

# V A E D E A N

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## Book of Abstracts

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## PLENARY SESSIONS

**Paula Martín Salván (Universidad de Córdoba): “Publish without Perishing:  
From Thesis to Monograph”**

The aim of this talk is to offer some guidance, prompts and resources on how to transform a PhD thesis in English Studies into a published monograph. In the first part, I will address general questions: what exactly is a monograph, what place do monographs hold in our academic field, when and how to start planning for your book. In the second part, I will introduce the notion of the publication proposal and use some publishers' templates to comment upon key elements of a proposal, and how to successfully complete it. The third part of my talk will focus on the monograph itself, by pointing to key aspects that make it different from the PhD thesis format, and considering the editing process involved in transforming it into a book. Finally, we will look at some useful resources on academic writing, specifically related to the monograph format.

**Javier Pérez Guerra (Universidade de Vigo): “Big-Brother and MasterChef  
research: Let's mash up!”**

Contemporary research based on empirical evidence can be conducted in two fundamentally different directions: first, by adopting a 'Big-Brother' approach, which analyses data in a primarily qualitative, introspective manner that heavily relies on the researcher's linguistic intuitions; second, by employing a fact-driven (MasterChef-like) methodology that is independent of the researcher's assumptions, leading to findings or conclusions that have to be necessarily supported by empirical testing.

This talk advocates for combining both methods, incorporating introspection (Big-Brother approach) and empirical data (MasterChef approach) in the study of linguistic and literary phenomena. From this perspective, the major steps demanded by the traditional scientific method in empirical language and literature sciences include identifying a niche, being conversant with previous research, retrieving and being aware of the data, selecting optimal analyses and reaching scientifically valid conclusions that corroborate, reject or complement previous findings. Identifying a niche involves pinpointing a specific area of study within the broader field of language and literature that has not been extensively explored or that presents new opportunities for investigation. This requires a deep understanding of the existing body of research to ensure that the chosen niche is relevant and original. Being conversant with previous research entails a thorough review of the existing literature to understand the current state of knowledge in the field. This step is crucial as it helps identify gaps in the literature, recognise the contributions by other researchers and avoid duplicating previous work. It also provides a foundation upon which new research can build, ensuring that it is grounded in a solid understanding of what has already been reported. Being aware of the data involves (collecting and) analysing relevant data that can provide insights into the chosen niche. This step requires meticulous data collection and analysis to ensure that the findings are based on robust and reliable evidence. Selecting optimal analyses means choosing the most appropriate methods and techniques to cope with the data. Finally, reaching scientifically valid conclusions involves interpreting the results of the analyses in a way that is consistent with the data and the existing body of knowledge. This step requires a critical and objective approach to ensure that the conclusions are well supported by the evidence and that they contribute to the advancement of knowledge in the field. The conclusions may corroborate, reject or complement previous findings, that is, situate the new research within the broader context of the existing literature, highlighting how it confirms, challenges or extends what is already known. In summary, the integration of introspective and data-driven methodologies in linguistic and literary research enables a comprehensive approach that unifies the strengths of qualitative and quantitative analyses.

## LINGUISTICS

Coord. Cristina Suárez Gómez (Universitat de les Illes Balears) & Belén Méndez Naya (Universidade de Santiago de Compostela)

Sara Chamosa-Rabadán (UPV/EHU): “The effect of form-focused instruction on English modal verb acquisition: A study with young CLIL learners”

This study examines the impact of form-focused instruction on the acquisition of English modal verbs by young CLIL learners. It hypothesizes that L1 Spanish – L2 English contrast-focused tasks, combined with a noticing, awareness, and practice phase, could enhance modal verb acquisition. Furthermore, the study poses that task modality (oral vs. written) may condition modal verb acquisition through form-focused instruction. L1 use and metalinguistic awareness are also analyzed.

Participants are from 6th grade primary and 2nd and 4th grades secondary education. They will complete a background questionnaire, a proficiency test, a pre-test, and the Metalinguistic Awareness Test (MLA) (Tellier, 2013). They will be placed into same-proficiency pairs, divided into two control and two treatment groups, and will complete the same three contrast-focused tasks. One control group will execute the tasks orally with explicit edition, while the other will complete them in writing with inherent edition. The treatment groups will do the same with additional noticing, awareness, and practice phases. Subsequently, all groups will complete a post-test, the MLA, and a delayed posttest.

Potential challenges include addressing English modal verbs with young learners, school availability, and a limited sample size. The study predicts improved task, post-test, and final MLA performance thanks to the focus on L1-L2 contrasts (e.g., Horst et al., 2010; Lyster, 2015). The treatment groups are expected to outperform the control groups after receiving the noticing, awareness, and practice phases (Bouffard & Sarkar, 2008). Additionally, participants completing written tasks are anticipated to focus on form more than those executing oral tasks (Gallardo-del-Puerto & Martínez-Adrián, 2022; Martínez-Adrián & Gallardo-del-Puerto, 2021). The study aims to offer practical insights into effective form-focused instruction and the linguistic development of young learners transitioning from primary to secondary education.

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## Sara De Piniés De la Cuesta (Universidad Complutense de Madrid): “A corpus-based approach to scientific discourse: Applying Lexical Priming to oceanographic articles”

This research aims to characterize the genre of oceanographic research articles, by identifying genre-specific linguistic patterns, through the application of the Lexical Priming theory (Hoey, 2005) to a linguistic corpus of oceanographic papers. Therefore, the genre classification will be done throughout the evaluation of frequent multiword patterns, such as collocations, lexical bundles, or even textual colligations, which might well be grouped into genre-specific trends.

The main objective of this project is to depict the lexical choices and grammatical patterns portraying oceanographic research articles and determine their statistical significance. Thus, the proposed methodology comprises building a corpus of oceanographic research articles from top-ranked scientific journals, where the analysis will be restrained to the discussion and conclusion sections. The analysis of the oceanographic corpus will employ the Sketch Engine tool, which is not only able to define collocations and lexical bundles, but also to find textual colligations. Moreover, the given corpus involves four sub-corpora, because each research article is categorized according to the most common scientific fields, for example biology, geology, physics, or chemistry. Throughout these sub-corpora, it would be possible to apply quantitative statistical methods to verify if there are any significant differences among the linguistic patterns present in each sub-genre. Likewise, by applying the chi-square test to compare the collocates of the lemma “fish” regarding the different sub-corpora.

Thus, the expected outcomes include a characterization of genre-specific lexical features and grammatical patterns associated to oceanographic research articles. This research contributes also to understand how language choices construct scientific discourse, apart from the advances related to the application of Lexical Priming theory to specialized genres.

Among the possible challenges, the most noticeable are corpus compilation and data annotation due to the highly time-consuming selection process, while the results may provide insights into the linguistic features shaping scientific communication.

