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EM ESTUDOS LINGUÍSTICOS E
LITERÁRIOS EM INGLÊS

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CADERNO DE RESUMOS

Collocation in a corpus of Brazilian learners of English

Aluno: Danilo Suzuki Murakami

Orientadora: Prof. Dra. Stella Esther Ortweiler Tagnin.

Abstract

There is a growing body of literature that recognizes the importance of collocation for language fluency. Collocation, for instance, is mentioned as a relevant aspect in international exams of English language proficiency for non-native English language speakers. However, few studies have investigated it in the writing of Brazilian learners of such language. This research examines the role of verb+noun collocation in a subcorpus of the EF-Cambridge Open Language Database (EFCAMDAT) dedicated to advanced learners of English from Brazil. The methodological approach taken in this study is based on techniques from Corpus Linguistics. For this investigation, a semi-automatic classification of all verb+noun combinations was applied with the aid of a computer program for annotation of text corpora. Overall, the results indicate that nearly one out of every five sequence is a collocational pattern. Despite their advanced level, learners are not completely successful in the use of collocation. More research on this topic needs to be undertaken before the full comprehension of the factors that determine success rate. The findings should make an important contribution to the field of English learning by Brazilians.

Keywords: Corpus Linguistics, learner corpus, collocation.

The development of Fanfictional Creative Writing in the English classes

Aluno: Carlos Eduardo de Araujo Placido

Orientadora: Prof. Dra. Marília Mendes Ferreira

Abstract

It is rare the encouragement of Fanfictional Creative Writing (FCW) by teachers during their classes in Brazilian education. In general, students are constantly encouraged to develop their artistic skills in art classes (when there are any), seldom in Portuguese, let alone in English. For this reason, the current purpose of my research has been to investigate how Brazilian teachers of English have dealt with FCW in their teaching practices as well as their own CW productions. Therefore, in order to develop this project and its so-far analysis of results, I have used the main concepts of Vygotsky's theory such as zone of proximal development (ZPD), daily and scientific concepts, strategic mediation, verbalization and internalization, and other key concepts about the socio-historical-cultural theory and activity (APPEL; LANTOLF, 1994; LANTOLF, 2000; LANTOLF; POHENER, 2008; FERREIRA, 2005; Ferreira; LANTOLF, 2008).

Keywords: Fanfiction; Creative Writing; Socio-historical-cultural Theory and Activity

Process of Teaching and Learning Foreign Languages: Effects for the relation between Subject and Language

Aluna: Ingrid Isis Del Grego Herrmann

Orientadora: Deusa Maria de Souza Pinheiro Passos

Abstract

On this communication we present our PhD research, which began in the second semester of 2013. Under a discursive analytical framework (ORLANDI, 1997; CORACINI, 1999), we discuss the process of teaching and learning foreign languages, investigating points that could bring sensations of strangeness or familiarity in the relation between subject and language. Our objective is to analyze whether those points might hinder or support such process. In order to do so, we consider teachers and learners of different languages and from distinct instances of teaching, such as regular schools, universities, language schools and private teachers. On the one hand, those instances may illustrate the contact with different modern languages. On the other hand, they might enable the analysis of various aspects about the relation between subject and language as well as possible implications to the process of teaching and learning languages. The corpus is composed by the transcript (CORACINI, 1999) of fifteen interviews with teachers and learners. As for the analysis itself, we selected extracts that referred to how and what the subjects represent as the difficulty, the failure, the confrontation in their relation with the language, both about teaching and learning. In addition, we analyse what is seen as easy and comfortable in this relation. We interpret those representations and their effects, aiming at observing the relation between subject and language - our central object. Therefore, we do not refer to any specific methodology or institution, being able to study languages as the subject's psychic "founding material" (REVUZ, 1998).

Keywords: Process of teaching and learning languages; foreign languages; relation between subject and language.

New Literacies and English Teacher Education in the Jequitinhonha Valley –MG

Aluno: Luiz Otávio Costa Marques

Orientadora: Profa. Dra. Anna Maria Grammatico Carmagnani.

