Press, 1998) 35.  
4. Poe to John Allan, Richmond, VA, 19 March 1827, in *The Letters of Edgar Allan Poe*, John Ward Ostrom (ed.). (New York: Gordian, 1966) I: 7.

feeling of abandonment, and he takes it out on the place that he associates with his long lost beloved mother but also with her abandonment. The man who never found a home, whose wife is slowly dying, repeating the primal scene of loss, lashes out at the place his mother told him to love. I have deliberately amped up the melodrama in telling this story, but my point is that Poe's relationship with Boston could be told differently than it usually is. You can't claim that he loved Boston or that he lived there, but you can make the case that Boston was important to him: the place he was born, the place he went to make his mark on the world, the place he vented his anger on, the place he wanted to die.<sup>5</sup>

When Poe left Boston in 1827, his destination, thanks to the US Army, was Fort Moultrie on Sullivan's Island, in Charleston harbor. But no one seems to have known that until the 1880s, when George Woodberry published his landmark biography of Poe. And no one really did anything about it until the 1920s, when a handful of Charleston writers, determined to promote the arts in their city, adopted Poe as a literary forefather. In 1922 DuBose Heyward (most famous for his novel *Porgy* and his subsequent collaboration with George and Ira Gershwin on the opera *Porgy and Bess*) and fellow Charlestonian Hervey Allen highlighted Poe's Charleston connection in a guest-edited issue of *Poetry* magazine, and each wrote a poem in tribute to Poe for their co-authored collection *Carolina Chansons: Legends of the Lowcountry*.<sup>6</sup>

Heyward's poem looks like Poe's "For Annie" or "Eldorado" on the page, with short, six-line stanzas, but he establishes a less regular, almost bluesy rhythm as he describes a walk with Poe on Sullivan's Island:

Once in the starlight  
When the tides were low,  
And the surf fell sobbing  
To the undertow,  
I trod the windless dunes  
Alone with Edgar Poe.

The opening stanzas emphasize elements of the setting that would have been familiar to Poe in 1828 as well as Heyward in 1922 – surf and dunes, "myrtle thickets" (9), and "clustered windows / Of the barrack-room" (11-12). A guitar in stanza three, played with "ache and passion," might come from those barracks, or from further down the beach, but they echo from the house of Usher, as the speaker begins to enter another world in Poe's company.

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5. See Bernard C. Meyer, "Notes on Flying and Dying," *Psychoanalytic Quarterly* 52 (1983): 350n.

6. George E. Woodberry, *Edgar Allan Poe* (Boston: Houghton Mifflin, 1885). DuBose Heyward and Hervey Allen, *Carolina Chansons: Legends of the Low Country* (New York: Macmillan, 1922).

Which is indeed what occurs at the beginning of stanza four:  
Life closed behind us  
Like a swinging gate,  
Leaving us unfettered  
And emancipate . . . (19-22)

For that stanza and the three that follow, references to local setting are replaced with a night “Seething with its planets” and “Showing us infinity” (27, 29). And when, with the final two stanzas, the night and its dream-vision ends, the local details return with “the bugle’s silver”; but the speaker feels “Like a man new born” (48) from his encounter with the great poet. Poe is a ghostly presence for the Charleston poet, who, walking the same beach, smelling and hearing and seeing the same physical sensations, finds himself haunted by Poe’s influence.

Hervey Allen’s poem “Alchemy” similarly situates the poet/speaker on Sullivan’s Island, not meeting Poe but dreaming of his return. “Alchemy”’s opening lines explain that “Some souls are strangers in this bourne; / Beauty is born of their discontent.” Because these souls are “exiles” from another planet, they recast what they see on Earth through their “memories of other stars” (8). In the second stanza, Allen’s speaker claims that “this island beach where Poe once walked” is one of the “favored spots / Where all earth’s moods conspire to make a show / Of things to be transmuted into beauty / By alchemic minds” (12-16). The speaker wonders if the bells and chimes from the city across the harbor, sounds that must have inspired Poe, might “call him back / To walk upon this magic beach again” (24-25). Allen imagines Poe in full gothic regalia, “heralded by ravens” and “Wrapped in a dark cape” (27, 29). This poem longs for the walk on the beach that takes place in Heyward’s poem: “And he will speak to me / Of archipelagoes forgot, / Atolls in sailless seas, where dreams have married thought” (31-33). Both poems, then, implicitly argue that Poe’s time on Sullivan’s Island was not incidental, that it had a profound effect on him and that he will return. Or, reading them less literally, Sullivan’s Island evokes Poe. Poe helps explain how this place feels, and the place helps explain who Poe was.

I’ve focused on these poems to support the idea that Poe can be claimed – partly, at least – even by a place for which the historical record tells us almost nothing — just that he was there for about a year. Allen, in fact, went on to write an important Poe biography in 1926, which includes a chapter, largely speculative, on Poe’s time on Sullivan’s Island and the inspirations for his tale “The Gold-Bug.”<sup>7</sup> Around the same time, the Charleston Museum commissioned a wax figure of Poe, wrapped in a dark military cape as in Allen’s poem, and built a diorama around it – Allen and Heyward read at the exhibit’s dedication – further promoting Poe’s Carolina Lowcountry connection. Today Sullivan’s Island is home to the Edgar Allan Poe branch of the county library, as well as streets named for Poe and the Gold Bug, a restaurant called Poe’s Tavern, and an annual

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7. Hervey Allen, Israfel: *The Life and Times of Edgar Allan Poe* (New York: Farrar & Rinehart, 1926).



performance event at Fort Moultrie entitled *Poe: Back from the Grave*. Furthermore, most Charlestonians believe, on the basis of no evidence whatsoever, that the poem “Annabel Lee” is about a young woman Poe met while stationed at Fort Moultrie.

But I’m not trying to “claim” Poe for either Boston or Sullivan’s Island. Rather, in arguing for the significance of two Poe places that don’t get much attention, I’m actually trying to challenge the notion that Poe “belongs” anywhere. I don’t mean to romanticize Poe’s bad fortune in life by saying that he never really had a home, but I think it’s essentially true that he was a real nowhere man, as my title suggests. Consider the frequent removals that characterize Poe’s life from age 17 until his death at age 40: Charlottesville, Richmond, Boston, Sullivan’s Island, Old Point Comfort (Virginia), West Point, Baltimore, Richmond, Manhattan, Philadelphia, Manhattan, the Bronx. We can compare the lengths of time Poe lived in each of these places, but what strikes me is the frequency of the moves, his not living in one city for more than five years. As an enlisted man, Poe went where he was sent, and after that, quite reasonably, he went where he thought he could find work and advance his career. Moving in hopes of making a better life is an old phenomenon, but I believe Poe’s relocations are a sign of something more modern. I see him as a kind of cosmopolitan without money, someone who understood city life and appreciated it even though he lacked the income to enjoy many of the pleasures we associate with cosmopolitan life, like good meals, social drinking that doesn’t lead to blackouts and debilitation, leisure travel, and so on. It is tempting to associate Poe – in this regard – with Auguste Dupin, a man whom we can only imagine operating in a city, or the narrator of “The Man of the Crowd,” a scholar of the urban environment who, in the first half of that story, can categorize everyone who walks by the window of his café and is drawn almost magnetically to the man who seems to embody the urban crowd itself, in all its complexity and paradox. It’s tempting, but those are, after all, fictional creations.

We might look instead to Poe’s journalism, specifically the series “Doings of Gotham,” which he wrote for the *Columbia Spy* of Columbia, PA. Written as a series of letters, “Doings of Gotham” presumes an audience familiar with Philadelphia and interested in life in New York. “I have been roaming far and wide over this island of Mannahatta,” Poe writes in his first installment, dated May 14, 1844. “Some portions of its interior have a certain air of rocky sterility which may impress some imaginations as simply dreary — to me it conveys the sublime.”<sup>8</sup> In the same installment he comments on the phenomenon of city-dwellers moving on May 1: “We are not yet over the bustle of the first of May. ‘Keep moving’ have been the watchwords for the last fortnight. The man who, in New-York, should be so bold as not to peregrinate on the first, would, beyond doubt, attain immortality as ‘The Great Unmoved.’” Poe rarely criticizes New York or addresses social problems, but instead he writes as someone who understands

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8. “Doings of Gotham—Letter I,” *Columbia Spy* (Columbia, PA), 18 May 1844, Edgar Allan Poe Society of Baltimore <<http://www.eapoe.org/works/info/pmdgm.htm>> (accessed 21 January 2009). Subsequent references are to the electronic text on the Edgar Allan Poe Society of Baltimore website.

and accepts the modern city on its own terms. Poe comments on foot races, raree shows, architecture, political campaigns, blue laws (he's against them), the growth of Brooklyn, street paving, magazines, and visiting authors.

It's easy to dismiss "Doings of Gotham" as hack work that tells us little about its author, compared to Gothic tales such as "William Wilson" and "The Fall of the House of Usher," which supposedly tell us much. But I don't think we should assume that the fiction tells us more about "the real Poe" than the journalism. The May 27 letter finds Poe rowing in the East River: "I procured a light skiff, and with the aid of a pair of sculls, (as they here term short oars, or paddles) made my way around Blackwell's Island, on a voyage of discovery and exploration. The chief interest of the adventure lay in the scenery of the Manhattan shore, which is here particularly picturesque." Did he really do that? Why not? The Poe of "Doings of Gotham" is playing tourist in his recently adopted New York, which he compares occasionally to Philadelphia, presenting himself as something of a connoisseur of cities, alone but somewhat at home in the anonymous urban environment.

