



UNIVERSIDAD
NACIONAL DE
SAN MARTÍN



Illas Jornadas de Literatura y Medios Audiovisuales en Lenguas Extranjeras

Pre-Jornadas

IES en Lenguas Vivas “Juan Ramón Fernández”

Jueves 4 de junio de 2015 - Salón de Conferencias / Salón 400

9:00 – 9:15: apertura (salón de conferencias , como todas las presentaciones hasta las 17.00)

9:15 – 9:45 *Daniel Ferreyra*: Revisiting Masculinity in Junot Diaz’s fiction

9:50 – 10:40: *Cecilia Lasa – Carina Menán*: Exploring Shakespeare’s Language in the Context of the Renaissance Crisis

INTERVALO

11.00 – 11.55: *Cecilia Pena Koessler*: Postmodern Picture Books

12.00 – 12.45: *Lorrain Ledwith*: The Future of Electronic Literature

14.00 – 14.30: *Lucila Blazquiz*: British and Irish Literature in the Music of Sir Arnold Bax, English Poet and Composer: A Case of High Intermediality

14.35 – 15.05: *Martha De Cunto*: Representations of Real Horror in *Maus I: My Father Bleeds History* by Art Spiegelman

15:10 – 15.40: *Alina Mateos Horrisberger*: *Arte y violencia*: la relectura en contexto

INTERVALO

15:55 – 16:55: *Florencia Perduca*: Transcultural literatures: travelling cultures, becoming identities

17:00 – 18:20: *Arnaldo Franco Junior*: Dimensões de Leitura e Ensino-aprendizagem de Literatura (salón 400)

18:30 – 19:30: *Griselda Beacon in collaboration with students attending Children’s Literature I: Children’s literature in Primary School: Motivating Young Learners* (salón 400)

Resúmenes

• Revisiting Masculinity in Junot Diaz's Fiction

Gender has long been understood as a network of power relationships that create normative categories such as male/female, normal/abnormal, central/marginal. These categories are explored by Junot Diaz (Dominican Republic, 1968) in much of his fiction. Diaz's novels and short stories delve into the so-called "migrant experience" and focus on the cultural displacement caused by migration, the search for identity in a country not one's own, the construction of subjectivity and masculinity in the face of social and cultural pressure, and the plight of fatherless sons. This presentation aims to explore these major concerns in Diaz's novel *The Brief Wondrous Life of Oscar Wao*, and in his collections of short stories *Drown* and *This is How You Lose Her*.

Daniel Ferreyra Fernández graduated from I.S.P "Dr. Joaquín V. González" as a teacher of English as a Foreign Language in 1998. He specialized in Contemporary Literature at I.S.P "Dr. Joaquín V. González" (1999 – 2005). Since 2001, he has been teaching courses and workshops on Contemporary Literature at "Asociación Argentina de Cultura Inglesa" (AACI) and at the British Art Centre (BAC). He currently teaches English Language IV at I.E.S en Lenguas Vivas "Juan Ramón Fernández", E.N.S en Lenguas Vivas "Sofía B. de Spangenberg" and at I.S.P "Dr. Joaquín V. González".

• Exploring Shakespeare's Language in the Context of the Renaissance Crisis

Shakespeare wrote his plays in a period in which language, among other fields, was under scrutiny, gradually becoming more autonomous from the sacred word of the Middle Ages. This new vitality seems to be one of the reasons which make Shakespeare "our contemporary". The workshop aims at providing participants with strategies to facilitate access to the Bard's texts and useful tools for the analysis of Shakespeare's language through detailed discussion of representative passages from two Shakespearean plays: *Othello* and *Richard III*

Cecilia Lasa graduated as a teacher of English from IES en Lenguas Vivas "Juan R. Fernández". She has specialized in literature and works as a teacher of English Literature in secondary schools, ISP "Dr. Joaquín V. González", ENS en Lenguas Vivas "Sofía E. B. Spangenberg" and Universidad de Buenos Aires. She is the author of *Academic Writing: perspectivas desde el Profesorado en Inglés para la escritura en el nivel de estudios superior*.

Carina Menán graduated as a teacher of English from IES en Lenguas Vivas "Juan R. Fernández" and as Licenciada en Letras from Universidad de Buenos Aires. She has specialised in literature and teaches literature and related subjects at secondary schools, IS "Daguerre", IES en Lenguas Vivas "Juan R. Fernández" and ISP "Dr. Joaquín V. González".

Together and individually they have written and read research papers at national and international conferences on the Renaissance and on the Bard's production in particular.