Abstract

The objective of this session is to present and discuss our doctoral project which aims at developing a study on the epistemologies related to the teaching of English in public schools which serve rural communities of the Jequitinhonha valley, located in the northeast of Minas Gerais state. To achieve this objective, we will carry out an analysis of curricular matrices of pre-service and in-service education programs, official guidelines, locally produced teaching material and lesson plans. Besides, we will also write diaries and field notes, interview English teachers and make class recording and filming. The research analysis will base on the theoretical framework of New Literacies (KRESS, 2003; LANKSHEAR & KNOBEL, 2003; GEE, 2004), which resignified the teaching of reading and writing in contemporary society; studies on globalization and foreign language policies (EDWARDS & USHER, 2008; RIZVI & LINGARD, 2010) and studies on postmodernity, political and social emancipation (SOUSA SANTOS, 2002; 2007). Thus, we expect to promote a critical reflection on the teaching of English in public schools, contribute to the reconstruction of local educational settings for the teaching of English and improve initial and continuing English teacher education in the context of the Jequitinhonha valley.

Keywords: public schools, teacher education, New Literacies, the Jequitinhonha valley.

The utopia and dystopia of epic and political plays in the United States: a study on Tony Kushner's dramaturgy

Aluno: Márcio Aparecido da Silva de Deus
Orientadora: Profa. Dra. Mayumi Denise Senoi Ilari.

Abstract

This paper aims at analysing the utopia and dystopia in three so called epic and political plays: *A bright room called day*, *Slavs*, and *Hydriotaphia* written by Tony Kushner in the middle of 1990s in the moment when Francis Fukuyama had already published *The end of history and the last man*. Our intention is to make some sense of the relationship between these pieces of art and history and how they are present in the form of the plays in a period some critics named post-Modernism. We are going to use some of the theories carried out by Fredric Jameson who helps us understand some of the contradictions of this dialectical process (art vs history).

Keywords: Distopia, Utopia, history, American theatre

Montage and politics in Martha Graham's *American Document*

Aluna: Jane Silveira de Oliveira
Orientador: Prof. Dr. Marcos Cesar de Paula Soares.

Abstract

Martha Graham's *American Document* (1938) is a theatrical dance piece, patterned freely after the American minstrel shows. In this work, Graham, who was one of the pioneers of American modern dance, innovated in relation to her previous dances, with the inclusion of both spoken text and a male dancer. Although it had a complex episodic structure and touched on controversial themes, it was a huge success all over the United States between 1939 and 1940. Moreover, critics believe it changed the way the public related to Graham's work. Graham's text, which was written in collaboration with the literary critic Francis Fergusson, was published in the magazine *Theater Arts Monthly*, in 1942. My aim is to show parts of the text and discuss, based on Eisenstein's theory, how Graham created a textual montage using fragments of historical documents and original text in order to investigate the American identity in a moment of economic and political insecurity. Moreover, based on Brecht's principle of 'the separation of the elements', I would like to discuss how dance, text and other scenic features comment on in each other in *American Document*.

Keywords: Martha Graham, modern dance, theatrical dance, montage, American identity

A study of Edward Albee's Theater

Aluno: André Luiz Leite
Orientadora: Profa. Dra. Maria Silvia Betti

Abstract

Edward Albee is one of the most important playwrights in the context of the post WWII theater in the United States, and in other countries as well. In Brazil, many of his plays have been staged relatively often. Albee's theatrical debut took place in Berlin, Germany – where his one act play – *The Zoo Story* was staged in 1958. As far as

Brazilian audiences are concerned, *Who's Afraid of Virginia Woolf?* – a play written in 1962, seems to be his most popular work, especially because of the film version, a Warner Brothers 1966 release starring Elizabeth Taylor and Richard Burton. Edward Albee, born in 1928, is now 87 years old and continues actively engaged in his playwriting activities. His plays have often been staged and revived in the whole world in the last fifty years. Our purpose here is to analyze the formal elements in three plays by Albee - *At Home At the Zoo* [(2004)/ (1958)], *The Play About the Baby* (1998) and *The Goat, or Who is Sylvia?* (2002). We intend to discuss Albee's use of misrepresentation to express the emptiness of the dominant ideology in the U.S. and to present his criticism of the *American way of life*.