In her classic study *Confidence Men and Painted Women*, Karen Haltunnen writes, "As the city gradually replaced the town as the dominant form of social organization . . . the stranger became not the exception but the rule. . . . [B]y the early nineteenth century, an urban explosion was propelling vast numbers of Americans into what urban sociologist Lyn Lofland has called the 'world of strangers,' whose inhabitants know nothing of the majority of their fellow residents."<sup>9</sup> Poe's place, I contend, is in this world of strangers, where everyone is on the make and on the move, particularly on the first of May. This is, of course, the environment that gave rise to the modern magazine, which in turn gave rise to the short story, the genre in which Poe's aesthetic of brevity and control thrived. But it wasn't just New York, or Philadelphia or Baltimore or Richmond, let alone Boston and certainly not Sullivan's Island. It was the modern city, a place of mystery, energy, and danger.

One tradition of Poe scholarship sees him as a writer unconcerned with real places or even reality itself, a writer who mentally inhabited his own "Dream-land," "Fairyland," "Al Aaraaf," "The City in the Sea," and "The Valley of Unrest." On the other hand, recent scholarship has placed much greater emphasis on Poe's place and time – his engagement with the antebellum publishing world, with contemporary cultural controversies and politics.<sup>10</sup> I don't think we should go back to seeing Poe as an isolated dreamer unconcerned with his environment—far from it. If we must characterize him in terms of place, though, I think what needs to be stressed is neither placelessness nor an identification with a single place, but rather a relationship to place that I see as strikingly modern and American: rootless, down-at-the-heels, opportunistic, and cosmopolitan.

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9. Karen Haltunnen, *Confidence Men and Painted Women: A Study of Middle-Class Culture in America, 1830-1870*. (New Haven and London: Yale Univ. Press, 1982) 35.

10. For an overview of these trends in Poe scholarship, see Scott Peebles, *The Afterlife of Edgar Allan Poe*. (Rochester, NY: Camden House, 2004) chapters 3 and 4.

## The Detective Narration: Another of Poe's legacies

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When in April 1841 “The Murders of the Rue Morgue” appeared<sup>1</sup>, hardly could Poe, nor his contemporary critics, know that another literary “genre” had just been invented. The word “detective” did not even exist at the time and E. A. Poe was not aware of having written a detective story at all; he “only” pretended to write a tale of ratiocination and, since it was “the first” of its type, the author found it necessary to make the narrator explain the reader what the analytical method was and which its fundamental nature was. This introduction, now regarded as boring and disproportional, set —at the time— the basis for many other detective-narrations that were to follow. This is why the very significant first paragraph reads as follows:

*The mental features discoursed of as the analytical are, in themselves, but little susceptible of analysis. We appreciate them only in their effects. We know of them, among other things, that they are always to their possessor; when inordinately possessed, a source of the liveliest enjoyment. As the strong man exults in his physical ability, delighting in such exercises as call his muscles into action, so glories the analyst in that moral activity which disentangles. He derives pleasure from even the most trivial occupations bringing his talent into play. He is fond of enigmas, of conundrums, of hieroglyphics, exhibiting in his solutions of each a degree of acumen which appears to the ordinary apprehension præternatural. His results, brought about by the very soul and essence of method, have, in truth, the whole air of intuition (Poe: 1984: 397).*

After this, the narrator states his purpose of showing an example of the essence of the method, and for doing so he introduces to the reader “the first” detective of literary history: Monsieur C. Auguste Dupin, a young gentleman of an illustrious family but reduced to poverty by a variety of untoward events, and whose sole luxuries were books (Cfr. Poe: 1984b: 400). His unnamed companion, a Watson-like narrator, finds it astonishing Dupin's wild fervor and vivid freshness of imagination and more remarkably, the very peculiar analytic ability in which Dupin found great pleasure:

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1. The tale was first published in one of the many literary magazines of the period, the *Graham's Lady's Gentleman's Magazin*.

*“Dupin,” said I, gravely, “this is beyond my comprehension. I do not hesitate to say that I am amazed, and can scarcely credit my senses. How was it possible you should know I was thinking of ——?” [...] “Tell me, for Heaven’s sake,” I exclaimed, “the method—if method there is—by which you have been enabled to fathom my soul in this matter [...]. There are few persons who have not, at some period of their lives, amused themselves in retracing the steps by which particular conclusions of their own minds have been attained. The occupation is often full of interest; and he who attempts it for the first time is astonished by the apparently illimitable distance and incoherence between the starting-point and the goal” (Poe: 1984: 402).*

This breaking in on his companion’s thoughts would become a key feature later on displayed by Sherlock Holmes.

The actual “tale” begins when Dupin and his companion read a piece of news about a double murder which occurred, in a “supposedly” totally closed room, the night before in the Rue Morgue. After following the contradictory testimonies of the witnesses in the Parisian papers, Dupin asks permission to visit the scene of the crime. A day of meditation passes and the analyst –applying his deductive skills— solves the case: he operates on the basis that “the extraordinary always manifests itself in the ordinary”, and this how he unravels the web the police had been unable to, discovering that no human could have committed such a horrible crime. Edgar Allan Poe had just paved the ground for the development of the locked-room mystery or impossible crime. Bearing all the above said in mind, it is no wonder that Dorothy L. Sayers, in his introduction to *The Omnibus of Crime* (1928), wrote that “‘The Murders in the Rue Morgue’ constitutes in itself almost a complete manual of detective theory and practice” (1929: 16).

But had Poe only produced this story of ratiocination, the literary world would, most probably, not had regarded him as the father of detective fiction. Nineteen months later, he resurrected Dupin in “The Mystery of Marie Rogêt”<sup>2</sup> and, since a considerable gap of time had passed, he found it necessary that the narrator briefly reminded the reader about this peculiar character and his procedures. This second tale misses the impressive power of the first. Everything points to the fact that Poe lost control of the story, which was based on a real and unsolved crime: the killing of a tobacco-girl (Mary Cecilia Rogers), whose corpse was found in the Hudson River, in New York. Poe wanted to solve the case himself, and as the police investigations advanced, he found it necessary to change the progression of the story. Dupin enters the case after the Prefect of Police seeks his assistance. It lacks action since the *chevalier* does not visit the scene of the murder but follows the incidents — without leaving his study— through numerous sensationalist

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2. First serialized in three parts in *Snowden’s Ladies’s Companion* (months of November and December 1842, and February 1843). The story was modified for the 1845 edition of *Tales*.

newspapers. In this way, another contribution to the genre has just been made: the motif of the arm- chair detective. However, the result is an unfinished case in which no viable solution to the death of the girl is given and—in contrast with *Murders*— Dupin does not provide the reader or the Prefect or “his Watson” a talented revelation. In 1845 when *Tales*<sup>3</sup> were published, Poe rewrote the story bearing in mind the new entries of the newspapers, and proposing now a “young physician” as the perpetrator of an illegal abortion which had led to the accidental death of the girl<sup>4</sup>. Although Poe tried, in this way, to improve the narrative, it is a much dissatisfying tale than the other two.<sup>5</sup>

The last of Dupin’s sequels, “The Purloined Letter”<sup>6</sup>—a masterpiece of the genre—is the most intensive of the trilogy: there is almost no introduction,<sup>7</sup> the body of the story is much concentrated,<sup>8</sup> and the solution<sup>9</sup> provided is illuminating thanks to the psychological insight that Dupin had regarding his opponent. The tale involves both action and competition for the sleuth, and as in previous Dupin mysteries, the background of the great detective versus the not-so-clever policeman plays an important role. There are other very remarkable additions which deeply help to develop the personality of investigator: if in *Murders* Dupin had approached the scene of the crime because of his own interest, and in *The Mystery* the Prefect had asked for his help, in this case the “liberal” reward offered and the possibility of revenge are his main motivations, as he clearly explains: “He is that *monstrum horrendum*, an unprincipled man of genius. [...] D ———, at Vienna once, did me an evil turn, which I told him, quite good humouredly that I should remember” (Poe: 1984: 697-698).

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3. *Tales* was published by Wiley & Putman in New York, containing: “The Gold Bug”, “The Black Cat”, “Mesmeric Revelation”, “Lionizing”, “The Fall of the House of Usher”, “A Descent into the Maelström”, “The Colloquy of Monos and Una”, “The Conversation of Eiros and Charmion”, “The Murders in the Rue Morgue”, “The Mystery of Marie Rogêt”, “The Purloined Letter” and “The Man of the Crowd”.
  4. For a detailed explanation of this narrative, see John Walsh’s *Poe the Detective*.
  5. Scott Peeples, (1998: 126). This story, in consequence, constitutes the perfect example for Scott Peeples’s observation: “Dupin’s methods work only with the world of Poe’s creation; it is no coincidence that in ‘The Mystery of Marie Rogêt’, the only tale based on an actual unsolved case, Dupin fails to solve the mystery and Poe fails to write a compelling story.”
  6. First published in the annual *The Gift: A Christmas, New Year and Birthday Present*, September 1844.
  7. The narrator and Dupin are discussing their previous cases when the Prefect joins them and informs them of the robbery, from the royal palace, of a letter by a Minister, and of the scientific and detailed methods applied by the police to find it.
  8. A month goes by, the Minister visits the two men again and an astonished Prefect sings a check for Dupin, gets the letter from him, and rushes out of the house without listening to Dupin’s explanations.
  9. Dupin provides the solution to his, also, astonished companion, explaining the details of how he got to dupe his opponent, the Minister D---.