• **The Art of Postmodern Picture Books**

By means of a deep analysis of the art of illustration, we will identify postmodernist features in contemporary picture books, how they break away from tradition and how they stir young people's imaginations. As the aim of this workshop is that participants have a hands-on experience, picture books of different illustration artistic styles, typographies, designs and age target groups will be introduced. Finally, we will explore the wide range of creative activities that can be carried out with postmodern picture books.

Cecilia Pena Koessler graduated as a teacher of English at primary level and at secondary level from the IES en Lenguas Vivas "Juan Ramón Fernández", where she also specialised in Medieval and Renaissance Literature. She holds an M.A. in Literary Linguistics from the University of Nottingham, uk. She teaches Literature I and Children's Literature at ISP "Joaquín V.González and IES en Lenguas Vivas Teacher Training Colleges and literature at secondary schools.

• **The Future of Electronic Literature**

A significant portion of the 21c canon will be electronic literature. This highly controversial prediction should not be confused with the possibility of the demise of print literature but rather as an acknowledgement of the role that electronic literature has as a descendant of the bounded text.

As a new mode of narration, electronic literature (to be distinguished from digitalized literature) represents multiple modalities that encompass hypertext fiction, interactive fiction and digital poetry among others.

A number of texts and genres and will be presented in an attempt at understanding how e-lit both draws on the print tradition and requires new reading and interpretive strategies which focus on the essential interconnection between humans and technology.

Lorrain Ledwith graduated as a teacher of English from IES en Lenguas Vivas "Juan R. Fernández", where she is a lecturer in Introduction to Literary Studies, Literature in English and Literature and Cinema. She holds an MA in Literary Linguistics from the University of Nottingham, UK. She teaches Postmodern Literature at Maestría and Licenciatura en Lengua Inglesa, Universidad de Belgrano.

• **British and Irish Literature in the Music of Sir Arnold Bax, English Poet and Composer: A Case of High Intermediality**

Often drawing inspiration from Celtic and British folklore and landscapes, twentieth century English composer and poet Sir Arnold Bax (1883-1953) had a lifelong idyll with the literature of Ireland and Great Britain. His music bears a close intertextual and hypertextual relationship with the writing of William Butler Yeats, A.E. Housman, Percy B. Shelley, Alfred Tennyson and Dante Gabriel Rossetti among other writers. This

presentation will explore some of Bax's musical pieces in order to deconstruct the processes underlying the passage from literature to musical language. What are the difficulties in transposing literary language to academic music? How is literature resignified?

Lucila Blazquiz is a graduate teacher from IES en Lenguas Vivas "JRF", where she also completed a postgraduate diploma in English Literature. She has worked as an assistant teacher at the Seminar in English Literature at the same institution, fulfilling a research thesis on Shakespeare and intermediality. She is also an AS Literature Cambridge exam trainer and a language and literature teacher at secondary level. At present, she is doing a BA in music at Universidad Nacional de las Artes.

• **Representations of Real Horror in *Maus I: My Father Bleeds History* by Art Spiegelman**

The purpose of the workshop is to present *Maus I: My Father Bleeds History* (1991) by Art Spiegelman, the alternative comic book or "commix" that has signaled the evolution of the genre towards an elaborate adult perspective. *Maus* does not portray superheroes or humorous adventures. Instead, it deals with the hardships of a Holocaust survivor. The presentation will focus on how the cartoonist has put to use the language of graphic novels to construct a harrowing account of the experiences of the author's father in Poland during the Nazi occupation in an effort to recover historical and individual memory.

Martha De Cunto holds a Master's Degree in Literary Linguistics from the University of Nottingham, UK. She is a Lecturer in American Literature, Children's Literature and Creative Writing at IES en Lenguas Vivas and JSP Joaquín V. González. She has been an UBACYT researcher since 2012. At present, she is doing a PhD in American Literature at the University of Buenos Aires.

• **Arte y violencia: la relectura en contexto**

Art/Violence es una película sobre el Teatro de la Libertad, en Palestina, y su lucha por lograr un espacio de encuentro cultural binacional en un contexto que busca exterminarlo. Después de la muerte trágica de su mentor, dos actrices presentan la emblemática obra *Esperando a Godot*, de Samuel Beckett, en una nueva lectura que deberá adaptarse constantemente a las limitaciones impuestas por el entorno en un proceso de resignificación ineludible. La nueva interpretación toma las temáticas clásicas de la obra y las coloca frente a un espejo, triplicadas, en una puesta en abismo que hace eco contra la opresión política, militar, cultural y religiosa del medio.

