OFERTA DE TRABAJOS DE FIN DE GRADO
GRADO EN ESTUDIOS INGLESES
CURSO 2020-21

Enhancing reading skills in an e-learning environment (Dra. Nancy E. Ávila Ledesma)

The recent shift from classroom to e-learning has accelerated the ongoing integration of technology in education. This final year dissertation examines the effectiveness of the online teaching-learning process in the EFL classroom. Taking as a departure point the notions of synchronous and asynchronous learning, the ultimate objective of this TFG proposal will be to investigate the pedagogical implications derived from the application of Computer-Mediated Communication (CMC) and Flipped Classroom (FC) methods to the teaching and learning of *reading* skills in the EFL classroom. In doing so, the student will be invited to collect and analyse data using questionnaires and interviews from local EFL students and teachers.

Despite in legal English: A corpus-based exploration (Prof. Cristina Blanco García)

In this project the student will analyse diachronically the concessive preposition despite in legal English. The aim of this project is twofold: first, to examine the development across time of this preposition in law reports, which stand at the very core of the common language system (Marín Pérez and Rea Rizzo 2012:135); second, explore the phrases headed by this preposition. The analysis will be carried out using the Corpus of Historical English Law Reports 1535-1999 (CHELAR).

Intertextual Appropriation of William Shakespeare's Plays: Howard Jacobson's _Shylock is My Name_ (2016) (Dr. Luis J. Conejero Magro)

This final year dissertation examines the themes of power, (anti)Semitism and emotion in Howard Jacobson's *Shylock is My Name* (2016). *Shylock is My Name* tells the story of Simon Strulovitch who, right at the beginning of the novel, encounters Shylock in a graveyard. The novel is an attempt to reinterpret one of Shakespeare's plays for a 21st-century audience, using *The Merchant of Venice* as a basis. The updated Shakespearean play is presented through a story which merges and oscillates between modern syntax, structure and vocabulary, and Shakespearean cadence, rhymes and speeches. This project will examine how the most representative characters in Shakespeare's plays are used, as well as the intertextual motifs, symbols and tropes found in the novel. The aim of this final year dissertation is to scrutinise the form and function of these linguistic units (intertexts) in the aforementioned novel. The study, based on methodology rooted in the theory of intertextuality will, of course, focus on aspects students explore during courses such as 'Literatura Inglesa V'.

Intertextual Appropriation of William Shakespeare's Plays: Anne Tyler's _Vinegar Girl_ (2016) (Dr. Luis J. Conejero Magro)

This final year dissertation examines the themes of bigotry, gender and social hierarchy in Anne Tyler's novel *Vinegar Girl* (2016). *Vinegar Girl* tells the story of Kate Battista, a young girl with very limited opportunities and an eccentric scientist as her father. The novel is an attempt to reinterpret one of Shakespeare's plays for a 21st-century audience, using *The Taming of the Shrew* as a basis. The updated Shakespearean play is presented through a story which merges and oscillates between modern syntax, structure and vocabulary, and Shakespearean cadence, rhymes and speeches. This project will examine how the most representative characters in Shakespeare's plays are used, as well as the intertextual motifs, symbols and tropes found in the novel. The aim of this final year dissertation is to scrutinise the form and function of these linguistic units (intertexts) in the aforementioned novel. The study,

based on methodology rooted in the theory of intertextuality will, of course, focus on aspects students explore during courses such as 'Literatura Inglesa V'.