Essentially –and even though antecedents<sup>10</sup> have been pointed out by many scholars– and also even though Poe himself created other detective-like characters,<sup>11</sup> this is how one of the most controversial figures of North American literature had invented a type of character that has, since then, attracted the interest of the public in general and had given birth to a genre that has become the most widely read by people of all kinds of backgrounds. Surprisingly, it was in Europe and not in North America<sup>12</sup> where Poe had the first followers.

In Britain, first Dickens –who, ironically, had himself inspired Poe– contributed to help detection grow both with his novels and, especially, with some of his short stories.<sup>13</sup> He was followed, for instance, by Le Fanu (1814-1873), Mrs. Henry Woods 1814-1887), Richard Doddridge Blackmore (1825-1900), Mary Elizabeth Braddon (1835-1915) and, above all, William Wilkie Collins (1824-1899) who added more titles to the history of this genre. In France, where Poe had become well known thanks to Baudelaire, Pierre Alexis (1829-1871) and Emile Gaboriau (1832-1873) were to provide another two major additions with the creation of Rocambole (the first) and Monsieur Lecoq (the second).

But it would not be until 1887 that the genre found its real shape: Sir Arthur Conan Doyle, very much influenced by Poe, created Sherlock Holmes; a reasoning machine bearing resemblance with Dupin. A famous paragraph, repeated both by readers of detective fiction and scholars, echoes Poe’s influence on Doyle and Dupin’s similarity with Holmes:

*It is simple enough as you explain it,” I said, smiling. “You remind me of Edgar Allan Poe’s Dupin. I had no idea that such individuals did exist outside of stories.”*

*Sherlock Holmes rose and lit his pipe. “No doubt you think that you are*

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10. See, for instance: Hoveyda (1967), who remarks that there are already signs of detective techniques in *The Thousand and One Nights*, in *Oedipus, The Aeneid*, etc.

See, also: Rigal Aragón, Margarita (forthcoming): “La narración policíaca: el nacimiento de un género”, in BRAVO CASTILLO: *Grandes hitos de la Historia de la novela euroamericana*, vol. II. Madrid, Cátedra.

See also the very remarkable words that Mabbott wrote as an introduction to Walsh’s *Poe the Detective: The Curious Circumstances Behind ‘The Mystery of Marie Rogét’*, 1968: 1-3, where in relation to Murders, he pointed out: “it is a great literary monument. It may not be the first detective story, but it is the first story deliberately written as such”.

11. See Rigal Aragón, Margarita (1998). *Aspectos estructurales y temáticos recurrentes en la narrativa breve de Edgar Allan Poe*. Cuenca: Servicio de Publicaciones de la UCLM.

12. In North America the genre was first to be spread in the 1870s by means of the Dime Novels and thanks to characters such as Old Sleuth and Old Cap Collier, created respectively by Harlan P. Hasley and Leslie Munro.

13. Those interested in the Topic should read some of Dickens’ “Articles” (*On Duty With Inspector Field, Detective Police, A Pair of Gloves, The Artful Touch, The Sofa*, etc.), published in *Household Words* during 1850-1852, and a tale called *Hunted Down*, published in 1859.

*complimenting me in comparing me to Dupin,” he observed. “Now, in my opinion, Dupin was a very inferior fellow. That trick of his of breaking in on his friends’ thoughts with an apropos remark after a quarter of an hour’s silence is really very showy and superficial. He had some analytical genius, no doubt; but he was by no means such a phenomenon as Poe appeared to imagine (Doyle 1992: 18).*

However, for the Scottish writer Poe was the master of all, “to him must be ascribed the monstrous progeny of writers on the detection of crime” (2008: 54-55). On March 1, 1909, Conan Doyle gave the Edgar Allan Poe Centenary address at London’s Hotel Metropole and paid a glowing tribute to Poe’s works when he said: “It is the irony of Fate that he should have died in poverty, for if every man who wrote a story which was indirectly inspired by Poe were to pay a tithe toward a monument it would be such as would dwarf the pyramids” (NYT 1909, March 2).

Many are Poe’s legacies, but his tales of ratiocination really proved to be “something in a new key” and inaugurated what we today think of as the classic formula of detective fiction, for in them many, if not all, of the ingredients used by subsequent authors are already outlined: an intelligent and eccentric detective, his assistant, the incompetent policeman; the mystery as the starting point of the story; the locked room; the corruption of big cities as a background of the story; the necessity of applying psychological methods to solve the cases, and the relevance of the procedure followed to resolve the mystery. With *Murders* he created the “what was it?” plot, with *The Mystery*, the “who has done it?” and with *The Purloined Letter*, the “where is it?”. Thus, he invented the characters and the procedures. For, as Bloom explains, it is not the mystery itself that matters but the steps given to disentangle it.<sup>14</sup>

*In the true detective story as Poe conceived it in “The Murders of the Rue Morgue”, it is not in the mystery itself that the author seeks to interest the reader, but rather in the successive steps whereby his analytic observer is enabled to solve a problem that might well be dismissed as beyond human elucidation. Attention is centered on the unraveling of the tangled skein rather than on the knot itself. The emotion aroused is not surprise, it is recognition of the unsuspected capabilities of the human brain (1988:85-86).*

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14. Poe, himself, had pointed out that “These tales of ratiocination [...]—people think them more ingenious than they are— on account of their method [...] Where is the ingenuity of unraveling a web which you yourself (the author) have woven for the express purpose of unraveling?” (Letter sent to Philip P. Cooke on August 9, 1846, compiled and edited by Ostrom, 1966: 328).

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Participantes en una de las sesiones del Congreso de Palma de Mallorca  
(Foto: Ignacio Palacios)



## A Few Notes on Edgar A. Poe's Ever-Lasting Influence

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“But of works of art little can be said; their influence is profound and silent, like the influence of nature; they mould by contact”, said Robert Louis Stevenson about the books that influenced him.<sup>1</sup> There is undoubtedly a certain degree of instinct and taste in matters of literary influence, and also the influence of what the author read in his childhood and cannot remember consciously. Probably one of the dominant attitudes in matters of literary influence is the sort of literary affinity between writers, and the empathy that may have started in early childhood during the period of early formative reading, so necessary to any writer.

The case of Edgar Allan Poe is somewhat peculiar. Readers and critics have held the view that he is a morbid author, lacking the mature mind necessary to write *serious* literature. T.S. Eliot's much cited quotation is, to my view, the best example of what I am arguing. He wrote: “Poe is indeed a stumbling block for the judicial critic. If we examine his work in detail, we seem to find in it nothing but slipshod writing, puerile thinking unsupported by wide reading or profound scholarship, haphazard experiments in various types of writing.”<sup>2</sup> A few pages later he attempts an explanation of Poe's influence in a wide number of writers. “I believe the view of Poe taken by the ordinary cultivated English of American reader is something like this: Poe is the author of a few, very few short poems which enchanted him for a time when he was a boy, and which somehow stick in the memory.”<sup>3</sup>

Between these two extremes lies the study of Poe's influence in World Literature. He may be unpalatable to some mature critical minds but he is part of the core reading for a child or a young reader. It is part of a future author's responsibility to distance himself from his early models in order to achieve a personal voice by means of a subtle movement of assimilation and forgetfulness.

This seems to be the case of Walter de la Mare and Henry James. Both writers acknowledge a varied reading of Poe's poems and short stories at a very early age,

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1 Robert Louis Stevenson, “Books That Have Influenced Me”. *Essays Literary and Critical*. London: Heinemann, 1924, p. 63.

2 T.S. Eliot “From Poe to Valéry”, *To Criticize the Critic and Other Writings*. Lincoln: The University of Nebraska Press, p. 27.

3 *Ibid.*, p.29.

although James distances himself in the middle phase of his career.<sup>4</sup> Despite his attack on in his article on Baudelaire,<sup>5</sup> in his autobiography *A Small Boy and Others* (1913), James expressed his sincerest praise of Poe. As is well known, James was attracted by Nathaniel Hawthorne as a model to move beyond Romantic narrative, but he always felt a certain kinship based on Poe's emphasis on aesthetics rather than morals. In his book on Hawthorne, James praises Poe as a "man of genius".<sup>6</sup> The question that always comes to my mind when I think of Poe and James is how far Henry James would have gone in his ghost stories if he had not had the previous model of Poe's fantastic short stories. Can we think of *The Turn of the Screw* or *The Jolly Corner* without acknowledging Poe's *seductive influence*, in Pollin's words? Of course we can, but how different would they have been? Would other foreign influences have shaped James' understanding of the fantastic as Poe did? Hawthorne was, as a matter of fact, of little help because of his taste for allegory, a literary mode that James did not consider as he explains in his essay on Hawthorne. There is also the figure of the double as present in "William Wilson", "The Fall of the House of Usher", and James' above mentioned stories. They are ghostly figures who are the objectified, projectified compulsions of the "real" characters."<sup>7</sup> Many readers may think that a writer's task may *come out of the blue*. I, however, view the matter as more materialistic and dynamic, not as a simple matter of tradition. Previous writers open up some literary pathways while close others. For a young and attentive author, those who have come before him offer master works that are only tentative when viewed as models. It is then the writer's task to read them proficiently to discover inherent boldness and weaknesses in order not to improve the supposedly failed work but to try new, not necessarily better, ways of writing. That is what James did when he wrote ghost stories that resound with Poe's voice.