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### Javier Figueroa Granja (Universidad de León): “(Re)Traducción y Censura de la novela negra en la España franquista (RETRACEnni) / (Re)Translation and Censorship of the Hard-Boiled Novel in Franco’s Spain (RETRACEnni)”

The main objective of the doctoral thesis currently in progress is the detection of potential (self-)censorship phenomena in detective and hard-boiled novels translated from English into Spanish during the general Francisco Franco’s dictatorship (1939–1975) and the decade afterwards (until 1985) in Spain. The central hypothesis of our study is that the effects of (self-)censorship might have persisted in some of those texts up to the present day. If that were the case, a retranslation of such works would be in order.

The investigation follows the methodological steps set by previous studies of the TRACE group<sup>1</sup> (TRANslation and CEnsorship), established in the University of León and University of País Vasco. The methodology is mainly structured in three parts: a) Context Analysis, b) Corpus 0 elaboration, and c) Corpus 1 selection and text analysis.

The theoretical framework is that of *Descriptive Translation Studies*. More specifically, we take a *product-oriented approach*, thus considering the translated texts as a result of the target culture which is the reception context.

Once the historical features surrounding the translation of the texts are described, the Corpus 0, which contains information about all the translated texts that could be analysed, is built by gathering data about the novels available in the Censorship archives located in Alcalá de Henares, Madrid. This phase is nearly finished, which takes us to the next step: the selection of relevant novels from that corpus 0 in order to build our Corpus 1 for their subsequent in-depth analysis, comparing the original English texts with their translations into Spanish. The work carried out so far has involved the study of several novels which were banned, according to the information available at the Archivo General de la Administración (AGA). Once the comparative analysis is carried out, we will look for possible

<sup>1</sup> <https://trace.unileon.es/es/>

retranslations of those works. If our initial hypothesis is indeed confirmed, we will recommend that a new translation for those novels be done so as to free them of the effects of Francoist censorship once and for all.

### Ana González-Martínez (Universidad de Cantabria): “The acquisition of productive skills in CLIL and non-CLIL programs in Primary Education in Cantabria: A learner corpus-based study”

Content and Language Integrated Learning (CLIL), which involves the use of a second language (L2) to teach non-language subjects, has become a prominent concern in European education (Dalton-Puffer, 2008). It is considered that the type of input provided in CLIL lessons is communicatively more meaningful than the input provided in non-CLIL programmes (Gutiérrez-Mangado & Martínez-Adrián, 2018). Nonetheless, the outcomes in many of the particular components (i.e. phonetic or morphosyntactic) are less clear (Gallardo-del-Puerto & Martínez-Adrián, 2013). Differences in the effects of CLIL may be ascribed to aspects such as program duration and intensity (Merino & Lasagabaster, 2018). As for the role of gender, bilingual teaching seems to erase gender differences in content acquisition (Nieto-Moreno-de-Diezmas & Hill, 2019), but it is necessary to elucidate whether this levelling effect is transferred to language learning.

This study adds to prior research by investigating the aforementioned variables in a comparative study between students enrolled in CLIL and non-CLIL approaches through an analysis of the oral and written productions of learners in Primary Education, an educational stage that has been claimed to require further scholarly inquiry (García-Mayo & Gutiérrez-Mangado, 2020). The sample, selected from the PELEC corpus (Blanco-Suárez et al., 2020), consists of the oral productions of 93 learners in the 4th and 6th grades from five schools in Cantabria.

The methodology employed for the data analysis encompasses different stages, including a holistic assessment, an analysis of L1 use, a test of *Complexity*, *Accuracy*, and *Fluency* (CAF) measures, and an error analysis test. It is expected to find evidence supporting that the studied CLIL programs of the region entail certain advantages for the acquisition of communicative competence in English and have a neutralising effect on gender-based differences in language learning. Analyses will also shed light on the role of program intensity in the development of English productive skills.

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## Jesús Lasheras Balduz (Universidad Pública de Navarra): “Individual Factors influencing the L2 motivation of CLIL young learners towards English as a Foreign Language in primary education”

In the Autonomous Community of Navarre, English as a Foreign Language (EFL) is taught in virtually all schools through several linguistic programmes combined with two first languages, Spanish and Basque, which differ in the teaching hours or time of exposure to them.

On the other hand, Second Language (L2) motivation, a socio-psychological construct which provides the driving force to initiate and maintain L2 learning (Dörnyei & Ryan, 2015; Dörnyei & Ushioda, 2011), is a predictive factor of success in the learning process of EFL. A fine-grained analysis of the individual factors affecting L2 motivation towards learning EFL will allow us to predict the differences in the learners’ motivation, and it might also give teachers information to implement specific didactic measures to foster motivation.

This study examines how the factors of the learners’ non-verbal intelligence, gender, socio-economic status (SES) and heritage language may impact the L2 motivation toward EFL among young learners in the 5th year of primary education in a CLIL programme combining the above-mentioned languages. L2 motivation will be based on the L2 Motivational Self System and its dimensions of ideal self, ought-to self and the L2 learning experience (Dörnyei & Ryan, 2015; Dörnyei & Ushioda, 2011).

To this end, the research instruments will be three questionnaires: (i) a biography and socio-cultural-economic questionnaire used by the Government of Navarre at schools; (ii) a specific questionnaire on the non-verbal intelligence based on Raven’s Standard Progressive Matrices (Raven et al., 1998b, 1998a); (iii) and finally a questionnaire measuring motivation (Pladevall-Ballester, 2019) following the L2 Motivational Self System (Dörnyei & Ryan, 2015; Dörnyei & Ushioda, 2011).

The learners’ non-verbal intelligence and the SES are expected to positively correlate with L2 motivation as young learners presenting higher scores in this type of intelligence might show higher levels of motivation towards EFL, and families with a higher status may have more economic and cultural resources to endeavour it. Female young learners are expected to present a stronger and more complex motivation as gender might correlate with this aspect. In addition, immigrant minority language young learners probably will present similar or, perhaps, higher levels of motivation in comparison to official language peers (Somers, 2017, 2018).

**Key words:** CLIL; L2 motivation (English); individual factors; primary education.

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### **Aimée-Elizabeth Lewis (Universidad de Sevilla): “Syntactic Patterns in Subordinated English-Spanish Code-switching Sentences in Groups of Bilingual Adolescents Pertaining to Spanish Communities with High British Tourism and Immigration Rates”**

This doctoral thesis aims to apply English-Spanish code-switching research to the unfamiliar territory of EN-ES bilingualism in Spanish communities with high British tourism and immigration rates. Investigations will focus on groups of bilingual adolescents immersed in both languages from a young age in several different communities. On a syntactic level, the main hypothesis is that these groups of adolescents will produce conclusive results relating to language and grammar preferences in mixed-language subordinated sentences.

Main objectives:

1. To analyse syntactic patterns in code-switching grammar by means of oral production analyses and sentence evaluation in groups of bilinguals in secondary education centres pertaining to various communities in Spain. This objective is linked to the general proposal of advancing in integral grammar proposals.
2. To reflect on the use of code-switching as a pedagogical tool for secondary education, in conformity with legislation such as that found in the latest educational reform (LOMLOE) or the European Council.