Keywords: North American Theater; Edward Albee; *At Home At the Zoo*, *The Play About the Baby*; *The Goat, or Who is Sylvia?*

Aesthetics of the Modernisation and Capitalist Patriarchy: a study of Virginia Woolf's Orlando

Aluno: Lindberg S. Campos Filho

Orientadora: Profa. Dra. Maria Elisa Burgos Pereira da Silva Cevalco.

Abstract

The objective of this presentation is the exposition of the partial results of a master's dissertation in progress; that is, it will present the construction of an interpretative hypothesis of Virginia Woolf's *Orlando: A Biography* (1928). Such a reading attempts at locating Woolf's novel in a wider European modernist movement that becomes more substantial and prominent in the 1920's. Fundamentally, *Orlando* is seen as a utopian compensation for the increasing dehumanisation (or reification) of the interwar period's immediate reality. This oral communication thereby will be dedicated to the analysis of the relations between literary form and socio-historical contents, for it presupposes that both, society and aesthetic objectivisation, are two expressions of the same way of living.

Keywords: Virginia Woolf; Novel; Modernisation; Patriarchy

Letters and Literature: Jane Austen and the art of writing prose fiction

Aluna: Renata Cristina Colasante

Orientadora: Profa. Dra. Sandra Guardini Teixeira Vasconcelos

Abstract

This paper provides the initial outcomes of a work in progress that explores the epistolary practice of British writer Jane Austen (1775-1817) through the translation and study of her surviving letters. Austen's letters have been almost exclusively used as great sources for biographical and historical investigations, but little attention has been paid to them as a text genre that allowed the writer to experiment with forms, what, consequently disregards their value as literature. Considering the great importance of letter-writing in 18th- and 19th-century Britain, we aim at examining the intersections between literature and the subjective experience.

Keywords: Jane Austen; letters; literature; print culture.

Social development and the sensation novel

Aluno: Fernando Moreira Bufalari

Orientadora: Profa. Dra. Sandra Guardini Teixeira Vasconcelos.

Abstract

Sensation novels were widely read throughout the 1860s, generating a series of debates on what was appropriate to be read and what should be regarded as being nothing more than immoral sensationalism. This presentation aims at discussing sensation fiction and its relation to Victorian society, focusing on *The Woman in White*, by Wilkie Collins, and *Lady Audley's Secret*, by Mary Elizabeth Braddon, analysing how these narratives portray bourgeois' anxieties in the midst of a culture that turned criminality into spectacle, the supernatural into scientific ambiguity, and that, as stated by Henry James, brought the gothic to the English country houses.

Keywords: Sensation fiction; Victorian society; Wilkie Collins; Mary Elizabeth Braddon

“Something Clearly Alternative”: An Analysis of Discourse of the American Media Texts on the Montessori Method from 2000 to 2015

Aluno: Gabriel Merched Salomão

Orientadora: Deusa Maria de Souza Pinheiro Passos

Abstract

In this presentation, we will expose the current state of our Master thesis research, “‘Something Clearly Alternative’: An Analysis of Discourse of the American Media Texts on the Montessori Method from 2000 to 2015”. Based upon the theoretical apparatus of the French Discourse Analysis (PÊCHEUX, 1996, 2011; FOUCAULT, 1983) and its Brazilian development (ORLANDI, 2007; GRIGOLETTO, 2011), we explore how meanings related to the pedagogical approach of the Montessori method are built in newspapers, magazines and websites of mass circulation in the United States of America. We have sought to understand in which ways these discourses are built in its relations with ideology and how silences-silencings (ORLANDI, 2007) are structured, hide and highlight some statements over others. In this presentation, we are going to focus on our analytic-interpretative work on meanings such as work, play and learning in statements selected from our corpus of texts ranging from 2000 to 2015.

