



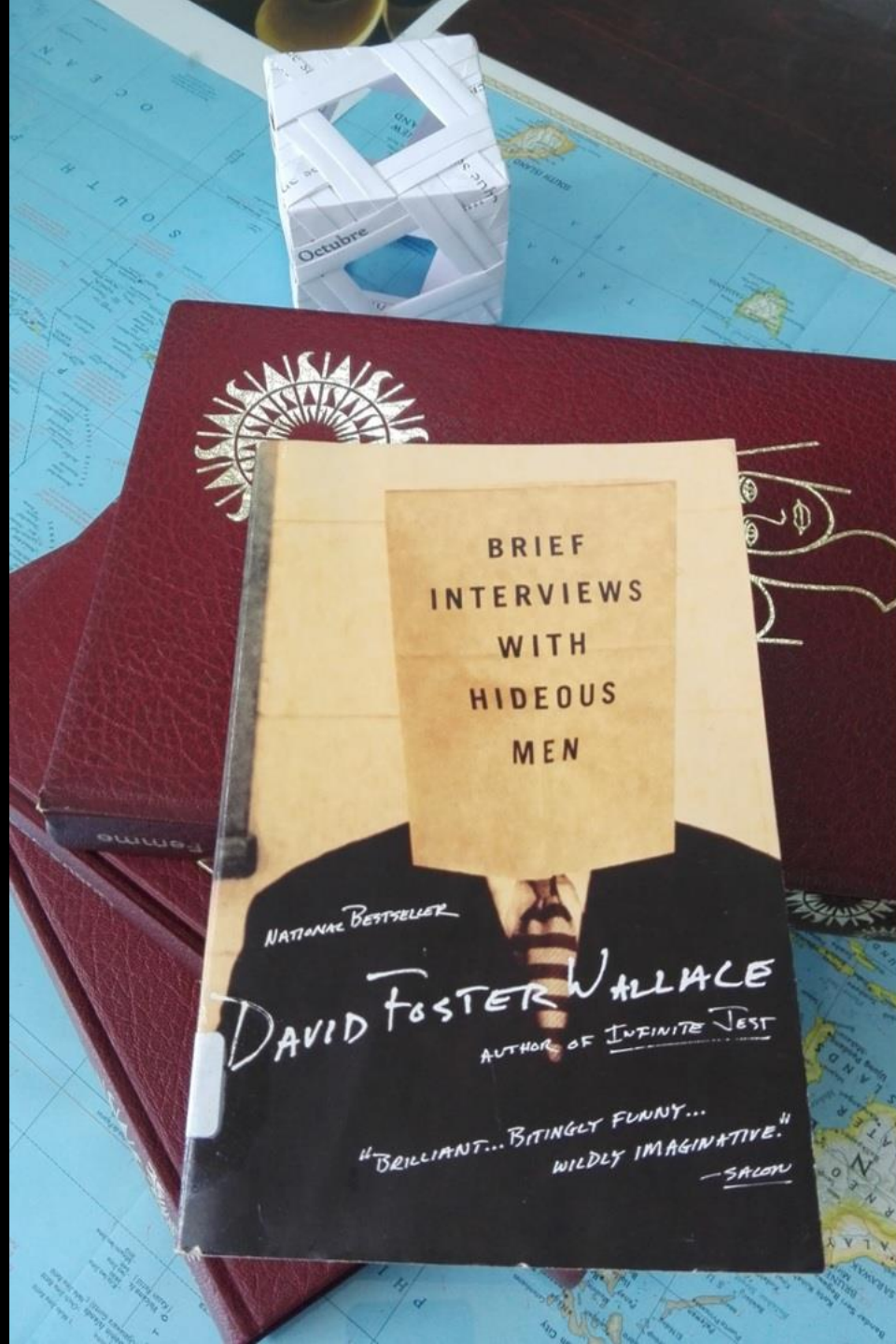
BOLETÍN XLV
CENTRO DE RECURSOS D.L.E.

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Octubre de 2017



A RADICALLY CONDENSED HISTORY OF POSTINDUSTRIAL LIFE

By
David Foster Wallace

When they were introduced, he made a witticism, hoping to be liked. She laughed very hard, hoping to be liked. Then each drove home alone, staring straight ahead, with the very same twist to their faces.

The man who'd introduced them didn't much like either of them, though he acted as if he did, anxious as he was to preserve good relations at all times. One never knew, after all, now did one now did one now did one.