The proposed methodology entails a bibliographical review and research in complementary resources to obtain a solid understanding of the state of the art on ENES code-switching literature. Throughout the elaboration of the thesis, different studies will be devised and carried out in several communities to test various syntactic points in subordinated sentences. The results will be organised by means of software such as DbForgeStudio or DbVisualizer to create databases for optimal analysis. Results from these investigations will be divulged and linked to possible pedagogical reform proposals for secondary education in bilingual communities.

Subjects who are proven to have a more pertinent English-speaking environment are expected to favour English constructions considerably, whereas more equitable bilinguals are predicted to shed light on specific grammatical preferences within EN-ES syntactic options. Limitations are linked to the unfamiliarity of these environments and fast-changing environments resulting from immigration and tourism.

### **María Nieva Marroquín (UPV/EHU): “Morphosyntactic development through form-focused instruction, awareness and practice in primary-school CLIL contexts”**

The study investigates the efficacy of form-focused tasks, incorporating a noticing, awareness, and practice phase (Bouffard & Sarkar, 2008; Lyster, 2007), in acquiring three problematic L2 English morphosyntactic features: third-person singular -s, explicit subject and no subject-verb inversion. The hypothesis posits that form-focused tasks – three text-editing and three text-reconstruction tasks – could help CLIL learners acquire these features. Additionally, it is proposed that supplementing these tasks with a noticing, awareness and practice phase may enhance potential form-focused instruction effects. It also examines learner-initiated attention to form (operationalised as Language Related Episodes) and L1 use during these episodes, alongside individual variables, i.e. language-analytic ability, willingness to communicate and interaction mindset.

The students, from 5th and 6th year, will complete a background questionnaire, a set of questionnaires on the individual variables and a pre-test on the aforementioned features. Subsequently, they will perform a Flyers Test, whose scores will be used to pair them in similar-proficiency dyads. Each course will be divided into a control (5th A, 6th A) and an experimental group (5th B, 6th B). In pairs, one control group will do the text-reconstructions and the other, the

text-editing tasks. The experimental groups will also carry out a noticing and awareness and practice phase in between the tasks. Gains will be measured by administering immediate and delayed post-tests to the four groups.

However, potential problems are school availability and small sample size, which may affect the statistical power of the study. As a result of having engaged them in the noticing, awareness and practice phase, experimental groups are expected to exhibit greater gains in the tasks and post-tests. This research aims to provide valuable insights into the effectiveness of form-focused instruction in morphosyntax considering individual differences in primary-school CLIL contexts.

**LITERATURE AND CULTURE****Coord. Alberto Lázaro Lafuente (Universidad de Alcalá) & Rosario Arias  
Doblas (Universidad de Málaga)****Carla Abella Rodríguez (Universidad de Salamanca): “The Surveillance of Black Bodies in Contemporary African American Literature”**

My PhD thesis examines the exercise of inhospitable practices under the form of surveillance in contemporary African American fiction. The investigation zones in on the representation of violence against the Black female body in a series of contemporary novels. The study focuses on the different monitoring apparatuses and power structures at play in the exercise of control over Blackness. Through an analysis of a corpus of literary works, it is argued that the Black body is embedded in discourses of control, surveillance and violence within a context of anti-Blackness operating at a national level. The main goal of my research is to identify and scrutinise the interconnections between gendered and racialised surveillance in contemporary African American fiction.

The methodology of the project consists of the examination of contemporary African American narratives through a theoretical framework that imbricates several philosophical and sociological tenets. The main challenge in my investigation so far has been the production of a cohesive analysis of my corpus, given the diversity of the fiction genres that make up the corpus under study. The critical analysis of the novels is first anchored in hospitality theory. Within this framework I am interested in Emmanuel Lévinas and Jacques Derrida’s work, especially Derrida’s proposition that hospitality cannot be separated from hostility. I also invoke surveillance studies to scrutinise the regulation and monitoring of racialised subjects, taking Michel Foucault and his theorisations on discipline as a point of departure. Through this analysis, I expect to identify and unveil the specificities of the violence and surveillance that are experienced by Black women. What is more, I hope to trace a concern with the representation of gendered anti-Blackness in contemporary African American literature.

**Lola Artacho-Martín (Universidad de Málaga): “Life Writing in the 21st century as a Caring Network: Identity Assemblage in Contemporary Anglophone Autobiographies”**

My current research interests concern the study of 21<sup>st</sup>-century illness narratives which depict patients’ own coping with a terminal or irreversible illness, like cancer, dementia or ALS. The central hypothesis of my PhD project is that the genre of life writing can serve as a potential field where to establish caring and healing connections between reader and writer, especially if experiences are shared (Miller, 2007). Thus, reading about others’ similar circumstances and their perceptions is believed to have a potential healing effect on the reader, as well as writing might contribute to the writer’s own process of acceptance and resilience. Through the reading of texts like *Memory’s Last Breath* (Saunders, 2017) or *Writing with My Eyes: Staying Alive while Dying* (Parker-Brown, 2022), I will explore the caring connection between reader and writer in such a way that a collective identity, or an identity assemblage, is formed (Smith, 2019). For that, I will delve into the genre of life writing and its impact within the Anglophone literary panorama, I will detect the two-way relation operating through the reading and writing process in the case of autobiographical texts, and I will attempt to prove the ability of these texts to build caring connections, and the power of literature to produce healing (Kristeva, 2017; Crawford, 2020). Textual analysis will be required together with readers and authors’ context analysis, regarding their psychological development in terms of care (Gilligan, 1982),

and trauma, resilience and vulnerability (Butler, 2016). Throughout this research process, problems will be encountered because of an apparent critical gap regarding the consideration of life writing and illness narratives as a dialogic genre, not simply confessional, where multiple but similar identities are constructed and entangled through reading and writing.

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### Mikel Barea Pérez (UPV/EHU): "Wounded Nation, Shifting Identity: An Examination of US Literature after 9/11"

The events of September 11, 2001, catalyzed a profound reevaluation of American identity, prompting scholars and writers alike to grapple with the seismic shifts in society and collective consciousness. Drawing from my Master's Degree on comparative literature, my research seeks to explore the evolving contours of American identity in the aftermath of 9/11 through a comparative analysis of select literary works. Central to this research is the contention that 9/11 precipitated a transformative moment in American society, reshaping perceptions, values, and narratives of national identity. Employing a comparative approach, my analysis focuses on seminal 9/11 novels, including Don DeLillo's *Falling Man*, Jonathan Safran Foer's *Extremely Loud & Incredibly Close*, Reynolds Price's *The Good Priest's Son*, and Lynne Sharon Schwartz's *The Writing on the Wall*. Through an exploration of the characters' different responses to the events and the diverse portrayals of society, this analysis argues that amidst the chaos and tragedy, Americans grappled with an inability to recognize themselves as integral parts of a broader global community. Drawing upon a theoretical framework rooted in cultural studies, the theoretical perspectives center on key themes such as place and space, alienation, postmemory, and identity. Through a nuanced examination of these literary texts, my research aims to elucidate the complex ways in which 9/11 reverberated through American society, reshaping individual and collective understandings of self and nation. By interrogating the representations of trauma, loss, and resilience within these narratives, my study seeks to shed light on the multifaceted dimensions of American identity in the post-9/11 era. While still ongoing, this research holds the promise of offering fresh insights into the enduring legacy of 9/11 and its profound impact on the fabric of American identity.