Shakespeare's source material: Source study of Shakespeare's *The Two Gentlemen of Verona* (Dr. Luis J. Conejero Magro)

This final year dissertation examines the textual sources consulted by William Shakespeare while writing *The Two Gentlemen of Verona* (1590-91) and also presents a bibliographic review of source studies of such play. As is well known, Shakespeare's source material can be classified as follows: Classical, historical, literary and biblical sources. With very few exceptions, Shakespeare drew largely from multiple texts and different authors. It must be taken into consideration that there were multiple voices speaking from and about the past in the different texts where Shakespeare found inspiration for his plays. This project will examine how the most representative characters as well as the recurring themes and topics in this play are borrowed, as well as the intertextual motifs, symbols and tropes adapted by Shakespeare. The study of sources will determine the textual implications and the relationship of the dramatic text to other texts. The aim of this final year dissertation is to scrutinise the form and function of these linguistic units (borrowed intertexts) which move from text to text. The study, based on methodology rooted in the theory of intertextuality will, of course, focus on aspects students explore during courses such as 'Literatura Inglesa V'.

Shakespeare's source material: Source study of Shakespeare's *The Taming of the Shrew* (Dr. Luis J. Conejero Magro)

This final year dissertation examines the textual sources consulted by William Shakespeare while writing *The Taming of the Shrew* (1590-91) and also presents a bibliographic review of source studies of such play. As is well known, Shakespeare's source material can be classified as follows: Classical, historical, literary and biblical sources. With very few exceptions, Shakespeare drew largely from multiple texts and different authors. It must be taken into consideration that there were multiple voices speaking from and about the past in the different texts where Shakespeare found inspiration for his plays. This project will examine how the most representative characters as well as the recurring themes and topics in this play are borrowed, as well as the intertextual motifs, symbols and tropes adapted by Shakespeare. The study of sources will determine the textual implications and the relationship of the dramatic text to other texts. The aim of this final year dissertation is to scrutinise the form and function of these linguistic units (borrowed intertexts) which move from text to text. The study, based on methodology rooted in the theory of intertextuality will, of course, focus on aspects students explore during courses such as 'Literatura Inglesa V'.

Of Other Spaces: A Study of Nayeri's *The Ungrateful Refugee* (Prof. Parisa Delshad)

This Final Year Project aims to analyze the dynamics of hospitality in Dina Nayeri's *The Ungrateful Refugee*. This enables the student to adequately analyze stories' settings and offer a spatial reading of them.

The Dividing Line: A Study of Nakhjavani's *Us and Them* (Prof. Parisa Delshad)

For this Final Year Project, the student is invited to apply the border studies framework to Bahiyyih Nakhjavani's *Us and Them*. This will equip the student with a tool to analyze borders in different stories.

Representation and Memory in Morgan's *My Place* (Prof. Parisa Delshad)

Self-representation is the focus of this Final Year Project. The student will analyze Sally Morgan's *My Place*, a key text in indigenous studies. This will enable the student to proficiently apply postcolonial reading to later texts they encounter.

Mother figures in Charlotte Brontë's *Jane Eyre* (Dra. Raquel García-Cuevas García)

This final-year dissertation aims at exploring the well-known trope of the Victorian absent mother in *Jane Eyre*. The celebrated orphan comes across different 'substitute mothers', both inadequate and otherwise, who have an impact on the protagonist's development into adulthood. This project will analyse Jane Eyre's position as orphan and in relation to the different maternal figures that come up in the novel in the context of the Victorian tradition and will elucidate the possible impact that these figures have in adult Jane.

Different masculinities in Anne Brontë's *The Tenant of Wildfell Hall* (Dra. Raquel García-Cuevas García)

Anne Brontë's novel presents the reader with two distinct male characters: Gilbert Markham and Arthur Huntingdon. The salient differences between these two men as regards manners, ethics, and social demeanour foreground the fragility that surrounded Victorian notions of manliness and gentlemanliness. Reading these characters against each other, this project seeks to approach the constant redefinition that 'masculinity' was undergoing in Victorian times and how these different models are portrayed through these characters.

Red rooms: *Jane Eyre*, *The Handmaid's Tale*, and *Fifty Shades of Grey* (Dra. Raquel García-Cuevas García)

Authored by women and published in three consecutive centuries, all three novels feature 'red rooms' with a special significance. The red room at Gateshead (*Jane Eyre*), the Red Center in Gilead (*Handmaid's Tale*), and the red room in Christian Grey's penthouse (*Fifty Shades*) are all related to debates about women's independence and sexual freedom. This dissertation will explore how the motif of the red room has evolved throughout these three novels and its connection to female development and empowerment.