[0]



REVISTA ELECTRÓNICA
Matices
EN LENGUAS EXTRANJERAS

Departamento de Lenguas Extranjeras,
Facultad de Ciencias Humanas,
Universidad Nacional de Colombia,
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Convocatoria / Call for papers

No. 11



(...) C'est alors que Buziraco entra en action.

Buziraco, démon, diable satanique, avec quelle Rayons, éclairs, pluies, ouragans harcelèrent sans pitié le couvent. En creusant des sillons dans le firmament, la lumière des éclairs dessinait ton masque surmonté de cornes, tressées et tournées vers l'arrière. L'air était chargé d'une puanteur de soufre, et ton éclat de rire retombait comme le fracas du tonnerre. Démon hésiodique et homérique, démon socratique, diable d'Héraclite, Démocrite et Empédocle, démonomane des démonistes babyloniens, diable de sorciers, démonologues et démonomanes. Grand Buziraco, concrétion indienne des démons bibliques,

Satan,

Lucifer l'Empereur

Belial, idole des sidonites et des sodomites,

Belzébuth du Nouveau Testament, dieu des mouches d'Ekron,

Lilith, des légendes paradisiaques,

Asmodée, qui donna la mort aux sept maris de Sara,

Abaddon des Écritures Sacrées,

Mammon, prince de la concupiscence et de la richesse,

les monstres Léviathan et Behemoth,

Astaroth, de la Vénus syrienne, grand-duc du tréfonds ; des démons étrangers,

Set, dieu égyptien de l'aridité et de la sécheresse,

Angramainyu de Zarathoustra, imbécile plein de mort,

Mrtyu et Mara, tentateurs de Bouddha,

Typhon, qui a détrôné Zeus,

Eurynome, symbole grec de putréfaction,

Iblis qui ne se prosterna pas devant Adam,

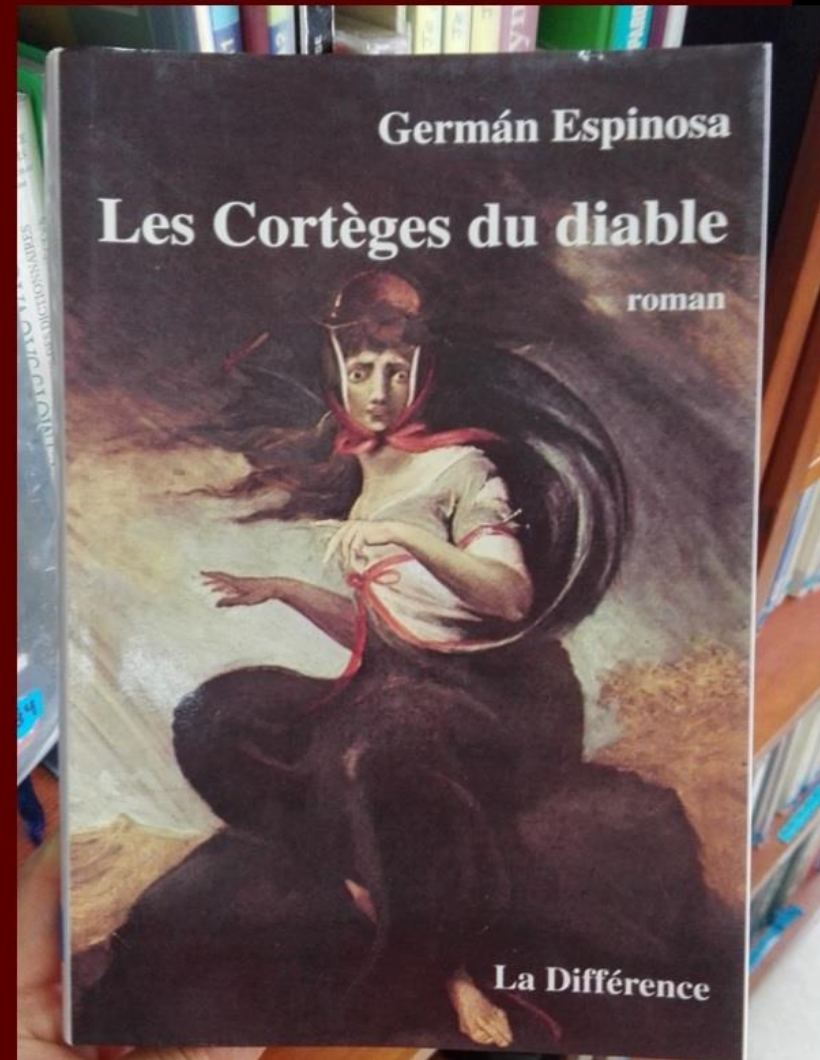
Samael des rabbins,

Dagon philistin, mi-homme, mi-poisson comme le chaldéen Oannes,

Chamos, le dieu de Moab,

Abraxas, dieu syrien à tête de coq et jambes de... serpent, (...)