Keywords: Analysis of Discourse, Montessori, Media, Silence

The (re)construction of the official discourse about English textbooks in the PNLD public calls for middle schools

Aluna: Nathália Horvath Simões

Orientadora: Deusa Maria de Souza Pinheiro Passos

Abstract

The Programa Nacional do Livro Didático (PNLD) was created in 1985 to provide textbooks for public elementary, middle and high schools in Brazil. In 1996, the government started to evaluate the textbooks before acquiring them. Six years later, public universities in agreement with the Ministry of Education became responsible for the evaluation of these textbooks' content relying on criteria established in public calls (publications that specify the legal, material and didactic characteristics of textbooks). English textbooks, however, were only included in the program in 2008, when textbooks for middle schools were assessed. Since then, schoolbooks for this level have been evaluated three times, and, although a great number of publishing houses applied for the program, few had their textbooks approved, which may

indicate an evidence of the gap between the public calls' criteria and the existing schoolbooks. There is also a gap of didactic requirements among the three public calls available for the editions of 2011, 2014 and 2017 of the program. Thus, under the guidance of French Discourse Analysis, this research aims at identifying and analyzing the changes in these three public calls to problematize how the official discourse progressively constructs the characteristics of the ideal English textbook.

Keywords: textbook, PNLD, public call, English

A discursive approach to video games visual language

Renato Razzino Ernica

Orientadora: Profa. Dra. Elizabeth Harkot de La Taille

Abstract

This presentation main goal is to bring to light a problem found during my MA's research, also advised by Professor Elizabeth Harkot de la Taille, which was focused on a semiotic analysis of narrativity in video games. The key concept of that research was the approach of the object as a discursive event, a *mise en scène* of formal structures which acted upon a body-that-plays and, by doing so, produces meaning. The gaps of that research highlighted a problem in the treatment of video game expression, which is commonly related to the field of visual studies. Therefore, the purpose of my current research is to work with the specific problems of the visual study of video games from a discursive perspective, which can bring together the theoretical developments in ludology and in the field of visual studies in a coherent and operational manner, capable of facing the visual aspects of video games as a core part of its language and not only as mere decoration.

Keywords: video games; discourse analysis; visual studies; ludology.

Ads in the subway station: a sample analysis of São Paulo's linguistic landscape

Aluna: Martha Julia Martins de Souza

Orientador: Prof. Dr. Lynn Mario Menezes de Souza.

Abstract

This work analyzes the ads displayed in the subway stations in São Paulo. It explores the relation between advertisements and consumerism within the neoliberal logic. The analysis is conducted through a social semiotic perspective (Kress & van Leeuwen, 2006) that presents people as sign-producers who shape and use semiotic resources to reflect their own interests and beliefs. This theoretical stance is aligned with some sociological accounts of capitalism, neoliberalism and globalization based on David Harvey (1979, 2012, 2013) and Zygmunt Bauman (2011, 2012). Both scholars understand neoliberalism as the theory of political economic that integrate into daily life the principles of free market and protection of private properties. Consequently, neoliberalism expands massive consumerism worldwide and affects economic relations.

Keywords: São Paulo; ads; consumerism; neoliberalismo.

Language policies and intercultural mediation: a tentative dialogue between nation and migrants

Aluna: Francesca Dell'Olio

Orientador: Prof. Dr. Lynn Mário Trindade Menezes de Souza

Abstract

Migration is a conspicuous phenomenon worldwide. Those countries which host migrants have to put in place language policies to ensure a good level of oral communication and to create a sense of belonging to the new environment. These policies declare themselves as integration policies, but they often mask policies of exclusion by which knowledge of the language of the host society is used to restrict access to it. Frequently these policies are based on the concept of language as a mere tool of communication separated from the notion of culture. However, linguistic identity is not solely a linguistic matter, but also sociological and political. This research, through documental analysis and ethnographic descriptions, analyses the role of the constitutive elements of communication between migrants and the host nation in order to explore the relationships between nation, language and education in the experience of Padua, Italy, and reflects on the concepts of language, culture and identity. It will be pointed out that language policies based on a monological concept of language, nation and culture are bound to establish normative, static and monological identities which are unable to encounter the other or reduce this encounter either to mutual tolerance or to insoluble conflict.