Walter de la Mare is another author who, as a child and young boy, read Poe's poems and stories. As a matter of fact, Poe seems to have been a continuing presence in his life since he anthologized, criticized and lectured on him with a frequency that indicates a long-term familiarity. De la Mare admitted an early obsession with Poe's works.<sup>8</sup> He felt a strong influence which struggled to repudiate in many of his critical writings. However, a reader can see that De la Mare's poetry shared many themes with Poe and is pervaded with his sense of rhythm. The American's stories helped shape De la Mare's ghost stories through the techniques of symbolism, the terror, the doom or the supernaturalism.

The British author is an interesting case of artistic displacement at a time when Modernism was at its peak. Though he started his career in-between two literary ages, a large part of it took place during Modernism. A contemporary of Eliot, James Joyce or

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4 Burton R. Pollin. "Poe and Henry James: A Changing Relationship". *Poe's Seductive Influence on Great Writers*. New York: iUniverse, 2004, p.26.

5 Henry James, "Charles Baudelaire", *Literary Criticism, I*. New York: The Library of America, 1984, p. 154.

6 Henry James. "Hawthorne". *Literary Criticism, II*. N.Y.: The Library of America, 1984, p. 367.

7 Robert Regan. "Introduction", *Poe: A Collection of Critical Essays* (ed.) Robert Regan. Englewood Cliffs, New Jersey: Barnes and Noble, 1967, p. 9.

8 Pollin, *op. cit.*, p. 87.

Virginia Woolf, as a writer he matured early and seemed unable to move beyond a late Romanticism furnished with Symbolism and an atypical understanding of Realism. One may wonder how much of his incapability to move beyond a literary aesthetic already becoming part of the past was due to his attachment to early readings.

So far I have been considering authors who read Poe when they were children. What if they read him when they had completed their literary instruction and had their literary taste and critical judgement already formed?

Herman Melville (1819-1891) read Poe's works widely, as may be inferred from a thorough scrutiny of his works. What is it that led Melville to quote Poe's writings so often and in ways that go from direct quotation to other, more nuanced and *literary* allusions? There is a great distance between both writers' poetics as regards the short story or poetry, not to mention the novel. Poe's most influential works are *Eureka*, "The Raven" and *The Narrative of Arthur Gordon Pym*.<sup>9</sup> It was probably not Poe's poetics of the novel that interested Melville. Poe thought of the novel as a series of short narratives linked by the main character and an adventure plot so thin that it could move one side or another at the writer's convenience. It was rather the fact that it was a sea novel that drew Melville's attention together with Poe's symbolism. It was the writer's freedom displayed by Poe in *Pym* that fitted Melville's understanding of the novel, as exemplified in *Moby-Dick*. It was also the notion of the whiteness in *Pym* that brought to Melville's mind a tenuous though enriching link between both novels. The severe criticism that both showed for Emerson may have been another of the reasons that led Melville quote *Eureka* so frequently.

If we look at Spanish literature we may observe that a number of important writers have been interested in Poe's work.<sup>10</sup> From Benito Pérez Galdós' early and soon fading interest in Poe to the American's more lasting on Cristina Fernández Cubas', the list of Spanish authors that have been caught, temporarily or *till death tore them apart*, is, if not overcrowded at least possibly too well populated. (Such an interest may point to a lack of national models in the fantastic and the short story.)

Pedro Antonio de Alarcón is an interesting case to look at more closely. He was born in 1833 but it was not till he was twenty five that he wrote on Poe. In an article in *La Época* (August 18, 1858) he describes the contemporary Spanish cultural milieu. He acknowledges an interest in Poe's works resulting from the publishing of Baudelaire's translation into Spanish.

Exactly what might have attracted Alarcón to Poe's writings is intriguing. Alarcón was a sort of local-colour realist narrative writer with a very limited interest in the fantastic till he came to know Baudelaire's Poe (and this is a point never-to-be-forgotten). Alarcón's essay on Poe literally plagiarizes Baudelaire's prologue to *Histoires Extraordinaires*. However, when he discusses Poe's works, he states quite

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9 Pollin, *op.cit.*, pp. 1-25.

10 José Antonio Gurpegui, "Poe in Spain", *Poe Abroad. Influence, Reputation, Affinities* (ed.) Lois D. Vines. Iowa City: University of Iowa Press, 1999, pp. 108-114; Santiago Rodríguez Guerrero-Strachan. *Presencia de Edgar Allan Poe en la literatura española del siglo XIX*. Valladolid: Universidad de Valladolid, 2000.

clearly that he is a writer of fantastic literature. He also seems aware that his fantastic stories are not indebted to traditional narratives but that they represent a new mode of fiction. In fact he mentions that his stories represent a new understanding of scientific discoveries applied to daily life.

However, we may still wonder why Alarcón took Poe as one of his models and managed to write what can be seen as his two greatest short stories, “El año en Spitzberg” and “La mujer alta”. By the time he read Poe he was already a mature writer who had published his first novel, and was an established journalist who travelled around Spain and to Morocco to write social, political and travel chronicles. Whatever new, interesting or fascinating features he found in Poe, he forgot as soon as he wrote the two above mentioned stories and never returned to the Poesque mode, in favour of a more traditional view of literature and society.

More intriguing are the cases of Charles Baudelaire (1821-1867) and Jorge Luis Borges. Both are authors who opened up pathways previously unknown to writers, and exemplify the literary modernity that starts at the end of the nineteenth century and continues until the second half of the twentieth. Nonetheless, they both paid homage to an author that may seem alien to their poetics.

Poe’s rational poetics seems to have attracted Baudelaire. He experienced a shock of recognition as he admitted when he read Poe’s poetry.<sup>11</sup> How true, however, is the assertion? Did he really feel empathy or did he realize that he had found a figure he could use publicly for his literary purposes? There are two facts that must be considered. The first is that Baudelaire’s translations deprive the text of all of Poe’s morbid and bizarre style. The second points to the fact that Baudelaire himself had already written many of the poems that are thought to be influenced by Poe before he admitted having read him. Years later he refuted this accusation, But what else could he have done? It may seem risky to affirm that it was not till some years later, when Stéphane Mallarmé and Paul Valéry read Poe that “the Philosophy of Composition” entered the stage of literary poetics. However, it is no less true that Baudelaire’s fate changed when he encountered Poe’s works, though not in the sense that he implies.

Jorge Luis Borges is another name that comes to mind when considering Poe’s legacy. Borges read him at a very early age and claims to have learnt from him the new modes of the fantastic story and the even newer mystery story. It is quite certain that he detected the rational link between both modes. Yet, despite the evident similarities, we cannot forget that Borges was fond of reviewing obscure or promising new talents, as Baudelaire himself had done, and that he chose as literary partners or even models, some rather unknown or neglected authors and works in literary traditions that were alien to his national culture, both because of his cosmopolitan tendencies and because he realized that the renewal of literature would not come from the too well-trodden paths of the already known and obvious. How else can we understand that he praised *One Thousand and One Nights* or the Romantic writers at the peak of Modernism?

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11 Lois Davis vines, “Charles Baudelaire”, *Poe Abroad...*, p. 165.

## Reseñas de Publicaciones de Socios y Socias

— **Arroyo Vázquez, M<sup>a</sup> Luz y Antonia Sagredo Santos.** (2008). *Los Estados Unidos en sus documentos*. Madrid: Universidad Nacional de Educación a Distancia. (ISBN: 978-84-362-5585-0, 991 páginas).

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Esta obra consiste en la presentación, selección y recopilación de 100 documentos fundamentales en la historia de EEUU por su importancia en la configuración, evolución y desarrollo de este gran país. Como se indica en la Introducción, la obra, editada como *addenda*, se ha concebido fundamentalmente como complemento de la Guía didáctica de la asignatura “Historia y Cultura de los Estados Unidos” de Filología Inglesa de la UNED que estas mismas autoras elaboraron en 2005 así como de la Unidad Didáctica publicada en 2007. Su cometido principal consiste, pues, en facilitar a los alumnos de dicha asignatura la realización de comentarios de textos históricos. Sin embargo, Arroyo y Sagredo les brindan también la oportunidad de explorar y profundizar por sí mismos en algunos de los temas más significativos de la historia estadounidense. Por otra parte, las autoras creen, acertadamente, que estos documentos pueden resultar útiles para cualquier estudioso de la historia, economía, sociología y/o política de Estados Unidos.

La sabia selección que Arroyo y Sagredo han realizado demuestra el profundo conocimiento del tema de estas autoras, que han logrado culminar así su esfuerzo por establecer de un modo efectivo la base teórica y empírica de una asignatura. Intentar incluir la totalidad de los movimientos y acontecimientos de la historia de EEUU resulta, sin duda, una tarea ingente, lo que explica la considerable extensión de la obra. Las autoras han realizado además el encomiable esfuerzo de ofrecernos íntegros unos documentos de los que sólo se suele publicar extractos.

Arroyo y Sagredo presentan los documentos de un modo estrictamente cronológico con el fin de facilitar su encuadre en movimientos y procesos históricos. Todos los documentos cuentan con breves pero eficaces introducciones y resúmenes o regesta, tanto en español como en inglés. El primer documento es el “Pacto del Mayflower” de 21 de noviembre de 1620 y el último el discurso del entonces senador Barack Obama el

18 de marzo de 2008 en Filadelfia. La inclusión de dicho discurso resulta particularmente oportuna dado que en él Obama se refiere a la necesidad de superar el problema racial, un elemento clave en su reciente victoria en las elecciones presidenciales. En mi opinión, uno de los méritos de esta obra consiste precisamente en la gran relevancia actual de los últimos documentos seleccionados, entre los que se incluyen, por ejemplo, varios discursos de la otra candidata demócrata a la presidencia, Hillary R. Clinton.