*Alina Mateos Horrisberger es traductora Literaria de inglés, egresada del I.E.S en Lenguas Vivas J.R. Fernández. Coordinadora de traducciones para el Festival Internacional de Cine de Derechos Humanos (FICDH) organizado por el Instituto Multimedia DerHumALC. Actualmente es adscripta en la cátedra de Literatura Inglesa II, de la Prof. Claudia Ferradas, y está traduciendo el libro *Deep Mountain: Across the**

Turkish-Armenian Divide, de Ece Temelkuran, sobre el sentido de identidad y la búsqueda de reconciliación entre turcos y armenios.

• **Transcultural Literatures: travelling cultures, becoming identities**

Transcultural literatures delve into the dialogism between routes/roots and into the reconfiguration of cultural, communal and individual identity. (Grimson, 1991 & 2011). These literatures inscribe the experience of diasporic, exile, border subjects, and the ways in which they have managed to deal with their own uprooting, as 'travelling cultures' (Clifford, 1999). These literatures trace the interconnection between home(land), borders and contact zones (Pratt, 1992), and textualise how imagined communities and identities are deconstructed and hybridised within a new space of enunciation which transforms transculturation into a mark of identity (Michaelsen & Johnson, 1997).

***Florencia Perduca** is a graduate teacher of English and a literary translator from I. E. S en Lenguas Vivas "J. R. Fernández". She holds an MA in Literary Linguistics from the University of Nottingham, UK. She teaches Literature in Englishes at IES en Lenguas Vivas "Juan Ramón Fernández", and ISP "Joaquín V Gonzalez", Cultural Studies at ENS en Lenguas Vivas "Sofía E. Broquen de Spangenberg", Postcolonial and Border Literatures at Licenciatura en Lengua Inglesa, Universidad Nacional del Litoral and Latin American Studies at UCA. She has been teaching IGCSE and AS Language and Literature at various schools. She has led research projects on Intercultural Awareness and Border Literacy and has designed literary and intercultural resource materials.*

• **Dimensões de Leitura e Ensino-aprendizagem de Literatura**

O estudo do texto literário pode desenvolver-se, em ambiente escolar, de modo mais satisfatório caso o Ato de Leitura seja concebido como um processo complexo constituído por pelo menos 04 dimensões (que nele se manifestam simultaneamente): decodificação, associação, análise e interpretação. Tal concepção do Ato de Leitura, embora não se constitua numa teoria rigorosa, pode ser útil aos processos de ensino-aprendizagem de leitura do texto - particularmente o literário - na escola. É o que propomos neste trabalho, visando estabelecer um diálogo tanto com estudantes e professores que se deparam com o desafio de aprender e ensinar a ler, analisar e interpretar um texto.

***Arnaldo Franco Junior** possui mestrado em Literatura Brasileira pela Universidade de São Paulo (1993 - O kitsch na obra de Clarice Lispector), doutorado em Literatura Brasileira pela Universidade de São Paulo (1999 - Mau gosto e kitsch nas obras de Clarice Lispector e Dalton Trevisan) e pós-doutorado pela Université Paris 8 - Saint Denis (2009 - Linguagem, diferença e poder nas obras iniciais de Clarice Lispector e Caio Fernando Abreu). Atualmente é professor assistente doutor na Universidade Estadual Paulista Júlio de Mesquita Filho, UNESP, campus de São José do Rio Preto. Tem experiência na área de Estudos Literários, atuando principalmente nos seguintes*

campos: literatura brasileira, teoria literária, narrativa brasileira contemporânea, literatura comparada.

• **Children's literature in Primary School: Motivating Young Learners**

This workshop explores the use of teaching materials and strategies that aim at making EFL classes experiential and meaningful. Songs, poems, nursery rhymes & stories will provide the linguistic content to experiment with sounds, words, movement and arts and crafts in dynamic and motivating activities.

This workshop fosters interaction in which participants will discuss and apply concepts, brainstorm and perform creative teaching ideas and learn about teaching strategies to enhance their own practice. All in all, we will deal with the underlying theoretical framework that supports working through the arts in foreign language teaching.

Griselda Beacon holds an MA in Literature from Philipps-Universität Marburg, Germany. A graduate EFL teacher, she delivers teacher training workshops in Argentina and abroad on how to use literature in the EFL classroom. She teaches Children's Literature I at the IES en Lenguas Vivas "Juan Ramón Fernández", Contemporary Literature in English at ENS en Lenguas Vivas "Sofía B. de Spangenberg" and lectures in American Literature at Universidad de Buenos Aires. Her current research explores the pedagogical impact postmodernist narrative techniques in contemporary children's literature have on developing criticality. Since 2006, she coordinates English at Dirección Provincial de Educación Primaria - DGCyE del Gobierno de la Provincia de Buenos Aires.