A Descriptive Comparative Analysis of Three Spanish Translations of Tennessee Williams's *Glass Menagerie* (Dr. Luis Gustavo Girón Echevarría)

This dissertation will undertake a comparative analysis of three Spanish translations published by the Losada, Alba and Cátedra presses.

A Descriptive Comparative Analysis of Two Spanish Translations of T.S. Eliot's Murder in the Cathedral (Dr. Luis Gustavo Girón Echevarría)

This dissertation aims at a comparative analysis of two Spanish translations of T.S. Eliot's *Murder in the Cathedral.*

A Descriptive Comparative Analysis of three Spanish translations of Harriet B. Stowe's *Uncle Tom's Cabin* (Dr. Luis Gustavo Girón Echevarría)

This dissertation will analyze the textual differences of the first ten chapters of three Spanish Translations (Bruguera, Aguilar, and Cátedra) of the well known American abolitionist novel of Harriet B. Stowe.

The semantics and pragmatics of the "thou"/"you" pronominal markers in Shakespeare's Hamlet (Dr. Luis Gustavo Girón Echevarría)

This undergraduate dissertation will examine the semantic and pragmatic nuances of the "thou"/"you" pronominal address markers in Shakespeare's *Hamlet*.

El uso de tiempos de pasado del español por estudiantes de L1 inglés: análisis de corpus contrastivo (Dr. Francisco Jiménez Calderón)

En este trabajo se estudiará el uso del pretérito indefinido y del pretérito imperfecto de indicativo por parte de estudiantes de español con L1 inglés. Para ello se utilizará el corpus oral SPLLOC (http://www.splloc.soton.ac.uk/index.html), formado por muestras de lengua real de aprendientes de L1 inglés y de hablantes nativos. Se trata de ahondar en los errores y aciertos en el uso de estos tiempos en relación con el nivel de dominio de los estudiantes, utilizando, para ello, documentos de referencia (como el *MCER*) y el corpus de control de SPLLOC.

El uso de *por* y *para* por estudiantes de L1 inglés: análisis de corpus contrastivo (Dr. Francisco Jiménez Calderón)

En este trabajo se estudiará el uso de las preposiciones *por* y *para* por parte de estudiantes de español con L1 inglés. Para ello se utilizará el corpus oral SPLLOC (http://www.splloc.soton.ac.uk/index.html), formado por muestras de lengua real de aprendientes de L1 inglés y de hablantes nativos. Se trata de ahondar en los errores y aciertos en el uso de estos tiempos en relación con el nivel de dominio de los estudiantes, utilizando, para ello, documentos de referencia (como el MCER) y el corpus de control de SPLLOC.

Thomas Cranmer in real history and in the play *Henry VIII* (Dr. Ramón López Ortega)

In this final year dissertation, several passages from *Henry VIII* focusing on the character of Thomas Cranmer will be selected and analysed in order to contrast this fictional character with the real history Cardinal from the first half of the XVI century. The aim of this contrastive analysis is to delve into Shakespeare's mindset towards the turbulent events of this period.

Anne Bullen in real history and in the play *Henry VIII* (Dr. Ramón López Ortega)

In this final year dissertation, several passages from *Henry VIII* focusing on the character of Anne Bullen will be selected and analysed in order to contrast this fictional character with the real history Queen from the first half of the XVI century. The aim of this contrastive analysis is to delve into Shakespeare's mindset towards the turbulent events of this period.

Cardinal Wolsey in real history and in the play *Henry VIII* (Dr. Ramón López Ortega)

In this final year dissertation, several passages from *Henry VIII* focusing on the character of Cardinal Wolsey will be selected and analysed in order to contrast this fictional character with the real history Cardinal from the first third of the XVI century. The aim of this contrastive analysis is to delve into Shakespeare's mindset towards the turbulent events of this period.