**Keywords:** 9/11; 9/11 Literature; Contemporary Literature; American Identity; Post-9/11 Era.

### Virginia Cattolica (Universidade da Coruña): "Anarchist women and the press in Argentina and the United Kingdom between 1880–1930"

The press was one of the most effective means anarchists had to spread their ideals. No matter the format used, anarchists found that the press was an active tool through which to reveal their thoughts not only within their countries but also to foreign territories. The majority of the newspapers were

written, edited and printed by male anarchists. However, female anarchists also found in the press the opportunity to fight against patriarchal oppression and denounce all the injustices they suffered, both within the private and the public spheres. Thus, the aim of this dissertation is to compare and contrast the press produced, edited, translated or printed by women between the years 1880–1930 in Great Britain and Argentina. For this investigation, the newspapers *La Voz de la Mujer* (1896–1897), *Nuestra Tribuna* (1922–1925) and *La Protesta* (1897–1930) from Argentina and *Freedom* (1886–1927), *The Torch* (1891–1896), and *The Voice of Labour* (1913–1916) from the UK will be analysed in depth. The texts will be selected according to a qualitative analysis that will be carried out in order to portray the topics discussed in connection to categories like anarchism, feminism, patriarchy, imperialism, male domination within the private and the public spheres, among others. The approach from reception studies, cultural studies, and transnational studies will be used. What this dissertation will reveal is that these women were very different: some were educated, others were not. Some were proletarians, whereas others belonged to the middle or the upper classes. Some were legally married and some had partners. Some were religious and others were atheists, but what they had in common – apart from being women – was the fact that they used the press to fight against the problems that oppressed them.

### Raquel del Pozo Cañas (Universidad de Sevilla): “W. Somerset Maugham: His spiritual and cultural legacy of Andalusia and Spain”

W. Somerset Maugham wrote about his extensive journeys around Spain. The main purpose of this paper is to analyse the relevance of the Spanish legacy in his work using intercultural studies, urban studies and post-colonialism as methodology. Subsequently, also the relevance of Maugham in the academic canon.

In his first journey to Seville (1897–99), Maugham liberates himself from his repressive ties and finds his freedom in a romantic Andalusian landscape of beauty and passion. Thus, he becomes one of the many British writers to write about Spain and he establishes a life-long pattern of travel writing and love for the Spanish culture. In Seville Maugham discovers the writers of the Golden Age. Gaining consciousness about his youth here, Maugham writes a first (and rejected) version of his autobiographical novel *Of Human Bondage* (1915), *The Artistic Temperament of Stephen Carey*, and his first travel books: *Orientations* (1899) and notes of which would be later his travel book *The Land of the Blessed Virgin: Sketches and Impressions in Andalusia* (1905).

Maugham will pour this Spanish ethnographic material into the above early travel writing and in his more mature work, *Don Fernando* (1935); moreover, he also wrote a novel set in Spain of religious Spanish roots, *Catalina*, about the miracles of the Virgin Mary; references to the Spanish painters and writers of the Spanish Golden Age interweaving the narration in his novels *Of Human Bondage* and *The Painted Veil* and three short stories set in Andalucía will complete the corpus of analysis.

By evaluating the results of this analysis, I will strive to demonstrate the central value of this cross-cultural experience (Anglo Andalusian) in Maugham’s work: his best allegories; his passion for Seville as an ideal city; life as a “grand theatre”; El Greco, and homosexuality; and finally, religion vs. magic. The main hypothesis is that these show the influence of Spanish culture not only as a meaningful part in Maugham’s travel books, but also as an essential pattern of his most successful writing.



## Cristina Espejo Navas (Universitat Autònoma de Barcelona): “Fairy Tale Narratives in Modern Fantasy Literature: Using the Familiar to Bring Out the Unexpected”

Fairy tales are back to a new height of popularity. In my thesis, I aim to examine the postmodern fairy tale that aims to, at first sight, subvert what is perceived to be a classical tradition. While these stories are well-known for their meta-literary qualities, I argue that the truly breaking qualities of these stories are the willingness of the genre and its characters to break out of any boundaries imposed by the fairy tale tradition. An example of this can be found in the novel *Howl's Moving Castle* (1986) by Diana Wynne Jones, in which the main character, Sophie, becomes the author of her own story by breaking the boundaries that had kept her from evolving and growing as a person throughout Jones' established narrative. Authors like Bacchilega, who has written extensively about postmodern fairy tales mainly from a feminist perspective, or books like Benson's *Contemporary Fiction and the Fairy Tale* (2008) show that there is an interest in the topic, especially on the analysis of particular works or authors in relation with the fairy tale tradition. However, I aim to find an overarching connection that helps improve our understanding of the fairy tale and its crucial role in our society through a consistent narrative of characters breaking out of their archetypes and fighting against the rules imposed on them. I will find these narratives by close reading, analysing, and comparing novels that can and are usually referred to as 'modern fairy tales', such as the previously mentioned Howl series by Jones, Gaiman's *Stardust* or Oyeyemi's *White is for Witching* (amongst others). This way, I hope to add to the discussion of postmodern fairy tales by focusing on individual characters and how their attitudes towards change can help them become the masters of their narratives, independently of the figure of the author.

## Sara Familiar Rodríguez (Universidad de León): “Ecocritical and Ecofeminist Approximations towards poetry: Sylvia Plath and the Great North American Female Poets from the 19th Century until Today”

The present project aims to fulfill a research on one of the most fruitful and current fields of study and criticism, namely Ecocriticism, and its branches and interconnected disciplines, such as Gender Studies and Ecofeminism, or Posthumanism. Then, the central topic and initial hypothesis is the establishment of Ecocritical and Ecofeminist critical approaches towards the poetry of female authors in the North American context in order to prove whether it is convenient and productive or not. North American literature is mainly defined by Transcendentalism and its heritage, with the primacy of Nature and the concept of the Sublime as main pillars. That is why many theoreticians claim that all North American literature is intrinsically ecological, and consequently, ecocritically productive.

The corpus of poetry is conformed by female authors from the 19th and 20th centuries as well as contemporary poets, with Sylvia Plath as a central figure, with the objective of proposing new approaches to their literature that transgress traditional approximations. Additionally, it is aimed to methodologically fulfill a comparative literary analysis of their works, themes, topics, parallelisms and patterns. To do so, the literary corpus is selected by incorporating those themes and topics present in the literature which are connected with the concerns and ideas from the theoretical framework.