Keywords: Language Policies; Migrants; Intercultural Education; Dialogues.

Issues on the Internationalization of Higher Education

Aluna: Adriana da Silva Araújo

Orientador: Prof. Dr. Lynn Mario Menezes de Souza.

Abstract

This presentation aims to introduce my PhD research project which is in its initial phase. The research addresses the process of internationalization of higher education and intends to understand the relations among the internationalization of education and globalization, multiculturalism, language policies and knowledge economy on an ethical perspective. The project will focus on undergraduate students' experience of mobility and their intercultural involvement. This ethnographic qualitative research aims to examine the students' narratives about their intercultural experience through a postcolonial and decolonial theoretical background. The presentation will briefly review the literature on internationalization of higher education and present current issues on the process of internationalization. It will also address some initial data of the project and ongoing actions and challenges.

Keywords: Internationalization; higher education; intercultural education; language policies; education policies.

**“You never heard such a silence” – Re-reading of The Homecoming
by Harold Pinter.**

Aluno: Thierry Vieira dos Santos

Orientadora: Profa. Dra. Mayumi Denise Senoi Ilari.

Abstract

Harold Pinter's *The Homecoming* is a turning point in the playwright's career. The 1965 play marks the departure of the more accentuated Theater of the Absurd and comedy of menace structures of previous works. Although it seems a common naturalistic family drama at first sight, the play takes on characteristic elements in Pinter's body of work in order to reshape them and discuss important topics, such as women's new role in society, the social changes promoted throughout the 1960s and the generation conflict created by these changes. This study intends to analyze the themes and subjects of the play as well as its form in the pursuit of an intersection between both. It will also explore the main characteristics of the playwright's style in order to examine how those characteristics intermingle in Pinter's world and characters. Finally, a link between the social-historical context and the play will be outlined in the search of important correlations.

Keywords: Harold Pinter; British Contemporary Drama; *The Homecoming*

The narrative route of Mark Ravenhill's theater

Aluno: Fabiano Fleury de Souza Campos

Orientadora: Profa. Dra. Mayumi Denise Senoi Ilari.

Abstract

Mark Ravenhill (1966-) has emerged as one of his generation's most provocative British playwrights since the debut in 1996 of his controversial play *Shopping and Fucking*, which is, along with *Product* (2005) and *Pool (no water)* (2006), the object of my current doctoral studies. *Shopping and Fucking (SF)* – the object of my master's degree dissertation – presents snapshots of disconnected moments of a quintet of young, revolving around work and sex in which every moment can be reduced to a transaction. Every character in the play has their own “little stories”, which are micro-narratives that can turn characters into a type of choir figure in the text, commenting on the play's themes. Such narrative strategy places the audience as a voyeur, challenging them to be scandalized by a culture weaned on tabloids and instant celebrity, and to laugh at the narcissism of empty lives consumed by endless shopping. Focusing on the studies of dialectical materialist theorists such as Peter Szondi and Fredric Jameson, my presentation intends to point at some initial findings relating *SF* to the other two more recent plays by Ravenhill, commenting on its formal innovations, mostly related to the progressive disappearance of traditional dialogues, and its theoretical implications as his work advances in time.

Keywords: Ravenhill, Mark; narrative; British contemporary theater

Macbeth: a bloody-tragedy in postmodern times

Aluna: Erika Bodstein

Orientadora: Profa. Dra. Mayumi Denise Senoi Ilari.