La cuidada selección incluye documentos tan variados como la Declaración de Independencia de EEUU de 1776, la Constitución de 1787, numerosos discursos presidenciales, cartas de personajes relevantes en momentos críticos (como las de John M. Keynes o Albert Einstein al presidente Franklin D. Roosevelt), declaraciones de guerra, documentos de compra, sentencias judiciales, emisiones radiofónicas, etc...

Desde el punto de vista temático predominan los documentos de carácter político y militar, aunque también se da un cierto protagonismo a los de carácter económico y social. Destacan, en primer lugar, los documentos relativos a la expansión y consolidación territorial de EEUU, como la “Northwest Ordinance” del 13 de julio de 1787, el tratado de compra de Luisiana en 1803, el tratado de paz de Guadalupe-Hidalgo de 1848, la “Homestead Act” y la “Pacific Railroad Act” de Abraham Lincoln en 1862, el Tratado de Fort Laramie del 29 de abril de 1868 y la influyente ponencia de Frederick J. Turner ante la Asociación de Historia Americana de 1893, en la que expuso cómo la idea de frontera ha modelado el ser americano. En cuanto a la consolidación territorial destaca el documento sobre las “Causas de Secesión” de Carolina del Sur del 24 de diciembre de 1860 y los artículos del acuerdo de rendición del ejército de Virginia del Norte el 9 de abril de 1865

Otro tema sobre el que versan múltiples documentos es el del progresivo protagonismo, influencia e incluso injerencia de EEUU en la escena internacional. Destacan el discurso del presidente James Monroe el 2 de diciembre de 1823, el de Theodore Roosevelt el 6 de diciembre de 1905 (considerado el “Roosevelt Corollary” a la “doctrina Monroe”), las declaraciones de guerra contra España en 1898 o Alemania en 1917, y la orden de invasión de D-Day del 5 de junio de 1944. Se incluye también el discurso de Dwight Eisenhower del 17 de enero de 1961 advirtiendo sobre el peligro del “complejo militar-industrial”, el de John F. Kennedy “Ich bin ein Berliner” de 1963 y el de “Peace without Conquest” de 1965 de Lyndon Johnson. Son también muy significativos el de Ronald Reagan del 18 de noviembre de 1981, refiriéndose a la conveniencia de reducir el armamento nuclear, y el que George W. Bush dirigió a la nación tras el atentado terrorista del 11 de septiembre de 2001.

Se incluyen asimismo, aunque en menor número, documentos fundamentales en la regulación de la economía y la legislación social. Sobresalen la carta del sindicalista Samuel Gompers al juez P. Grosscup en 1894, la “Keating-Owen Child Labour Act” del

1 de septiembre de 1916, el veto al incremento de los salarios del presidente Calvin Coolidge en 1919, el discurso de “Rugged Individualism” de Herbert Hoover en 1928, y el discurso de Franklin D. Roosevelt el 4 de marzo de 1933, en el que introdujo el “New Deal” con el fin de desarrollar una nueva política que resolviera la grave crisis económica de 1929.

Otro campo fundamental es el de la lucha por los derechos civiles en una nación que se ha presentado siempre como multiétnica y multicultural pero en la que resultaba paradójica e injusta la exigencia de vida, libertad y felicidad proclamada en su Constitución y la negación de sus derechos a determinadas minorías, especialmente a los afroamericanos. Destacan el Compromiso de Missouri de 1820 y la sentencia *Dred Scott v. Sandford* de 1857 del Tribunal Supremo (que establecía que el Congreso no tenía autoridad para prohibir la esclavitud en los territorios federales), superada por las Enmienda nº 13 y 14 de la Constitución, ratificadas en 1865 y 1868 respectivamente y precedidas por la fundamental Proclamación de Emancipación de Abraham Lincoln de 1863. Se incluye asimismo la sentencia del caso *Brown v. Board of Education of Topeka* de 17 de mayo de 1954 en contra de la segregación racial en los centros educativos, y la orden ejecutiva del 23 de septiembre de 1957, con la que el presidente Eisenhower mandó tropas federales al Central High School de Little Rock. Sin embargo, cuando se acercaba el centenario de la Proclamación de Emancipación, los afroamericanos seguían siendo ciudadanos de segunda clase, aunque bajo el liderazgo de Lyndon B. Johnson el Congreso había aprobado en 1957 una ley que otorgaba una cierta protección a los votantes de color. En este contexto, Arroyo y Sagredo incluyen documentos tan influyentes como “I have a Dream” de Dr. Martin Luther King Jr., la Ley de Derechos Civiles del 2 de julio de 1964 (impulsada por John F. Kennedy pero firmada por Lyndon Johnson tras su asesinato), y el discurso de Johnson del 15 de marzo de 1965 solicitando al congreso una nueva ley sobre el derecho al voto. Se recoge también el discurso de Robert F. Kennedy tras el asesinato de Martin Luther King, el de William J. Clinton al otorgar la medalla de oro del Congreso a Rosa Parks en 1999 y, como mencionamos anteriormente, el discurso de Barack Obama en el que trata el tema racial y pide una unión más perfecta.

La influencia y relevancia de la aportación femenina a la historia norteamericana se encuentra ampliamente representada por documentos tales como la Declaración del Congreso de Seneca Falls en 1848 (con la que se inició el debate público sobre el análisis feminista moderno), varios documentos de Frances Perkins (primera mujer miembro de un gabinete estadounidense) y diversos discursos de Eleanor Roosevelt, Madeleine Albright, Condoleeza Rice y Hillary R. Clinton.

*Los Estados Unidos en sus documentos* resulta una herramienta enormemente útil para iniciarse en la comprensión de la historia de EEUU. Se facilita al lector el acceso a unos documentos que no siempre son fáciles de encontrar, y menos en su versión íntegra, y se le ofrece una selección que le ayuda a centrarse en los acontecimientos y hechos

fundamentales en la configuración de la historia de dicho país. A pesar de que la obra está destinada fundamentalmente a los alumnos de Filología Inglesa de la UNED, resulta igualmente útil para cualquier estudioso de la historia, cultura, economía, sociología y / o política de Estados Unidos. Por otra parte, son múltiples las posibilidades de utilizarla en otros ámbitos, como el de la enseñanza del inglés, no sólo para la adquisición o refuerzo de la suficiente competencia lingüística (por ejemplo, en cuanto al inglés académico o formal) sino para la adquisición de una competencia intercultural necesaria en un mundo globalizado como el nuestro. Se recomienda, pues, su consulta y estudio.

### *Bits and Pieces*

#### *Selected Quotations from the Writings of Edgar Allan Poe*

“I disagree with you in what you say of man’s advance towards perfection. Man is now only more active, not wiser, nor more happy, than he was 6000 years ago.” — **(From a letter to Dr. Thomas H. Chivers, July 10, 1844. The same sentiment is repeated in Poe’s July 2, 1844 letter to J. R. Lowell.)**

“The one great difficulty resulting from this course [writing for magazines], is that I am judged by individual papers. Unless the journalist collects his various articles he is liable to be grossly misconceived & misjudged by men of whose good opinion he would be proud but who see, perhaps, only a paper here & there, by accident, — often only one of his mere extravaganzas, written to supply a particular demand.” — **(From a letter to Professor Charles Anthon, probably late October, 1844. As the letter itself has been lost, this excerpt is reconstructed here, with some interpretation, from Poe’s surviving draft.)**

“Events not to be controlled have prevented me from making, at any time, any serious effort in what, under happier circumstances, would have been the field of my choice. With me poetry has been not a purpose, but a passion; and the passions should be held in reverence; they must not — they cannot at will be excited, with an eye to the paltry compensations, or the more paltry commendations, of mankind.” — **(From the Preface “ to *The Raven and Other Poems*, 1845.)**

<<http://www.eapoe.org/geninfo/poebtsp1.htm>>



— **González-Rivas Fernández, Ana.** 2008. *El mundo clásico desde la mirada femenina: Margaret Fuller, Mary Shelley y George Eliot.* Liceus (Madrid): Biblioteca de Recursos Electrónicos de Humanidades. (ISBN: 978-84-9822-791-8; 167 páginas).

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Nadie negaría la trascendencia de la influencia de la cultura grecorromana en la literatura decimonónica de Gran Bretaña y Estados Unidos, las huellas textuales de - para citar la lapidaria formulación de Edgar Allan Poe en su poema “To Helen” – “the glory that was Greece / And the grandeur that was Rome”. Es indiscutible, en efecto, la impronta clásica en cualquier período de las letras de habla inglesa, desde la evocación de la guerra de Troya que abre *Sir Gawain and the Green Knight* hasta la recreación del mito de Orfeo y Eurídice en *The Ground Beneath her Feet* de Salman Rushdie. No obstante, en el siglo XIX este aspecto asume una relevancia especial, merced al peso que, tanto en el sistema educativo inglés, como en el norteamericano, se otorgaba a la cultura clásica como componente insoslayable de la formación hidalga de los “gentlemen”. En este marco, y a la luz de la exclusión de la mujer de la educación superior, cuya lenta y penosa superación había de retratar en tiempos más recientes la Virginia Woolf de *A Room of One’s Own*, no ha sido frecuente considerar la manifestación femenina de la *clasicización* de la cultura anglófona, es decir, la presencia de temas, alusiones y arquetipos oriundos del mundo grecolatino en las obras de mujeres escritoras británicas o estadounidenses del siglo XIX.