So far, this critical perspective and hypothesis has been applied to the study of several poems; and it is expected to keep proving the convenience of these critical approaches, the productivity of the texts being analyzed, the existent interconnections among the different poems of the authors who belong to the same paradigm, and the pertinence of ecologically aware approximations to poetry as a tool to raise awareness and educate citizens.

## Ángela Gómez García (Universidad de Cantabria/Universidade de Santiago de Compostela): “The Vampire 2.0: Christian Grey and Hardin Scott under investigation. Masculinities, Love and Feminine Perspective of *Fifty Shades of Grey* and *After*”

In 2011, E.L. James published the novel *Fifty Shades of Grey*. Since the beginning, the novel became “the fastest-selling paperback of all time and went on to become the top-selling novel of the decade” (Roach 2022, 64). It received criticism all over the world by readers and the media as it was seen as “mommy porn” and the writing quality was worldwide debatable. However, sociologist and writer Eva Illouz (1961) has taken this polarised criticism and turned it around for her own benefit. Illouz, who has been working with love, desire and intimacy for years, has seen the social importance of the novel and, by writing *Hard-core Romance: Fifty Shades of Grey, Best-sellers and Society* (2014) she has stressed other characteristics within this popular fiction so that it can be taken seriously among academics.

Taking Illouz’s path and my own research on monsters, specifically on vampires, I also believe this saga and its younger version, *After* (Todd 2014), which was written for younger generations but with the same contents, to be of certain importance among society. Both enhance the sexual paradox in America, which tackles the need of maintaining the puritanical values but also the current change of those values, and also the dangerous yet exciting “toxic cultural scripts of masculinity that ... boys [are] inculcated” (Roach 2022, 67). These heightened masculinities create what I like to think as the evolution of the classical vampire: the emotional vampire. Following my previous research, I want to understand how these male characters are turned into emotional vampires in these novels, as they are created by female writers with a focus on the female audience, while the fourth wave of feminism is raging through, trying to tear apart the preestablished toxic ways of male conduct women had to tolerate.

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## Álex González Charro (UNED): “Haunted Houses and the Transient Subject in the Literature of the Americas”

The primary purpose of my Ph.D. dissertation is to study the relationship between the haunted house and the transient subject, and its thesis is as follows: the haunted house functions as a metaphor for the menacing society and its relationship with transient subjects. Some of my main objectives are the following:

- To study the importance of the haunted house trope in American literature.
- To explore the presence of the transient subject and the concept of unhousing in the Gothic genre.

I will study Gothic works written in English and Spanish: *The Haunting of Hill House* (1959) by Shirley Jackson, *The Shining* (1977) by Stephen King, *House of Leaves* (2000) by Mark Z. Danielewski, *Mexican Gothic* (2020) by Silvia Moreno García, *Aura* (1961) by Carlos Fuentes, *Casa de juegos* (1999) by Daína Chaviano, *The House of Spirits* (1982) by Isabel Allende, and *Our Share of Night* (2019) by Mariana Enríquez.

The problems that I may face are the diversity in my corpus and the diversity of concepts: unhousing, the haunted house, or the transient subject. I consider it difficult to build a solid theoretical framework that will allow a deep analysis of my corpus.

I will use different approaches. Firstly, I will use a comparative approach because it is the most productive and useful. Besides, concepts such as the house, home, and unhousing are considered for my analysis.

I intend to prove that transient subjects are close to the social abject coined by Georges Bataille. I also expect to show that there is a pattern in the representation of the transient subject and its relationship with the haunted house. If I fulfill my objectives and thesis statement, my results may be applied to other works and cultural manifestations.

### Carles Granell Sales (UNED): “A Critical Study of the Anthology in English”

- **The main topic and the central hypothesis of the study.**

Given the scarcity of studies on anthologies, the investigation focuses on their structural principles, their historical evolution as a reflection of changes in literary criticism, and their social impact, with special attention to education.

- **The main objectives.**

- 1st: To define the structural elements of anthologies according to the criteria of delimitation, selection, and disposition (theoretical framework – in process).
- 2nd: To delve into their first antecedents, especially the canonical configuration of the Bible and the multiple editions of the *Greek Anthology*.
- 3rd: To explore their historical evolution and how critical and sociocultural contexts affect them.
- 4th: To analyse their current state and effect in society, especially their presence in syllabi.

- **The proposed methodology.**

Besides the reduced literature on the topic, prologues and introductions are fundamental to understanding the criteria which have been followed in the elaboration of an anthology. Thus, a deductive and inductive approach is needed to better understand the topic at hand.

- **Problems and challenges.**

The main problem so far is the lack of a specific study on the topic which could constitute a work of reference for the theoretical framework. Moreover, the fact that the Spanish and English traditions do not have the exact same conception of an anthology (single-author collections are not considered anthologies in the English tradition) implies that a comparative study is not always possible.

- **Expected results.**

In light of what has been proposed, I expect to gauge and stress the influence of anthologies in the history of literature and literary criticism and to give value to their paramount role so that they are worthy of more critical attention.

## Andrea Gutiérrez Ricondo (Universidad de Salamanca): “Becoming the Black “Other”: Segregation Practises in *The Woman of Colour* (1808) and *The History of Mary Prince* (1831)”

The representation of racial narratives in nineteenth-century England has oftentimes been ascribed to misguided stereotypes and quiet voids. Resumed to shadowy figures, the assimilation of people of colour in English literature as well as their inclusion in society has nonetheless been critically unearthed by female authors since the Regency period. Penning demanding social commentaries through their novels, nineteenth-century female authors would depict the connection between individuals in an evolving England (Brody 1998). To gather further knowledge about black lives and, particularly, black women in nineteenth-century English society, this study evaluates segregation practises in *The Woman of Colour* (1808) and *The History of Mary Prince* (1831). The aim is to unveil the socio-historical reception of black women in English society, pondering on their social and cultural assimilation. For this purpose, this presentation analyses the socio-historical context of the time through the studies of Burton and Loomba (2007), Gerzina (1995) and Hall (1995). Subsequently, this study evaluates the spatial and inner journeys of both female protagonists in *The Woman of Colour* and *The History of Mary Prince*, focusing on their intra-racial connections and prevalent social prejudices. In this sense, the identity conceptualization in both literary works is comprehensively studied, through an exploration of Joan Riley’s (1985) notion of “(un)belonging”. This analysis brings to light the many intricacies of England’s racial formation in long nineteenth-century England. Particularly, through its profoundly transgressive and destabilising protagonists, *The Woman of Colour* and *The History of Mary Prince* appear to depict the making process of black women’s racial and gendered identity, albeit their limited opportunities and many social constrictions.