Learning metaphors at B2 level: critical analysis of textbooks aimed at EFL students (Prof. Marta Martín Gilete)

Metaphor is a ubiquitous dimension of language use and therefore of importance to foreign language learning. Drawing on metaphor as a key indicator of L2 learners' proficiency in discourse, this TFG proposal aims at exploring how B2 students can be helped develop their metaphor competence in English with the support of textbooks. In this piece of work, the student will critically analyze different textbooks aimed at B2 level by examining the methods used at fostering metaphor (i.e., idioms, phrasal

verbs, collocations, and polysemy). Accordingly, this dissertation aims to reflect on the extent to which the methods explored may provide some support to EFL students for learning metaphor at B2 level.

Learning metaphors at C1 level: critical analysis of textbooks aimed at EFL students (Prof. Marta Martín Gilete)

Metaphor is a ubiquitous dimension of language use and therefore of importance to foreign language learning. Drawing on metaphor as a key indicator of L2 learners' proficiency in discourse, this TFG proposal aims at exploring how C1 students can be helped develop their metaphor competence in English with the support of textbooks. In this piece of work, the student will critically analyze different textbooks aimed at C1 level by examining the methods used at fostering metaphor (i.e., idioms, phrasal verbs, collocations, and polysemy). Accordingly, this dissertation aims to reflect on the extent to which the methods explored may provide some support to EFL students for learning metaphor at C1 level.

Learning metaphors at C2 level: critical analysis of textbooks aimed at EFL students (Prof. Marta Martín Gilete)

Metaphor is a ubiquitous dimension of language use and therefore of importance to foreign language learning. Drawing on metaphor as a key indicator of L2 learners' proficiency in discourse, this TFG proposal aims at exploring how C2 students can be helped develop their metaphor competence in English with the support of textbooks. In this piece of work, the student will critically analyze different textbooks aimed at C2 level by examining the methods used at fostering metaphor (i.e., idioms, phrasal verbs, collocations, and polysemy). Accordingly, this dissertation aims to reflect on the extent to which the methods explored may provide some support to EFL students for learning metaphor at C2 level.

Newspapers in Britain: tabloids versus broadsheets (Dra. Eugenia Esperanza Núñez Nogueroles)

The difference between popular and serious press, which exists in many countries (being Britain one of them) is not present in Spain. Thus, it is interesting for Spanish students to get to know this cultural aspect that characterises the British written news media. The learner will focus on the distinct linguistic features that emerge in each type of newspaper as well as on other visual aspects (pictures and typographical elements) that allow us to identify whether we are reading a tabloid or a broadsheet. Furthermore, s/he will analyse real texts extracted from several newspapers in order to illustrate the aforementioned difference by means of a comparison between tabloids and broadsheets in terms of the way and format in which they present information.

"In other words" in academic discourse: a corpus-based exploration (Dr. José Luis Oncins Martínez)

Very often, scholars use this and similar expressions to reformulate their ideas in their papers and books. It is interesting to compare what comes before and after this conjunctive element and in what ways the two pieces of text may differ. In this project students are encouraged to explore how these reformulations work in a corpus of academic English.

"On the one hand… on the other hand": do they always go together? (Dr. José Luis Oncins Martínez)

Traditionally, these two expressions have been taught as two inseparable elements to students of English as a second language. However, it takes just a quick glance at any reasonably lengthy academic work to realize that this is not always the case, as one of them appears more often than the other in isolation. Students are invited to see how these two expressions work and find out what nuances of meaning can be appreciated in the three different options available.

Offers and requests in English: a pragmatic view (Dr. José Luis Oncins Martínez)

Offers and requests are two common speech acts that students can identify quite easily. However, what comes after the very proposition containing the offer or the request is a less explored area of English. Student are invited to look carefully at the typical exchanges structured around these two different speech acts, paying special attention to how "hearers" deal with them and what they say.