En este estudio de la autoría de Ana González-Rivas Fernández, que nos llega bajo la forma de *e-book*, se pretende analizar la presencia clásica en tres obras representativas de la literatura femenina decimonónica, siendo dos de ellas novelas británicas y la tercera una obra norteamericana perteneciente al género ensayístico. Los textos escogidos son: *Frankenstein; or, the Modern Prometheus* (1818) de Mary Shelley, *Woman in the Nineteenth Century*, de la estadounidense Margaret Fuller (1845), y *The Mill on the Floss*, de George Eliot (1860). El estudio se compone de una amplia introducción definiendo el objeto de estudio y la metodología seguida, tres largos capítulos dedicados a cada una de las obras, una conclusión sintética y una generosa bibliografía, teniendo ésta última la particularidad útil e innovadora de exponer por separado las obras grecolatinas referidas a través del texto, tanto originales, como traducciones al castellano. La autora se ha tomado el cuidado de proporcionar traducciones, en notas de pie de página, de todas las citas originales en inglés, latín o griego que aparecen en el texto.

El propósito de base de este estudio es el de demostrar cómo la recepción y transformación de motivos grecolatinos por autoras femeninas (y, por ende, no pertenecientes al sistema académico como tal) resulta en una transmisión de saber “a

través de lo que llamaremos vías alteracadémicas” (5), así operando transformaciones en la naturaleza del canon textual de partida. La autora trae a colación tanto los enfoques específicos al mundo clásico privilegiados por cada una de las tres escritoras, como la feminidad compartida y reivindicativa que, a fin de cuentas, las une como pioneras de la literatura moderna de mujeres. A lo largo del análisis, se hace hincapié en el papel de vanguardia de las tres escritoras, cada una con sus planteamientos feministas (no se olvida que Mary Shelley era hija de Mary Wollstonecraft), a la vez que se subrayan las circunstancias excepcionales, familiares y vitales, que otorgaron a cada una de ellas una educación (incluyendo lo clásico) y un nivel cultural fuera del común y superando con mucho la norma femenina de su época. Así, por ejemplo, aprendemos que a Mary Shelley su padre William Godwin “le permitía ... el acceso a su biblioteca personal, donde empezó a conocer a autores como Tácito, Virgilio y Ovidio” (58-59).

En vez de seguir el orden cronológico, la autora elige comenzar con el análisis de Margaret Fuller, de esta forma privilegiando el espacio discursivo constituido por las ideas feministas así como las expone abiertamente esta escritora. Fuller, adepta destacada, al lado de Emerson y Thoreau, de los círculos estadounidenses de la filosofía llamada *Transcendentalism* y esposa de un aristócrata italiano, se diferencia de Mary Shelley y George Eliot al ser principalmente conocida como la autora de un manifiesto abiertamente feminista, *Woman in the Nineteenth Century*. En este marco, se argumenta que “Fuller muestra una clara intencionalidad en su uso de la mitología clásica” (24). Se desarrolla la tesis según la cual Fuller se asume como constructora de una *retórica femenina*, cuyo punto de partida sería la retórica clásica, pero cuyos planteamientos finales serían bien distintos, pues desemboca en una *feminización del discurso*. A la vez, a través de la obra de Fuller se identifica una constante labor de reconfiguración de las figuras femeninas de la mitología grecolatina, como en el caso de “Miranda, un personaje imaginario que representa a la propia Fuller”, que “llama a Ifigenia y a Antígona ‘hermanas’” (27).

Se procede entonces a examinar el caso de Mary Shelley, cuya célebre novela *Frankenstein* también representa, en este estudio, un género a veces menospreciado o malentendido, la literatura gótica – género, como Ana González-Rivas se toma el cuidado de enfatizar, que demuestra tener enlaces profundos e insospechados con el mundo grecolatino. En el análisis de esta obra se señalan las múltiples formas por las que Shelley retoma y reinterpreta los arquetipos de la mitología clásica – el Prometeo de su subtítulo (analogía nunca explicitada en el texto como tal, aunque en cada momento latente, colocando a Shelley en un implícito diálogo con Esquilo), desde luego, pero también figuras como Edipo (el de Sófocles) y Medea (la de Eurípides). La novela gótica de Shelley, así, se constituye como relectura y reescritura decimonónica de la tragedia griega, desde una óptica femenina y cuestionadora, concluyendo la autora a este respecto que “esta reacomodación ha generado una fusión de géneros, donde se sigue manteniendo con éxito la esencia de los clásicos”, de modo que nos encontramos “ante una nueva tragedia griega, pero escrita por una mujer inglesa del siglo XIX” (87).

George Eliot, pseudónimo por el cual se conoce universalmente a la mujer que nació Mary Anne Evans, aparece como autora ejemplificando la novela victoriana (género cuyo nombre, a pesar de todo, remite a una mujer símbolo de la nación británica en la época del capitalismo triunfante). Eliot viene representada aquí por una de sus más conocidas novelas y la que fue su tercera obra de ficción, *The Mill on the Floss*. En su discusión de este texto, Ana González-Rivas destaca no sólo la presencia de múltiples referencias clásicas (a menudo semi-paródicas o hasta rozando lo gótico, como en la comparación de la cabellera de la protagonista, Maggie Tulliver, con la de la Medusa, o la irónica equiparación de su pretendiente Stephen Guest con Hércules), sino también la de un fuerte cuestionamiento de los patrones educativos de la época. Si el joven Tom Tulliver se encuentra obligado, en su educación de *gentleman*, a estudiar el latín, materia para él muy difícilmente digerible, es en su hermana Maggie en la cual la cultura clásica, de entrada cerrada a ella por ser mujer, ejerce una fascinación que se puede leer como emblemática del potencial intelectual de la gente femenina – potencial aún negado por la ortodoxia victoriana de la que, no obstante, la propia Eliot se erguía, en su vida y obra, como gran contestadora. Como subraya la autora, “Eliot pone en evidencia la falta de fundamento de los prejuicios que existían en el siglo XIX sobre la incapacidad de la mujer para los estudios, y concretamente para las lenguas clásicas” (121).

Del análisis pormenorizado de las tres obras, Ana González-Rivas concluye que las tres autoras decimonónicas han logrado plasmar a través de su escritura, cada una a su manera, un remodelado “mundo clásico en el que se subrayan las características femeninas”, implicando a la vez “cierto alejamiento de los ámbitos académicos más científicos ... , de modo que el mundo clásico se acerca a un público más amplio, y con una mayor presencia femenina” (155). Así, la *feminización* de los clásicos conlleva a la vez su *democratización*. En este orden de cosas y de cara a los retos educativos del día de hoy, este estudio constituye, sin lugar a dudas, una valerosa aportación a los debates actuales sobre la naturaleza y función, en el marco socio-cultural, de la literatura y su enseñanza, al tiempo que reivindica, con elocuencia y empeño, la continua pertinencia para nuestros días del conocimiento del siempre actual mundo clásico.

## *Poe Film Poster #1*

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Poe made his first movie appearance as a character in a one-reel 1909 silent film directed by the great D. W. Griffith. Griffith's *Edgar Allen [sic] Poe* starred Herbert Yost as Poe and liberally mixed Poe's life with his writings. Although it was a failure as biography, it was happily successful at the box office and inspired a number of other silent films, including the *The Raven* (1912, American Eclair Company) and *The Avenging Conscience* (1914, another Griffith production). Poe continued to appear in the talkies, including *The Man with a Cloak* (1951, with Joseph Cotten as Poe) and *The Torture Garden* (1966).



Newspaper print advertisement for "The Loves of Edgar Allan Poe" (1942).

Shown here is a black-and-white advertisement from 20th Century Fox's *The Loves of Edgar Allan Poe* from 1942. This film, starring John Shepperd as Poe, was probably the most romanticized attempt at providing a life of Poe. To incite interest, the ad copy reads "What was the private life of the man who poured the deepest passions of his heart into 'The Raven' . . . 'The Pit and the Pendulum' . . . 'Murders in the Rue Morgue' . . . and a hundred other wild and startling tales?"

<<http://http://www.eapoe.org/geninfo/poef008a.htm>>

— **Sonsoles Sánchez-Reyes Peñamaría y Ramiro Durán (eds.)**. 2006. *Nuevas Perspectivas en la Didáctica de la Fonética Inglesa*. Salamanca: Ediciones de la Universidad de Salamanca. (ISBN: 84-7800-452-1; 168 páginas).

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Sonsoles Sánchez-Reyes y Ramiro Durán son los editores de un volumen cuyo título nos ofrece la clave del asunto que en él se aborda: la enseñanza de la fonética inglesa.

Se trata de un libro formado por dos partes diferenciadas: un prólogo a modo de introducción, y nueve contribuciones de profesionales en la materia que persiguen una aproximación didáctica al área de la fonética inglesa. Las colaboraciones aparecen escritas en dos lenguas: cuatro de ellas están en español y las restantes en inglés.