**Keywords:** Literary Studies; Race; *The Woman of Colour*; *The History of Mary Prince*.

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## Irati Jiménez-Pérez (UPV/EHU): “A Call for Literary Nonhuman Animal Representation away from Human Exceptionalism: The Grizzly Bear in North-America. A Case Study”

This research aims at trying to develop a literary analysis tool that determines the degree of nonhuman animal anthropomorphisation in literary works. This way, it will be established to what extent the animal liberation movement influenced literary creation, as well as how literary creation was used as a means of supporting this cause. This information will be used in an experimental literary process in order to develop new narrative techniques enabling us to move away from human exceptionalism in future literary works. Thus, this study is based upon two hypotheses: literature’s key role in the perpetuation of anthropocentrism among nonhuman animals; and the possibility of using this literary analysis as a form of reconsidering our current relationship with other forms of being.

First, a critical reading process will be carried out, developing the theoretical framework for the literary analysis tool’s design. The bibliography will be divided into two sections: (1) Critical

Animal Studies and (2) Literary Depiction of Nonhuman Animals. Second, the usefulness of the tool will be checked. For this, the depiction of the grizzly bear in North American literature will be taken as a case study, due to the variety of representations found in this particular area of the world: from their worship among numerous Native-American tribes and constituting a threat for the colonist enterprise to becoming a symbol of humankind's return to nature. In order to complete this stage, two more bibliography groups will be studied: (3) The Bear in North American Imagination and (4) Literary Works about the Bear. This study will lead us to determine the degree of anthropomorphization of the grizzly, as well as to identify the possible reasons behind this tendency. Finally, we will explore the possibility of new narrative forms where nonhuman animals do not end up becoming part of a humanised structure.

### Esther Jiménez Rodríguez (Universitat de Lleida): “An Ecofeminist Analysis of the Depictions of Cyclones, Tsunamis and Drought in the Indian Ocean Literature as Nature’s Destructive Response to the Abusive Power of Patriarchy”

My research looks for representations of cyclones, tsunamis, and droughts in the literature of the region of the Indian Ocean. I see these literary depictions as a metaphor for nature becoming an avenging force that reacts back to all the degradation that patriarchy has inflicted upon the landscape. With this, I want to delve into female protagonists who embody ecological awareness due to them being the perfect balance between science and spirituality. These female protagonists are “Bela” in Lahiri’s *The Lowland*, “Ayaana” in Owuor’s *The Dragonfly Sea* and “Piya” in Ghosh’s *The Hungry Tide*.

My research aims to: Seek out recent works in the understudied region of the Indian Ocean; Consider and examine the origins of climate change; Analyze depictions of tsunamis, cyclones and droughts that show nature as an avenging force that punishes human beings for the degradation and abuse that it has suffered; Explore female characters who navigate the two worlds of science and spirituality to achieve an ecologically sound equilibrium.

My study hopes to contribute to literary studies by approaching and linking literary works that have not been studied from two contemporary critical perspectives, Ecocriticism and Ecofeminism. I will use critical works such as Ashton’s *The Industrial Revolution*, Glotfelty’s *The Ecocriticism Reader* and Griffin’s *Woman and Nature*.

Ecocriticism and ecofeminism have not delved into the destructive response of nature to patriarchy. Furthermore, there is a lack of secondary sources on my primary sources since they are not canonical texts.

I expect to draw a link between these novels that have been written in different areas of the Indian Ocean but that share a common history that is enclosed by this Ocean. Hence, I will link how nature is represented as an avenger to how women embody ecological awareness.

### Gloria Lizana Iglesias (Universidad Autónoma de Madrid): “Women in Space: Spatial Dynamics in 19th and 20th-Century Novels by Women Writers”

Modernism is marked by a special interest in the individual subject, often leading to narratives revolving around *flâneurs*, or city walkers, whose journey through the city codifies their identity. Space, then, becomes key in the attempt to understand the implicit aspects that determine the future of these characters. For women, however, this travel by walking has been equally significant, although for quite different reasons. Their simultaneous connection to the house both physically and socially, most clearly seen in the figure of the housewife, makes their movement outside of it necessarily revolutionary. Novels such as Virginia Woolf’s *Mrs Dalloway* (1923) become foundational in this sense, where the protagonist’s main role is as a hostess, so tightly connected with her house through the image of the perfect housewife, consequently pervading this outside journey with conflicting



feelings that will go so far as to affect her life at home. Twenty years earlier, Kate Chopin developed similar narratives for her female protagonists, becoming a pioneer in the feminist representation of women and subversion of their classified roles through their challenging movement around space.

Having these two authors as point of reference, the aim of this thesis is to provide an anthology of the use of space by women writers from the 19th and 20th centuries in order to examine the spatial dynamics operating over their modern and postmodern female protagonists. The challenge lies in delimiting a corpus which establishes a meaningful connection among the works analyzed where patriarchal space is questioned or subverted. Furthermore, by dealing with canonical works, freshness is prioritized. Thus, Judith Butler's 1990 work, *Gender Trouble*, is included as one of the main references in the theoretical framework. Consequently, providing an significant investigation while avoiding any anachronistic review becomes another particularity of this study.

### Ana Orbeago Desdentado (UNED): “Victorian retellings of courtly love”

My research focuses on Victorian poetry and how it adopts medieval stories, settings and forms, and adapts them to fit contemporary values. I am specifically interested in the theme of love, presented in both narrative poems of courtly romance and famous sonnet sequences in the style of the late medieval authors – take for instance, Christina Rossetti's *Monna Innominata* in its imitation of the *Vita Nuova*. I believe that the Victorians' reinterpretation of medieval love may reveal the essential aspects of their period's understanding of gender relations and romance. With this end in mind, I mean to analyse poetry by both men and women, paying special attention to what I believe is a tendency in women's texts to give voice to the traditionally female character of “the muse” or “courtly lady”. In framing these close-readings, I plan to refer not only to theories developed in Victorian studies – in the work, for example, of Sandra Gilbert and Susan Gubar –, but also to wider gender theory.

A case could be made for any era as provoking a seismic shift in the ideas of love and gender relations. However, I believe there is ground to argue that the Victorian period specifically saw the culmination of several trends that changed the nature of love poetry from courtly to some more modern definition. Making this case is the main challenge I am faced with. Another is the relative obscurity of some of the authors that I propose to study. Scholarship on the poetry of Violet Fane or Dinah Mulock, for example, is somewhat scarce. But, though this may be a hurdle, it is also exciting to call attention to previously neglected works. This, too, is one of the aims of my research.

### Silvia Pérez Castelo (Universidad de Oviedo): “From Policies of Multiculturalism to Practices of Solidarity: Identifying Counter-Hegemonic Approaches to Cultural Diversity in Toronto-Based Fiction”

My study “From Policies of Multiculturalism to Practices of Solidarity: Identifying Counter-Hegemonic Approaches to Cultural Diversity in Toronto-Based Fiction” aims to reconsider existing models of pluricultural interaction in Canada by examining two aspects of literature focusing on the city of Toronto. Firstly, it interrogates the achievements and shortcomings of the current system (multiculturalism as a state policy), as well as the effects of this policy on the various coexisting communities in the nation, paying attention to notions of identity, race, gender, and class. Secondly, it explores recent proposals and potential alternatives to multiculturalism, focusing particularly on the solidarity approach.