p. 177-178



PROFILE

Issues in Teachers' Professional Development

El pasado 15 de septiembre, Colciencias publicó los resultados oficiales de su más reciente convocatoria para la clasificación de las revistas académicas colombianas dentro del Índice Bibliográfico Nacional – Publindex. Al final del proceso, aquellas publicaciones que cumplieron con los criterios definidos por Colciencias recibieron una de las categorías establecidas (C, B, A2, y A1, de la más baja a la más alta).

En los resultados publicados, la revista PROFILE no aparecía clasificada pues, de acuerdo con la evaluación hecha por Colciencias, el H5 de la revista era 1 y no alcanzaba para obtener una categoría dentro del Índice Bibliográfico Nacional. De inmediato escribimos a Colciencias solicitando una revisión de este ítem pues básicamente lo que esto significa es que, a lo largo de los últimos cinco años, cuando la revista PROFILE ha publicado alrededor de 120 artículos, solo uno de ellos ha recibido una sola cita. Hicimos el ejercicio de calcular el H5 de la revista y, si se tienen en cuenta todas las variables, la revista obtiene un resultado de 12, no 1, lo cual se ajusta más a la realidad de la producción de la revista.

El pasado 6 de octubre recibimos la respuesta a nuestra solicitud de revisión, donde Colciencias reconoce la validez del cálculo de un H5 de 12 para la revista y, por tanto, queda oficialmente clasificada en categoría B.

Agradecemos a Colciencias por tener en cuenta nuestros argumentos. Para nosotros es importante contar con la clasificación pues esto beneficia a los autores colombianos que publican en la revista, cuyo trabajo es el que en últimas recibe el reconocimiento.

Melba Libia Cárdenas B.
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Facultad de Ciencias Humanas
Departamento de Lenguas Extranjeras
Grupo de Investigación PROFILE



How an Anti-Tech Teacher Learned to Stop Worrying and Embrace Edtech

By Jenny Abamu



“I was the poster-child for anti-technology in my district,” says Willie Maddux, an 8th grade World History teacher at Prescott South Middle School in Cookeville, Tenn. The thought of using technology used to leave him, “worried about student engagement because we talk a lot. I like interacting with the kids and getting that personal relationship. I had the vision that with personalized learning they would be online the whole time and I would never talk to them. I didn’t want to lose them.



Maddux’s fears are not unique. Many educators associate personalized learning technology with a push to commercialize and dehumanize education—keeping students glued to screens with little human interaction. It’s created rifts within the educator community as well. An article exploring personalized learning published by the National Education Association, the biggest teacher’s union in the country, was accused by its members of promoting ideals that “took away from human-to-human contact.” Others take a much harsher stance. (...)