Abstract

The aim of this paper is to reflect critically upon the representations and images of death in *Macbeth*, une Tragédie de William Shakespeare, comme elle est jouée au Théâtre du Soleil (France - 2014). This study represents an opportunity to look at the play that is translated and directed by Ariane Mnouchkine, in the context of the contemporary stage. This study concentrates on three bloody scenes death involving: Banquo's, Macduff's family's and Macbeth's, and analyzes them in terms of acting, music and scenography. The author also refers to criticism and commentaries from Bradley, Féral, Garber, Spurgeon and Picon-Vallin. Mnouchkine's *Macbeth* acclaims Shakespeare as a necessary author, which accepts many different translations to the stage and provokes the development of a powerful theater language. The Théâtre du Soleil has been honored over time with many titles and awards – above them all the glory of acceptance of the public, which has for years, taking the six hundred seats in the theater every night.

Keywords: English Literature; William Shakespeare; Contemporary Theater; Théâtre du Soleil; *Macbeth*

Visual Literacy in the classroom through Cinema

Aluna: Andréa Antonieta Cotrim Silva

Orientador: Prof. Dr. Lynn Mario T. M. de Souza

Abstract

We aim to discuss the issue of filmic (ir) representation through the aesthetics of violence. The movie *Django Unchained* by Tarantino underlines the prevalence of violence, arising from the very theme of slavery in the United States. The choice of this film is due to reflections arisen during the work we do and we intend to expand in American Culture and Literature, taught in the course of Letters, at a university in São Paulo. Therefore, our work will also focus on the reception of this film by higher education students. We think that this study, through the Critical Visual Literacy, can be useful for understanding the range of unequal power structures, both in American society as the Brazilian one. In our work, we will support the theory of Rancière (2010), more specifically the concept of "distribution of the sensible". If only the aesthetics of violence, in its different forms promulgates, according to the French philosopher, the ideological (de) construction of the Other, where the unimaginable happens, we need a further study on the "sensitive" relationship between representation, aesthetic and social to a critique that seeks the development of less violent identities inside and outside the classroom.

Keywords: Cinema; Violence; United States; Education.

Contemporary materialist cultural criticism: the equivocal form of *Neighboring Sounds*

Aluno: Vitor Soster
Prof.^a Dr.^a. Maria Elisa Burgos Pereira da Silva Cevasco.

Abstract

The diffusion of feelings, which would make us believe that past conflicts would say nothing about the current challenges and would also promise a life of well-being through consumerism, is a typical strategy of the hegemonic culture to maintain the social organization of capitalism. Considering this framework, studying contemporary culture becomes relevant because, through the understanding of its processes of representing reality, tackling the capitalist barrier of imagining a different future is possible, as argued by Jameson (1998). Thus this MA research aims to discuss contemporary culture through the analysis of the Brazilian film, *Neighboring sounds*, released in 2012 and representing the ordinary routine of middle class families amid fears of urban violence. To support my arguments, I adopt as theoretical references authors of the Cultural Studies such as Jameson (1998), Cazdyn (2012), Boym (2001) and Schwarz (1990). Therefore the idea is to offer a close perception of the narrative form of the mentioned film to approach what seems to be its equivocal form and its constitution through the making of the past present in a narrative realm where the building of it transits between documentary and fiction styles. Hence a conception of the contemporary experience is proposed.

Keywords: *Neighboring sounds*; contemporary culture; memory; fiction; experience.