My thesis will analyse a representative corpus of the various theoretical and literary responses to human difference in Canada, relating literary strategies to postcolonial/decolonial redefinition and the contemporary transnational context. My object of analysis includes a corpus of novels from contemporary authors whose origins lie in the experiences of various diasporas and migratory experiences within the Canadian urban environment or who represent these experiences in their texts: Dionne Brand (2005), *What We All Long For*; Reid-Benta (2019), *Frying Plantain*; Téa Mutonji (2019),



*Shut Up You're Pretty*; Uzma Jalaluddin (2021), *Hana Khan Carries On*; Catherine Hernández (2017), *Scarborough*. My hypothesis contends that these literary works, while seeking to render visible the experiences and realities of those communities that have historically and culturally been marginalized, also allow for the redefinition of notions such as nation, diaspora, or identity. These novels depict the cultural diversity existing in Toronto and provide a depiction of the social, economic, and political barriers faced by this segment of Canadian society. Moreover, they also shed light on the effects and deficiencies of multiculturalism and illustrate the emergence of alliances and relationships of solidarity. Consequently, the conducted textual analysis will follow postcolonial, decolonial, gender, cultural identity, urban theory, and solidarity paradigms.

### Noelia Ramos Soria (Universidade de Vigo): “The world has changed. I see it in the water. I feel it in the earth. I smell it in the air: The Celtic Otherworld in *The Lord of the Rings*”

The world of Tolkien's *The Lord of the Rings* has been a matter of study of numerous comparisons that have contributed to establish a relationship with all those mythological and cultural aspects that may have influenced in its creation. While Norse mythology has been accepted even by Tolkien himself as one of the main references in the creation of his world, the functionality and symbology of those cultural and mythological aspects that embrace Celtic culture have been disdained and even created controversy. The aim of this study is to analyse those elements in *The Lord of the Rings* that are closely related to the Celtic Irish and Welsh otherworld and their connection to the elvish lands of Rivendell and Lothlórien. Among these supernatural phenomena are the temporal perception within elven territories, the efficacy and symbolic significance of water as a ward against malevolent forces and as a medium for channeling, and the intricacies associated with navigating narrow passages, rivers, and bridges.

The methodology used is the traditional scientific empirical method through the study of the books written by J. R. R. Tolkien, *The Fellowship of the Ring* (1954), *The Letters of J. R. R. Tolkien* (1981) and the film directed by Peter Jackson, *The Lord of the Rings: The Fellowship of the Ring* (2001). The work of Thomas Lyman, “Celtic: Celtic Things and Things Celtic”, has been used as a source to discuss whether Celtic elements appear in Tolkien's writing. Lyman pointed out several aspects of Tolkien's work that seem similar to Celtic themes, with the afterlife being one of the most noticeable.

It is evident, therefore, that despite Tolkien's ‘distaste’ for Celtic things, and the uncertainty about the concept of “afterlives” in his work there are several aspects that, unconsciously or unintentionally, have been created and modelled as a possible explanation to the beyond.

**Keywords:** Celtic culture; Celtic Otherworld; Celticness; J.R.R. Tolkien; *The Lord of the Rings*.

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## Paloma Ríos Prieto (UNED): “Cronología de la producción literaria de Anne Brontë: el viaje desde la voz de la fantasía al discurso feminista”

La Tesis Doctoral que estamos llevando a cabo está siendo dirigida por la Dra. Ana Isabel Zamorano Rueda, Profesora Titular de Universidad y Coordinadora del Máster en Estudios de Género de la UNED. La temática principal de esta investigación es ofrecer una panorámica completa de la producción literaria de la escritora del siglo diecinueve, Anne Brontë. El objetivo principal es realizar este recorrido literario para dilucidar el tipo de voz o discurso que la escritora va empleando progresivamente a lo largo de su vida literaria junto con las temáticas que ella prefería abordar, entre las que destaca el realismo social. La investigación está organizada de manera cronológica para demostrar cómo desde una voz que comienza mostrando un gusto por el mundo de la fantasía, la aventura, la sensibilidad con el paisaje y la naturaleza que la rodeaba o sus crisis de fe, poco a poco va profundizando en la introspección y en el análisis moral y social. En cuanto a los objetivos específicos se pretende demostrar la evolución que ha habido en las críticas literarias hacia el reconocimiento literario de la escritora, pero también el legado social a la mujer del siglo XXI.

Para alcanzar los objetivos planteados, se seguirá una metodología organizada en tres fases: teórica, analítica y crítico-interpretativa. Para el marco teórico se van a emplear estudios críticos literarios que van desde Edward Chitham, Winifred Gérin, Elizabeth Langland, Samantha Ellis, Adelle Hay o Nick Holland hasta los más recientes artículos publicados en *Brontë Studies*, la revista científica literaria amparada en la Brontë Society. Para la fase analítica se van a utilizar todos los poemas de Anne Brontë que han llegado hasta nuestros días, juvenilia, Diary Papers y sus dos novelas, *Agnes Grey* y *The Tenant of Wildfell Hall*. La fase crítico-interpretativa estará integrada a lo largo de toda la investigación con la opinión de la doctoranda reforzada por las críticas literarias analizadas.

Una de las principales dificultades que estamos encontrando es la escasez de documentos de primera mano escritos por Anne Brontë; a lo largo de la redacción de esta Tesis Doctoral se revelará qué es lo que se conserva de la escritora y qué es lo que ha desaparecido o ha sufrido algún tipo de modificación o censura.

Tras la finalización de este trabajo de investigación se espera haber relatado su historia de una manera diferente a la tradicionalmente ofrecida, otorgándole la difusión y visibilidad independiente que merece como pensadora adelantada a su tiempo ya que contribuyó en la mejora de las condiciones sociales, legales y económicas para las mujeres. Esta investigación supondrá una novedad en el conocimiento científico en el campo de los estudios de género de nuestro país al no existir, hasta la fecha, ninguna Tesis Doctoral centrada de manera exclusiva en la figura de la escritora Anne Brontë.

## Iago Rodríguez Diéguez (Universidade de Vigo): “Beyond Vulnerability and Precarity: Transatlantic Mobilities in Twenty-First-Century African Diasporic Fiction”

This project aims to analyse the precarities and vulnerabilities portrayed in contemporary Black African diasporic fiction in English. Since this subgenre has been on the rise for years and it has caught the attention of readers and academics from all over the world, my PhD thesis will do a study of ten novels dealing with different instances of migration and mobility in order to discuss their portrayal of issues related to identity and gender. The main objective is to find strategies of resistance to—or alternative ways of confronting—precarious situations and vulnerable social conditions.

This study will reflect upon some theoretical concepts (such as community, necropolitics, decolonisation, vulnerability, masculinity, womanhood and girlhood), by making use of interdisciplinary methodological tools from feminist studies, critical race theory, cultural studies and postcolonial studies. The first part is expected to introduce a discussion of the problems that come along with Afropolitanism and other forms of contemporary mobility in this current globalised world, taking a close look at the subsequent global imaginary that forces a transnational culture upon

individuals. The second part will be divided into chapters that delve into a broad discussion of masculinity, womanhood and girlhood in a selection of the texts.