Teaching English grammar at A1 level. Coursebook analysis (Prof. Encarnación Pérez Pulido)

In this end-of-degree project, the candidate will seek to find patterns in the way grammar-related contents are organised and presented in a number of A1-level English language coursebooks. The contents of those books will be considered and contrasted in the light of both the current Spanish legislation on Secondary Education and the Common European Framework of Reference for Languages.

Teaching English grammar at A2 level. Coursebook analysis (Prof. Encarnación Pérez Pulido)

In this end-of-degree project, the candidate will seek to find patterns in the way grammar-related contents are organised and presented in a number of A2-level English language coursebooks. The contents of those books will be considered and contrasted in the light of both the current Spanish legislation on Secondary Education and the Common European Framework of Reference for Languages.

Teaching English grammar at B1 level. Coursebook analysis (Prof. Encarnación Pérez Pulido)

In this end-of-degree project, the candidate will seek to find patterns in the way grammar-related contents are organised and presented in a number of B1-level English language coursebooks. The contents of those books will be considered and contrasted in the light of both the current Spanish legislation on Secondary Education and the Common European Framework of Reference for Languages.

Teaching English grammar at B2 level. Coursebook analysis (Prof. Encarnación Pérez Pulido)

In this end-of-degree project, the candidate will seek to find patterns in the way grammar-related contents are organised and presented in a number of B2-level English language coursebooks. The contents of those books will be considered and contrasted in the light of both the current Spanish legislation on Secondary Education and the Common European Framework of Reference for Languages.

The reviews of Broadway theatre: A corpus-based survey for the 2019-2020 season (Dr. Gustavo A. Rodríguez Martín)

The aim of this dissertation is to make a general survey of the language used by theatre critics in their reviews of Broadway musicals. In order to do so, students need to acquire a working knowledge of how to use the corpus tools in the AntConc© suite. Then, they will be able to provide a general account of the most salient words and phrases in this specific language, together with their most common stylistic functions. Thus, this study will combine quantitative and qualitative methods.

An annotated bibliography of online resources for English literature: Sound archives (Dr. Gustavo A. Rodríguez Martín)

The digital humanities and, more specifically, the methods and resources that have been made available as a result of the application of computer-based techniques to the study of literature are simply unmanageable for the average scholar, let alone BA students. Thus, the purpose of this dissertation is to make a selected bibliography of online resources whose main focus is audio materials.

This will hopefully facilitate the study of these media and simplify the access to relevant audio materials in relation to English literature.

An analysis of –*ly* adverbs in Charles Dickens's *Hard Times* (Dr. Pablo Ruano San Segundo)

In this project the student will analyse Charles Dickens's use of –*ly* adverbs in *Hard Times*. More specifically, the analysis will focus on how the author makes use of this element in reporting clauses to introduce characters' speech. The aim of this piece of work is to explore functional aspects of this type of adverbs in the aforementioned novel from a stylistic point of view. The analysis will be carried out using the CLiC web app (http://clic.bham.ac.uk/), which will make it easier for the student to identify the adverbs under analysis.

An analysis of –*ly* adverbs in Charles Dickens's *Oliver Twist* (Dr. Pablo Ruano San Segundo)

In this project the student will analyse Charles Dickens's use of –*ly* adverbs in *Oliver Twist*. The analysis will focus on how the author makes use of this element in reporting clauses to introduce characters' speech. The aim of this piece of work is to explore functional aspects of this type of adverbs in the aforementioned novel from a stylistic point of view. The analysis will be carried out using the CLiC web app (http://clic.bham.ac.uk/), which will make it easier for the student to identify the adverbs under analysis.