Enunciation and intertextuality in the movie *The hours*, by Stephen Daldry

Aluna: Taís de Oliveira
Orientadora: Profa. Dra. Elizabeth Harkot de La Taille

Abstract

The movie *The hours* (Stephen Daldry 2002) is based on Virginia Woolf's life and work. The intertextuality that constitutes it suggests putting into question the concept of intertextuality itself, establishing the text as meta (Klinkenberg 2000; Dondero 2013a). Starting from the distinction proposed by Dondero (2013a) between reflexivity and metalanguage, and from the one proposed by Klinkenberg (2000) between homosemiotic metasemiotics and heterosemiotic metasemiotics, we analyze the movie *The hours* aiming at demonstrating the mechanisms through which it constitutes itself as 'meta' and the meaning effects that this characteristic engenders. These concepts have led us to understand how the movie reflects itself and the novel *Mrs. Dalloway* (Virginia Woolf 1925), on which it is based. Moreover, it also reflects on Virginia Woolf's creative process. The notion of enunciated enunciation is also taken into account: it gives one the opportunity to identify the processes of duplication intrinsic to the work, which imitates, inside the enunciate, both its act of production and its reception; it does so by representing the actors of the enunciation by the actors of the enunciate.

Keywords: *The hours*, Virginia Woolf, *Mrs. Dalloway*, metalanguage, enunciated enunciation, intertextuality

The Gothic and the Orientalist traditions in William Beckford's *Vathek*

Aluno: André Sanchez Astorino
Orientadora: Profa. Dra. Sandra Guardini Teixeira Vasconcelos.

Abstract

Vathek, British author William Beckford's first novel, is considered by many a singular work. By combining certain elements of the so-called gothic novels with an Oriental setting, it poses many problems deriving from its fragmented stylistic nature. Several critics have already tried to conclusively link the work to some of the afore mentioned traditions. The aim of this presentation is to propose a new reading of the novel and compare the findings with previous critical assessments. The reason behind this procedure is to verify if terms like "gothic" or "orientalist" can still precisely describe *Vathek* when confronted with problems evoked by the work itself.

Keywords: *Vathek*, William Beckford, Gothic Novel, Orientalism, Eighteenth Century.

The presence of gothic literature in the 19th-century Brazilian prose

Aluno: Alexandre Zorio de Mattos

Orientadora: Profa. Dra. Sandra Guardini Teixeira Vasconcelos

Abstract

Gothic literature, differently from other literary modes which attained popularity in England the 17th and early 18th centuries, does not seem to have made a significant impression in our literary tradition – at least not on a superficial survey of the field. Plots revolving around supernatural or fantastic events were seldom adopted in the Brazilian prose fiction of the 19th century. On a deeper study, however, one can see that there is more to the gothic mode than horror stories. Rather than denying the influence of gothic fiction in our literature, our hypothesis is that the thematic and narrative conventions of the gothic mode found their way into the Brazilian prose fiction of the period, in a way not completely dissimilar to how those conventions survived in other fictional modes in Britain after the original Gothic's heyday. The groundwork for this appropriation of the gothic mode in 19th-century Brazilian literature can be found in Sandra Vasconcelos's "Sentidos do Demoniaco em José de Alencar" and Daniel S. de Sá's "Gótico Tropical: o Sublime e o Demoniaco em O Guarani". A hypothesis to be further developed is the use of gothic conventions in the representation of marginalized social groups and settings.

Keywords: gothic, Brazilian prose, 19th century

A study of Edgar Allan Poe's detective short stories

Aluna: Fabiana de Lacerda Vilaço

Orientadora: Profa. Dra. Maria Elisa Burgos Pereira da Silva Cevasco.

Abstract

Edgar Allan Poe (1809-1849) is considered the father of detective stories. He wrote three stories of the genre between 1841 and 1844: "The Murders in the Rue Morgue", "The Mystery of Marie Rogêt" and "The Purloined Letter." All of them feature the amateur detective Dupin, considered the first detective in literature. The genre became very popular and even today it is possible to find elements of its form in several works of art, from literature to cinema. The origin and the popularity of the form are closely related to its context of production, and this conception furnishes the background of the doctoral research of which this presentation is a synthesis. The aim here is to share the several steps of the research, from the initial hypothesis to the current situation of the

dissertation. In this overview, special focus will be given to methodological aspects, mainly to the use of critical bibliography and to how it provoked changes in the initial hypothesis during the process of its development. Also, the importance of the study of the three stories in a more general context of Poe's work will be highlighted.

Keywords: Edgar Allan Poe; detective short stories; work; popular literature.



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