The primary challenge inherent in this research lies in effectively linking the examination of precarity and vulnerability with the nuanced exploration of gender-specific contexts and realities. It is crucial to avoid both the pitfall of overgeneralization, by which all cases are treated homogeneously, and the trap of oversimplification, where emphasis is disproportionately placed on one aspect while neglecting the complexities of intersectionality. Each text demands a meticulous and specific study to ensure a comprehensive understanding of the intricate dynamics at play. The conclusions will explore the degree of success of the different ways of resisting presented in the novels

### Paula Rustarazo Garzón (Universidad de Málaga): “Maternity, Fertility and Loss in Contemporary Memoir”

This research considers how the experiences of miscarriage and involuntary childlessness affect women’s sense of identity and relationship with their bodies. These occurrences profoundly change how women relate to themselves and the world around them, but they are often shrouded in silence and treated as taboo topics. As a result, women are isolated and turn their pain inwards, blaming their bodies and their personalities for a loss that escapes their control. The main objective of my research is to revert the silence around this topic and raise awareness on the difficulties that these women face in their day-to-day lives. In order to do so, I consider six contemporary memoirs and analyse them through a theoretical framework that combines phenomenology and body studies. The former allows me to understand how the traumatic experiences of loss and childlessness affect an individual’s identity, while the latter, body studies, establishes that reality is understood through our physical body and can, in turn, be affected by the loss or absence of a pregnancy. All six narratives show alternative journeys to motherhood and encourage the creation of a safe language around this ineffable loss. Due to the wide scope of this topic, I have decided to limit my research to white women who are trying to conceive. With my work I aim to encourage further studies that represent other realities of pregnancy or lack thereof. I anticipate that my research will show how women from different parts of the world have been affected by imbalanced relationships between patients and healthcare providers, how society promotes a certain view of family and motherhood, and how it is possible to redefine one’s identity after loss while also providing support to others.

### Helena Sánchez Gayoso (Universitat de les Illes Balears): “Metamodern Mythopeias as Reconciliatory Spaces”

This study investigates contemporary retellings of the myth of Clytemnestra as metamodern mythopeias. The primary objectives of this research are identifying the causes for this new literary phenomenon, to frame this new body of retellings within critical discourse, and to analyse the common trends in contemporary writers’ approaches to adapting classical source texts. This new body of retellings reveal what I term an aesth-ethic approach to source adaptation based on source rehabilitation, on classical canon regeneration and on reconciliation of different mythical perspectives. The aesth-ethics of genre play a crucial role in how sources are reshaped. Within the dialogics of genre, I explore the novel’s expansionist force to character development, specially from the constrictions that the original monologue imposed on character portrayal in the source text, Aeschylus’ play *Agamemnon*. Employing a multi-faceted methodology, this paper centres on an extensive examination of primary and secondary textual sources by critically analysing literary works. The critical framework is derived from metamodernism, theories on the novel, drawing from Michael Bakhtin’s concept of genre, and adaptation studies. This study will concentrate on rewritings of the character of Clytemnestra. Challenges anticipated include the lack of previous analysis on these rewritings, given the novelty of this new literary phenomenon. Moreover, another problem faced is the general assumption within adaptation studies, possibly reminiscent of the postmodern agenda

towards limits' dissolution and deconstruction, with the consequence that all adaptations are valid, disregarding the treatment of source material, and the fact that critical tenets, such as feminism, seem to govern the adaptation principle over the story which is being reinterpreted. Envisioned outcomes include insights into how metamodernism helps in articulating this new body of mythical retellings, and how the adaptation method of contemporary writers mirror metamodernism's potential of myth as narratives of reconstruction.

## María Torres-Romero (Universidad de Málaga): "Posthuman Cognitive Assemblages: New Approaches to the Non-Human in Contemporary Anglophone Literature"

### Main Topic and Central Hypothesis of the Study:

This thesis focuses on the evolution and implications of the philosophical movement of posthumanism, in particular critical posthumanism, taking as the main premise the influence and radically changing potential of the recent advancements in cognitive sciences and artificial intelligence technologies on traditional notions of humanity. It aims to explore how the movement is benefitted from a critical approach that considers the notion of 'assemblage', and more concretely 'cognitive assemblage'.

### Main Objectives:

The main objectives are:

- The diachronic exploration of the posthuman turn in literatures written in English.
- The analysis of contemporary narratives that engage with posthuman themes in different ways, considering how the human creates and exists in an assemblage with the rest of beings like animals and plants and with cognitive technologies.
- The deepening of theoretical perspectives in relation to 'assemblage thinking' for textual analysis.

### Proposed Methodology:

By making use of a qualitative analysis, the thesis studies selected narrative texts written in English, drawing on foundational texts, as well as on recent critical volumes. The analysis will be informed by a framework that revolves around the notions of cognition, assemblage theory and animal, plant, and technological philosophical studies.

### Scope, Corpus, or Limits Established:

The scope includes Anglophone narratives written in the last decade which examine the cognitive assemblage between humans and plants, animals, and cognitive technologies. This implies a focus on contemporary literature that provide insights into current cultural shifts in relation to notions like human ethical identity or agency.

### Problems and Challenges:

- Navigating interdisciplinary discourses, sometimes closer to scientific frameworks.
- Ensuring coherence across diverse narrative texts.
- Balancing the engagement between theory and practical analysis.

### Expected Results:

Expected outcomes include a comprehensive understanding of posthumanist themes in contemporary literature in English, insights into human identity and agency, and contributions to ongoing debates on posthumanism's cultural significance. The study aims to illuminate the dynamic relationship between humans, technology, and the environment in an increasingly posthuman world.

**Beatriz Vega Alonso (Universidad de Oviedo): “Lesbian erasure and censorship in anglophone lesbian writers from the 19th to the 20th centuries (Emily Dickinson, Virginia Woolf, Vita Sackville-West and Louise May Alcott)”**

The main objective of this thesis is to review the lives and works of these four female canonical writers as well as other texts written about them. The principal aim is to identify and analyse the lesbophobic and sexist discourses that exist in many of the biographies and scholar articles dedicated to them. In order to do this I will be revising their literary contributions but also their correspondence, diaries and other direct sources of biographical information focusing mainly on sexuality matters. I will be comparing those primary sources to the conclusions drawn by some biographers, exposing the deeply rooted sexist assumptions that have led, in some cases, to misinterpretations of their literary works and personal decisions. An important aspect of the thesis is meant to be the attention paid to very recent texts that contribute to that lesbian erasure through the use of new umbrella and ambiguous terms like “queerness”, “pansexuality” and “fluidity”. Thus, I will be pointing at how these new concepts affect particularly women of the past who were neither heterosexual nor bisexual and who are constantly having their real identity erased.

**Keywords:** Lesbian literature; erasure; female authors; biographies; sexuality; sexism; heterocentrism.

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