An analysis of –*ly* adverbs in Charles Dickens's *Pickwick Papers* (Dr. Pablo Ruano San Segundo)

In this project the student will analyse Charles Dickens's use of –*ly* adverbs in *Pickwick Papers*. The analysis will focus on how the author makes use of this element in reporting clauses to introduce characters' speech. The aim of this piece of work is to explore functional aspects of this type of adverbs in the aforementioned novel from a stylistic point of view. The analysis will be carried out using the CLiC web app (http://clic.bham.ac.uk/), which will make it easier for the student to identify the adverbs under analysis.

An analysis of –*ly* adverbs in Charles Dickens's *Nicholas Nickleby* (Dr. Pablo Ruano San Segundo)

In this project the student will analyse Charles Dickens's use of –*ly* adverbs in *Nicholas Nickleby*. The analysis will focus on how the author makes use of this element in reporting clauses to introduce characters' speech. The aim of this piece of work is to explore functional aspects of this type of adverbs in the aforementioned novel from a stylistic point of view. The analysis will be carried out using the CLiC web app (http://clic.bham.ac.uk/), which will make it easier for the student to identify the adverbs under analysis.

The language of email spam (Dr. Manuel Sánchez García) *

This piece of work aims at analysing the main characteristics of email spam in English from a grammatical perspective. In order to do so, the student is expected to gather a sufficiently representative corpus of junk messages which will later be compiled, compared and thoroughly scrutinised. The ultimate purpose is to build a list of some of the most salient grammatical and lexical features of this particular kind of text in English.

* Good computing skills (minimum, experienced user) are highly recommended to opt for this particular topic.

Interrogative sentences in English (Dr. Manuel Sánchez García)

As can be read in any English grammar manual, a standard interrogative sentence is basically a complete clause, arranged in a particular way in which the verbal operator precedes the subject, eliciting a verbal response and asking for some new information. However, language users are

constantly faced with variations of this, such as reduced clauses ("How about a coffee?"), clauses without inversion ("I want to know what you want"), questions which do not expect an answer ("Who is that at the door? I will tell you. It's a salesman") or which do not actually ask for any information at all ("Could you pass me the salt, please?"). This project aims at providing a practical summary of how questions are used in English.

Expressing possession in English (Dr. Manuel Sánchez García)

This final year dissertation will focus on the main grammatical mechanisms to express possession in English: possessive adjectives and pronouns ("my friend, "hers"), the preposition *of* ("the friends of this person") and the Saxon Genitive ("Jack's friend"). It will also look at how these sometimes mix, like in the case of the combination of the preposition *of* with possessive pronouns ("some friends of yours") or with the Saxon Genitive ("a friend of Jack's"). Creating an outline of the main similarities and differences among these and other possibilities will be the main concern of this piece of work.

Offending the group. Slurs in English (Dr. Manuel Sánchez García)

In recent times, the term "slur" has frequently been applied to intentionally offensive expressions that target human groups on the basis of their race ("nigger"), nationality ("kraut"), religion ("kike"), gender ("bitch"), sexual orientation ("butch") or immigrant status ("wetback"), among others. What makes slurs different from other instances of pejorative language is that, from a semantic perspective, the derogatory content of a slur is simply a part of its literal meaning whereas, pragmatically speaking, that content depends on the context and is part of how the slur is used –and also, quite often, by whom. This project will look into the nature of slurs in English and will try to provide some insight into the way they are used.

Fourteenth-Century Alliterative Poetry: Continuity and Innovation (Dr. Bernardo Santano Moreno)

Vernacular English prosody underwent important changes that appear most evidently in the fourteenth century. By the end of the century, Chaucer was using a new verse form, although some northern poets were still using formulas based on the old Germanic Alliterative system. The study should focus on the main similarities and differences in the prosodic system used both by Anglo-Saxon *scops* and fourteenth-century poets.

Middle English Vocabulary: French, Latin, Celtic and Scandinavian Loans (Dr. Bernardo Santano Moreno)

The study should explore one of the most dramatic changes in the English language: the transition from Old to Middle English. During this process, a substantial portion of the vocabulary of Germanic origin in English was replaced by French, Latin, Celtic and Scandinavian loanwords.