La obra se inicia, por consiguiente, con un preámbulo de los editores donde se avanza el carácter predominantemente práctico del manual, a la vez que descubrimos que estamos ante una recopilación de distintas “intervenciones” acaecidas en un curso impartido en la Escuela Universitaria de Educación y Turismo de Ávila sobre la didáctica de la fonética inglesa. Inmediatamente después de este prólogo, se da paso al cuerpo del libro en el que encontramos información pormenorizada sobre las múltiples parcelas de la pronunciación y entonación; así, por ejemplo, se incluyen aspectos históricos, características articulatorias de los sonidos, consejos pedagógicos y ejercicios prácticos de fonética aplicables en el aula de inglés. Por ello, la obra está especialmente recomendada para docentes e interesados en la materia, sin dejar de lado a estudiantes con un nivel de competencia lingüística medio-avanzado.

En el instante en el que profundizamos en la lectura de la obra vemos que todas las colaboraciones que allí aparecen nos aportan conocimientos prácticos e interesantes sobre esta área compleja de la lengua inglesa.

El primer capítulo escrito por Catalina Montes Monzo muestra el origen de la distancia grafema/ fonema que se produce en inglés. Esta autora comienza haciendo un recorrido por los distintos sistemas de escritura semasiográficos y fonográficos desde la prehistoria hasta la actualidad que le lleva a detenerse en el sistema alfabético (propio de lenguas como el español o el inglés), y más concretamente, en la ortografía inglesa cuya historia justifica en última instancia, la ausencia de una correspondencia unívoca entre letra y fonema, entre escritura y pronunciación. Esto precede a una revisión de los intentos de reforma ortográfica propuestos para conciliar estos dos aspectos de la lengua que ya comienzan en la época del Renacimiento, y a la reflexión final centrada en una explicación de aquellos factores que han determinado las disparidades ortográficas existentes entre las principales variedades de inglés: el inglés británico y el americano.

El siguiente artículo, a cargo de Susan House, pone énfasis en la importancia de enseñar a los alumnos a reconocer y producir los fonemas propiamente ingleses siendo para ello indispensable por un lado, un estudio del alfabeto fonético y, por el otro, una praxis mediante actividades que exijan la discriminación y uso de los sonidos ingleses. Teniendo estas ideas en consideración, esta profesora propone primeramente un orden lógico para la enseñanza de los símbolos del alfabeto fonético y continúa con un repertorio de actividades que fomentan un dominio receptivo y productivo de los sonidos. Sin embargo, algo que la profesora House subraya a lo largo de su artículo es la relevancia del acento frente a la sílaba como determinante del ritmo de esta lengua extranjera.

En el tercer trabajo observamos un tratamiento teórico- práctico del tema. En un primer lugar, Elena Flavia Suárez Suberviola hace un análisis individual de cada uno de los fonemas ingleses mencionando los alófonos, las grafías y su descripción articulatoria comparada con sus “equivalentes” españoles. Posteriormente la autora plantea una serie de objetivos relativos al ritmo del inglés, la entonación y algunos sonidos difíciles que son la base para el diseño y presentación de una serie de actividades que se ofrecen al lector y en las que se trabajan entre otras cosas, los fenómenos de la homofonía y homografía. Al final, encontramos la clave a estas actividades.

El cuarto episodio lo constituye una contribución de Eva Estebas Vilaplana, cuyo título refleja perfectamente el contenido tratado; se habla del acento, del ritmo y de la entonación, tres rasgos suprasegmentales, haciéndose especial hincapié en esta última: la entonación, un elemento que hace del inglés un idioma tan particular.

El artículo de Elena González-Cascos Jiménez y Laura Filardo Llamas es más bien de naturaleza teórica y en éste se discuten los procesos de transferencia e interferencia en la interlengua; se concluye destacando la enorme importancia del método contrastivo aplicado a la enseñanza y aprendizaje de la pronunciación para evitar problemas de transferencia.

Christopher Moran es el autor de un estudio que analiza los ejercicios de fonética incluidos en los libros de texto *Hotline* Secundaria. En estos ejercicios se obvia el entorno fonético y se transmiten pronunciaciones que en la práctica suenan artificiales. Moran observa y critica la enseñanza de la pronunciación apoyada en materiales que se centran en palabras y frases descontextualizadas y reglas férreas que muchas veces van en contra de la dimensión comunicativa de la lengua. De alguna forma, lo que Moran pretende es echar por tierra algunas de las concepciones teóricas ampliamente difundidas y advierte del peligro de hacer afirmaciones categóricas sobre la pronunciación de ciertos sonidos como son la pronunciación de las desinencias del plural o la relación unívoca de la entonación con ciertos tipos de cláusulas como que las *wh-questions* tienen siempre una entonación descendiente.

A continuación, aparece Nuria Rodríguez de Vega, quien desarrolla un método innovador para la enseñanza de la pronunciación que combina la sugestopedia de Lozanov junto con el programa neurolingüístico (NLP) propuesto por John Grinder y Richard Bandler. Ésta proclama la eficacia de enseñar la pronunciación utilizando distintos canales sensoriales: visual, auditivo, kinésico y ofrece una serie de actividades divididas de acuerdo con el sistema que se potencia ya sea el visual, auditivo o el kinésico.

Los capítulos ocho y nueve, que escriben los propios editores, constituyen la parte final de esta monografía. M<sup>a</sup> Sonsoles Sánchez- Reyes Peñamaría en el capítulo 8 nos presenta una veintena de recursos lúdicos: juegos de palabras, adivinanzas, rimas, chistes, palabras que suenan igual que letras (*queue=q*, *why=y*) o la migración consonántica (*cooks take>cook steak*) que resultan altamente motivadores y válidas para la didáctica de la fonética inglesa; el noveno y último ensayo a cargo de Ramiro Durán Martínez, recoge una selección de portales gratuitos y recursos hallados en Internet que permiten entre otras cosas el acceso a recursos sonoros, la familiarización con los símbolos del AFI (Alfabeto Fonético Internacional), la acentuación de palabras y la identificación de los pares mínimos.

Si hacemos una valoración general, *Nuevas Perspectivas en la Didáctica de la Fonética Inglesa* es una obra extraordinaria. Si algo hay que criticar de ella sería la ausencia de ciertos aspectos en su macroestructura y el tratamiento demasiado teórico del tema en algunos artículos.

En lo tocante a la macroestructura del libro, hay indicios de que se ha buscado una estructura cerrada, al ser los editores quienes comienzan con su prólogo y quienes clausuran el libro con sus aportaciones; a pesar de ello, el final resulta bastante abrupto, se echa en falta un epílogo y un listado de autores que siempre resultan de utilidad para el lector.

En cuanto al tratamiento del tema, es necesario indicar que algunas de las contribuciones se desmarcan un poco del objetivo primario destacadamente práctico de este volumen, ya que se aprecia en ciertos casos un predominio de lo teórico sobre lo práctico. Además algunos artículos no adoptan una visión muy innovadora del tema redundando en aspectos ya conocidos por todos; sin embargo, esto está justificado puesto que ayuda al lector a entender el propósito que se persigue en los artículos poniéndolo en situación. No debemos negar que la mayoría de los ensayos son de gran utilidad para todas aquellas personas que pretendan ampliar sus conocimientos prácticos en el área, y que, incuestionablemente, este libro constituye una guía ineludible para el profesional docente. Por último, me gustaría añadir que, en líneas generales, los esfuerzos por hacer una recopilación de trabajos con una clara orientación pedagógica no han sido en vano y han dado lugar a una excepcional monografía que sin duda recomiendo.

## Three Illustrations for “The Raven”

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“The Raven” has long been Poe’s most popular poem, and thus no special explanation is required to justify its status as his most illustrated work as well. Unlike “The Bells,” which was extremely popular a century ago, during the era of public recitations, but has diminished somewhat over the years, “The Raven” has retained its high status with generation after generation of new readers. It has also enjoyed the attention of some of the most prominent illustrators of the last 150 years, including F. O. C. Darley, Sir John Tenniel (best known today for his *Alice in Wonderland* illustrations), Gustave Dore (perhaps best remembered for his Bible illustrations), Edmund Dulac, and Eduard Manet.

(The selected examples displayed here are reproduced, with permission, from a private collection.)



<<http://www.epoe.org/geninfo/poef006a.htm>>



— **Usó-Juan, Esther and Alicia Martínez-Flor (eds.)**. (2006). *Current Trends in the Development and Teaching of the Four Language Skills*. Berlin: Mouton de Gruyter. (ISBN-13: 978-3-11-018968-1; 499 pages).

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It seems virtually impossible to overestimate the importance of newly-born perspectives, patterns and techniques in methodological development, which has been the object of many hundreds of critical articles and book-length studies. To be precise, since the advent of communicative approaches, more attention has been yielded to oral language than to the written counterpart. Oral expression and comprehension have been relegated to a second foreground. However, it is well-known that a language consists of four linguistic skills, and for all those language users who wish to be fluent in the L2, the four abilities have to be coped with. Therefore, this volume represents a profound expression of the latest findings in SLA, learning and teaching in a multifactorial way. In other words, it examines reading and listening comprehension and speaking and writing expression in detail.

The present volume is made of 21 chapters, divided into 5 sections. Each section contains 5 chapters, except for the first one which has only one. This first section deals with the general situation for language learning and teaching, whereas the rest are devoted to listening, speaking, reading and writing in this order. The major aims of this publication are addressed to the same pedagogical praxis, that is, to provide linguistic competence with increasing importance because it is a mediating communicative element among cultures and different speakers. All language skills are equally important in language learning and all should be given the same time and practice with both linguistic and intelligibility intentions. This is meant to suggest that one objective of learning languages is to be able to express oneself, to understand and be understood, although there is obviously an order to acquire these different, though interrelated, abilities. The book suggests that students and language users should first read, listen and polish vocabulary and then it is time to put concepts into real practice by writing and speaking. This argument is backed up by Celce-Murcia (2001) and Ur (2001).