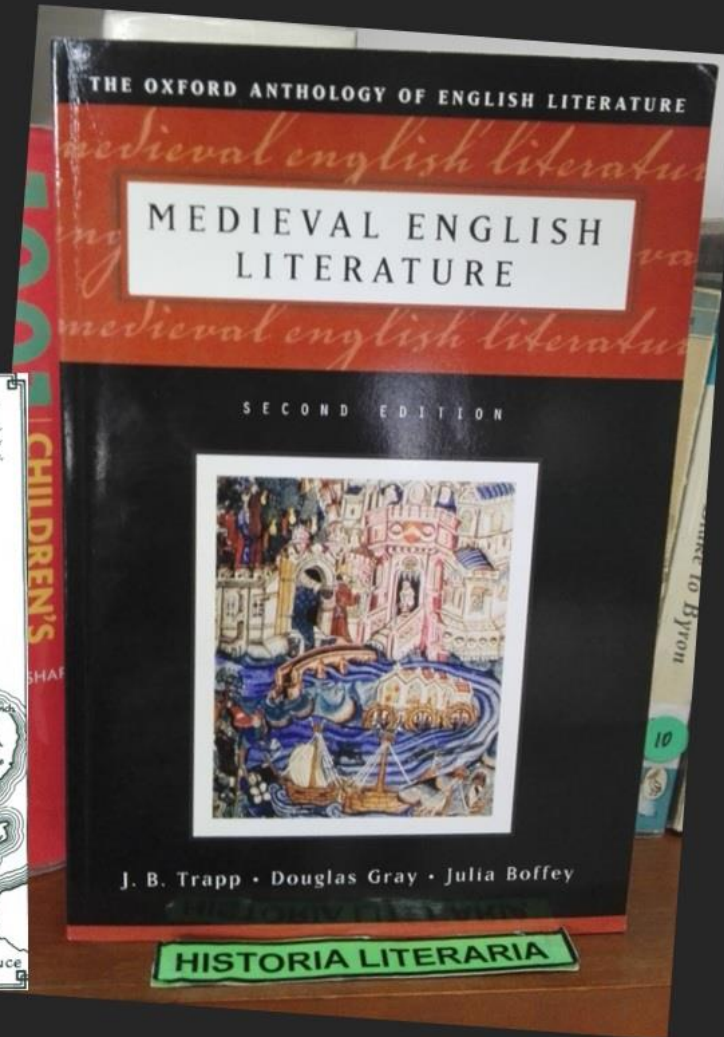
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WHAT SO MEN SAYN

What so men sayn' — *whatever / say*
 Love is no pain
 To them, certain,
 But variance'? — *diversion*
 For they constrain — *exert themselves*
 Their hearts to feign,
 Their mouths to plain — *complain*
 Their displeasance — *lovesickness*

Which is indeed
 But feigned dread,
 So God me speed, — *anxiety*
 And doubleness.
 Their oaths to bede, — *offer*
 Their lives to lead, — *lay down*
 And proffereth meed — *reward*
 Newfangledness!! — *changeableness*

For when they pray — *beg*
 Ye shall have nay,
 What so they say:
 Beware, for shame!
 For every day
 They wait their prey — *watch for*
 Wherso they may — *wherever*
 And make but game.



Then seemeth me,
 Ye may well see — *unfettered*
 They be so free
 In every place,
 It were pity
 But they should be
 Beguiled, parde, — *by God*
 Withouten grace! — *mercilessly*

Findern Manuscript
 Mid-fifteenth-century
 p. 545-546



A PLEA FOR THE HUMANITIES

By **IONA ITALIA**

Iona Italia, PhD, is a former academic who now works as a freelance writer, editor, translator and general wordsmith. With a mixture of Scottish and desi ancestry, she has lived in five countries and speaks four languages. Iona is currently based in Bombay, writing a book on her Parsi roots

I've often heard people argue a moral case for the inclusion of gender theory, "critical race" theory and other forms of theory influenced by postmodern streams of thought on college syllabuses for the humanities. If you are skeptical about such theories, I am sometimes told, you must be *sexist*, *racist* or *transphobic*. Or perhaps you simply are too ignorant to understand them. This is completely misguided on two counts.

First of all, as academics it is our duty to teach students how to think, how to research, reason and present their ideas, but not *what* to think. A university is a place in which to explore ideas, not an indoctrination camp. We cannot allow any theory to be treated as sacrosanct and its detractors smeared as bigots. By doing so, and by shutting down criticism of such concepts we are endangering the very basis upon which critical thought and reasoning in a liberal society has been built.