Cædmon, Cyunewulf and Early Anglo-Saxon Christian Poetry (Dr. Bernardo Santano Moreno)

The study should analyse the earliest examples of Christian poetry in Anglo-Saxon England and describe its indebtedness to previous poetic genres and the innovations introduced by these Christian poets.

Medieval Drama in England: Origins and Development (Dr. Bernardo Santano Moreno)

In classical times, Greek and Roman drama achieved high levels of development, but after the fall of the Empire, only a faint dramatic tradition seems to have survived in the Eastern Roman Empire. The drama of the Middle Ages is not a continuation of Roman drama but an entirely new phenomenon with its origins in the services of the Church. The study should analyse the beginnings and development of the main forms of drama in Medieval England.

The new dystopian novel in 21st-century literature (Cassandra S. Tully de Lope)

Young-adult dystopian novels have become more and more popular in the 21st-century literary scene since the publishing of Suzanne Collins' *The Hunger Games Trilogy* (2008-2010). However, dystopian literature is not new, and literary classics like George Orwell's *1984* (1949) or Margaret Atwood's *The Handmaid's Tale* (1985) have undergone a revival. This dissertation aims to link classic dystopian literature with a selection of some dystopian novels published in the 21st century, namely *The Hunger Games* (2008), *Divergent* (2011), and *The Selection* (2012).

The male gaze in 19th century English literature (Cassandra S. Tully de Lope)

This Final Year Project aims to analyse the term of feminist film theory Laura Mulvey's 'the male gaze', in which the viewer, the creator, and the male character is a heterosexual male in the context of 19th century English literature. Moving from Film Studies into literature, this dissertation will search for instances in which the male gaze was part of the 19th century period and whether the male character, the reader, and the author, are all part and accomplices of this gaze or not.

Homoeroticism in two 19th-century English novels (Cassandra S. Tully de Lope)

This dissertation aims to analyse two same-sex relationships in two 19th-century English novels that show, to a certain extent, how attracted these characters were to one another in the context and constricts of 19th-century society. Through an analysis of Oscar Wilde's *The Picture of Dorian Gray* (1890) and Sheridan Le Fanu's *Carmilla* (1871-1872) homoerotic and homoromantic undertones, the student in this Final Year Project, will be able to analyse 19th-century literature through a Queer and Gender Studies point of view.

The "Sound of Music" in *The Beggar's Opera* (Dra. Diana Villanueva Romero)

In this final year dissertation the student is invited to study the musical content of John Gay's *The Beggar's Opera* (1728), an example of eighteenth-century ballad opera.

Postcolonial Cli-Fi: Aritha van Herk's "The Snow Archives" (Dra. Diana Villanueva Romero)

This final year dissertation offers the student the possibility of reflecting on the prominence of postcolonial authors in recent climate fiction. An analysis of Canadian author Aritha van Herk's short story "The Snow Archives" (1994) is proposed as a case in point.

Re-reading and Re-writing Daniel Defoe's *Robinson Crusoe* in J. M. Coetzee's *Foe* (Dra. Diana Villanueva Romero)

In this final year dissertation the student is asked to analyze J.M. Coetzee's use of the postcolonial strategies of re-reading and re-writing canonical literature in order to understand his novel *Foe* (1986) and its intellectual dialogue with Daniel Defoe's *Robinson Crusoe* (1719).

A Myth-critical Analysis of Larissa Lai's *Salt Fish Girl* (Dra. Diana Villanueva Romero)

This final year dissertation is an opportunity for those students willing to explore Larissa Lai's imaginative work *Salt Fish Girl* (2008) through the lens of myth-criticism. Set in a futuristic Pacific Northwest, Lai's novel is enhanced by its use of Chinese mythology to tell the story of an ageless woman, a shape-shifter who travels through space and time.