This contribution examines and assesses a great variety of different methods, techniques, practical tips, reflections and creative ideas to teach the four skills in a language class with enriching, witty and appealing resources, touching on the paradigms of the tangible. Thanks to this modern approach, it facilitates the connection between language and communication which, intrinsic to linguistics, has been lost in the last decades.

It hinges on an interdisciplinary knowledge with an approach of practical nature in consonance with the present-day needs of the system. It draws on several aspects, such as oral interaction, written comprehension and expression, vocabulary learning, word-formation, pronunciation, cognitive and pragmatic aspects, curricular design and new technologies. In spite of the fact that there are various topics to be tackled, all the authors coincide in considering six factors as indisputable to comprehend the actual panorama: theory, practice and research, three perspectives working hand in hand, and teacher, learner and learning scenario, three interdependent axes taken into full account to draw conclusions. It seems convenient to bear in mind that most publications up to this point only focused on practice and theory but few of them on the research in connection with the other two. These contributions are carried out by university professionals under direct contact with learners' real problems.

The day-to-day preoccupation by the scientific community towards improving the techniques and strategies to learn a foreign language has aroused profound debate about the practical and theoretical ideologies regarding the acquisition processes of a second language. That is why this publication fleshes out documentary evidence about methodological guidelines for the sequencing and classification of academic tasks and educational levels in a direct and fluid way. This amounts to saying that teachers should inculcate the good habits on the learner to create communication and show empathy towards them.

This publication is illustrative of an ongoing debate within the scientific community in an attempt to reformulate the commonplace 'armchair' assumptions that placed the teacher as the core of the learning process, gave him/her status and established that the only important part in learning was the final outcome obtained by students. Fortunately, we know, as Allwright (2005) points out, that learning is a multifaceted process, whose core bearings and insights have matured over time so that learners can be now regarded as the centre of learning and the stages and steps they undergo are subject to an exhaustive analysis, to get acquainted with the major problems that learners come across and with possible solutions.

It is clear that Spanish students of English have been subjected to the Spanish educational system for years and the results obtained are not satisfactory. They go to target-language countries and some of them are incapable of communicating. A change in methodology is obviously required. That is why Sánchez-Reyes and Durán Martínez (2006) present a high number of activities, proposals and enriching materials to teach the pronunciation of English, which are also liable to be employed in vocabulary, reading or listening practice.

The study under review gives a glimpse of new trends for the teaching of the four skills. In the section dealing with the listening skills, the authors argue that traditional methods such as the audiolingual or Total Physical Response are no longer effective

since the paradigm called communicative approach entails a more active and participative learning by making students listen, talk and communicate. Two types of approaches are detailed, traditional listening practice with a pre-listening stage, while listening and post-listening, and then a more modern listening practice, which consists of listening outside the academic background. Learners need to watch TV series in original version, need to rely on authentic material out of the class and to decide what kind of listening comprehensions they would like to go about. Listening needs to be contextualised with preliminary activities and end up in follow-up activities to recapitulate what has been taught. All this has to be practised from the angle of learning strategies and the ITCs, as other authors, such as Cal *et al* (2005) or Oxford (1990) argue.

In the chapter devoted to speaking, it is claimed that speaking has often been quoted as product rather than as process and speech is really a procedural phenomenon whereby the speaker addresses a message to a recipient so that communication is established. Learners need to be aware of the importance of taking turns to speak, respect others' contributions, keep silence when required and knowing how to initiate a turn, respond questions and keep communication. This poses, as Jenkins (2005) ascertains, as the initial step for learners to start an exchange and initiate future mutual understanding.

It is common knowledge to say that teaching the speaking skill is not an easy task. Teachers have to teach grammar to speak and collect samples in corpora. Teaching via a task-based method maintains interest, increases motivation and keeps learners attentive because it is a way of extrapolating the academic to the extra-academic. There has to be a negotiation between teachers and learners as regards syllabus, class management, turn-taking and final assessment.

One outstanding endeavour that this book proposes to achieve is to make learners aware of the importance of the mental and cognitive processes at work in the human mind. We as language users are associating new situations with previous ones. These situations, which receive the name of schemata, are stored in our knowledge of the world thanks to our memory. Our mind activates that knowledge when it comes into contact with a stimulus. Learners need to be aware of this phenomenon, which will make them remember certain words and expressions at a specific moment. This will make them speak more fluently and confidently in the long term.

The chapter that tackles reading enhances that the reading skill has lost interest in research since the advent of communicative approaches tried to benefit spoken expression. However, students' reading abilities prove to be crucial for the learners' development of communicative competence. They are the cornerstone of the process of making oneself understood and understanding others gradually. Learners first read, then listen, then write and finally speak, although all the skills have to be practised simultaneously in a language class for an appropriate learning process.

One has to skim and scan the text. It is the teachers' labour to emphasise vocabulary by contextualising students in real scenarios, offering imagery or creative figures. In other words, learners need to be introduced into the world of learning strategies through meaningful linguistic or extra-linguistics signs provided by teachers. Reading comprehensions should be contextualised, organised, ordered, directed to a goal and in keeping with what is taught. Sánchez-Reyes and Durán Martínez (2006) defend the same idea for the teaching of pronunciation.

When students read in the first stages, their intention should only be trying to recognise a few key words in a passage, identify grammar structures, use inference to connect new and known information and assess one's progress. Wide readings where the teacher takes into account students' likes and level are preferable to narrow readings. Besides, it is crucial to make students aware of cultural differences because this is usually an appealing aspect. Putting it in other words, reading tasks have to be in keeping with students' command of the language since their level is tightly blended to the notion of input. Students have to be given accessible information and comprehensible input adapted to their level in a natural context.

The question of using 'data-driven models' (corpora) or 'concept-driven models' (teaching methods) still figures prominently in foreign language teaching and is mentioned in the volume. The study at hand sets out to suggest employing both to obtain more effective and fruitful results. To solve difficulties and make learning tangible, teaching staff can resort to different and versatile methodological proposals in keeping with learners' needs and can also resort to faithful texts illustrating given geographical, social and cultural features of language users, namely corpora, which prove to be very helpful to know what kind of errors learners commit and their behaviour with regards to certain structures.

Finally, in the last chapter, which is devoted to writing, authors propose to employ think-aloud protocols, teaching observation and schema theory as starting points. Writing takes a lot of time since it consists of writing, drafting, editing, re-drafting and re-writing. There is much more than grammar at stake in written texts; the register, the context of situation, the context of culture, the mode, sociolinguistic, personal and educational factors are also at work. Writing is never an end in itself; rather, it consists of several stages and reflective processes to come up with a final satisfactory product. Students will gradually improve their writing with more vocabulary, connectors, expressions and metatextual features. The more they practice, the faster they will write more appropriately and consistently. Interestingly, to achieve adequate writing habits progressively, learners may try out new technologies and write compositions on specific web pages that will correct them, suggest possible synonyms and provide alternative expressions. This writing process is not only entertaining and ludic but it also offers many more contextualised examples of one single word. Learners have at their disposal a great variety of instruments.

Summarising, this volume brings to light theoretical, practical and researching aspects about four linguistic abilities giving each the same status, whereas most

handbooks are focused on only one skill from one perspective. Besides, it describes the existence of various pedagogical tips and techniques to teach the four skills appropriately with a communicative orientation in mind. It is one of the pioneer studies to apply specific learning strategies to each skill with fruitful empirical results.

This publication is addressed to an international audience. It is not limited to the Spanish speaking community; all ESL investigators around the world have access to it. Besides, it is presented as coherent and cohesive, it is written with discursive parameters and in accessible style, precise and scientific language. This entails an authentic discourse and a fluent comprehension. Moreover, it represents a detailed description of homogeneous texts as regards difficulty and length.

Apart from editors and contributors, its publishers deserve equal praise for the careful editing of its hardback which, with its illustrations and very useful list of contents, serves as a fine instance of their ongoing commitment to producing excellent books in the field of language teaching.

Acts of readership, criticism, commentary, exegesis in and around language teaching brought forward by this book are not without their repercussions. Its publication is in fact timely because it addresses mainly, though not exclusively, an area of ever-expanding horizons to initiate an urgent change in the core curricular design. We encourage the reading of this volume to all those immersed in the study of SLA on the grounds that conclusions are provided with a didactic character and a critical value and produce a suggestive and fluent reading.

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**EJES: The European Journal of English Studies**



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3. the editorial policy
4. calls for papers for forthcoming issues
5. calls for topics
6. special conditions for ESSE members
7. recent issues
8. forthcoming issues
9. the former editors (from 1997 to 2005)

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**2. Aims and Scope**

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**3. Editorial Policy**

a. In organising either an issue or a series of issues of European Journal of English Studies, we need an idea of what makes *EJES* distinctive. What, in other words, do we mean by 'European' in the context of this journal?

Although we wish *EJES* to privilege work of international quality produced within Europe, to interpret 'European' as a restriction on authorship by place of work would be both unworkable and outrageous. On the other hand, whilst the journal will no doubt empirically target a primarily European readership, to define its Europeanness in that way would only be to give it a geography, not a content, and, in relation to an increasingly de-territorialised discipline, perhaps an old-fashioned geography at that. Furthermore, any attempt to define a 'European' content risks a crass essentialist construction of a unitary Europe which defies the continent's very own history.

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