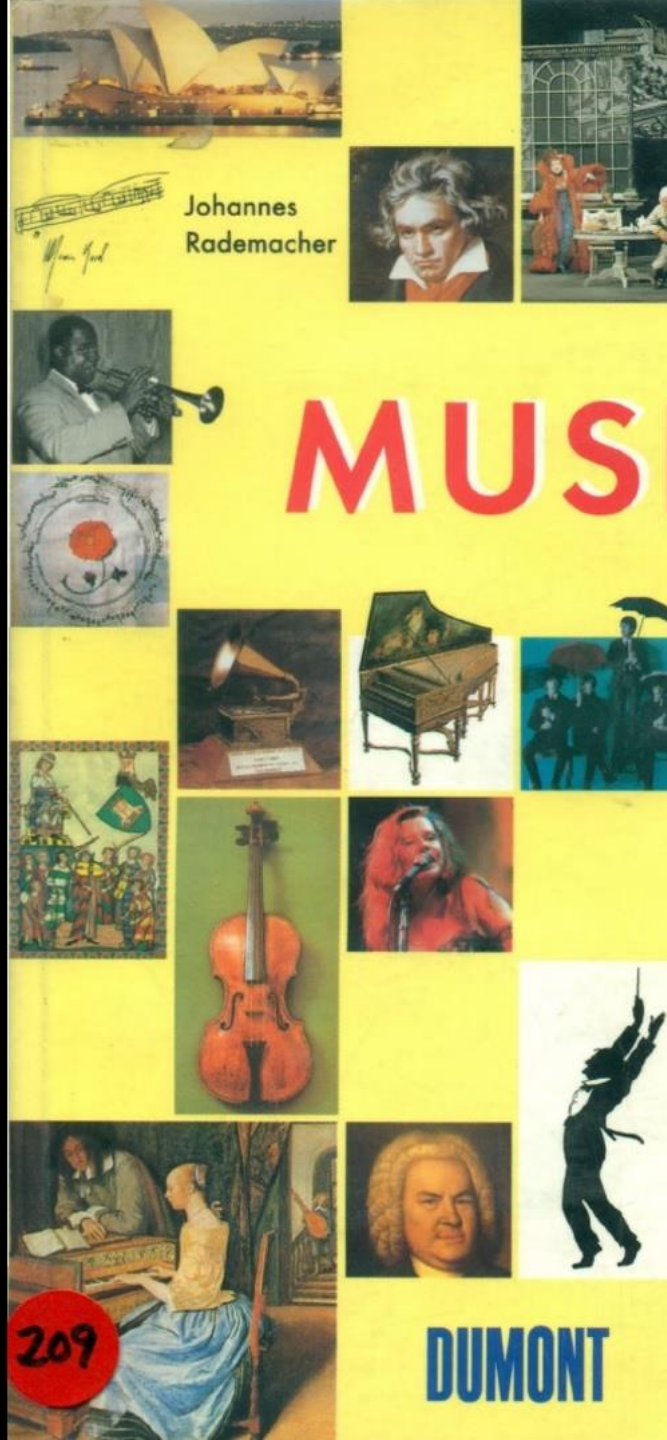
But, even assuming it were appropriate for professors to be activists, highly theoretical, jargon-laden papers are the least effective way of putting across a political message. If you really want to make a difference to society, the first requirement is an ability to communicate your ideas clearly. You have to be able to frame them in language which someone without a PhD in your field will be able to understand.

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Eine schnelle und jedoch ein großer Einblick in die Geschichte der Musik und ihre Grundbegriffe, die den Lesenden die Möglichkeit gibt, sich in die wichtigsten Entwicklungen und Ideen, Ereignissen und Skandalen der Welt der Musik direkt zu stellen. „Eine Einführung in die Welt der Musik, so übersichtlich wie ein Lexikon, so unterhaltsam wie ein Roman, so anschaulich wie ein Bilderbuch.“

Johannes Rademacher
Dumont Buchverlag 1995



Quand des dessins d'enfants racontent l'horreur de la guerre



PAR
Chloé Thoreau

Hussein, 7 ans, dessine les bombardements qu'il voit de la fenêtre de sa maison, à Beyrouth. Un petit Nigérian de 9 ans crayonne ce qu'il reste de son village, décimé par Boko Haram. Marija, 12 ans, réfugiée de Bosanski Bord, griffonne "sa pire peur". Le livre "Déflagrations, dessins d'enfants, guerres d'adultes", montre la guerre à hauteur d'enfant, pour réveiller nos consciences embuées par l'omniprésence de la violence.

[Cliquez ici pour en savoir plus](#)

Kurt Rothmann
Kleine Geschichte
der deutschen Literatur

Reclam



„Die Kleine Literaturgeschichte möchte an einer begrenzten und sorgfältig erwogenen Auswahl von Titeln aus dem Literaturkanon einen einführenden Überblick über die deutsche Dichtung und ihre geschichtliche Entwicklung geben und zugleich zum Lesen der Werke selber anregen.

Als Leitfaden soll die zusammengedrückte Darstellung weder den Eindruck der Lückenhaftigkeit noch den der Vollständigkeit erwecken, sondern mit wechselnder Methode bündige Zusammenhänge hervorheben. Dabei fordert die Kürze, dass gelegentlich ein Autor oder ein Werk stellvertretend für eine Gruppe steht und das auf die Geschichte der Philosophie oder auf Kunst-, Politik- und Sozialwissenschaften nur dann verwiesen wird [...].“

Reclam, 2003