

Call for Chapters

The Contemporary Latin American Bildungsroman (1990 to the present)

- *Edited by Martín L Gaspar, Norman Valencia and Juan Poblete*

We seek chapters that will contribute to an ongoing book project on The Contemporary Latin American Bildungsroman (1990 to the present) including literary texts, films, audiovisual series, internet-based formats as well as ChicanX-LatinX cultural productions. The volume will be in English and will follow MLA style, 9th edition, with endnotes. Each chapter will be between 5000-7000 words and, if accepted, due on April 30th, 2024.

At this point we invite chapter proposals or abstracts of up to 900 words to be sent to the three editors by September 30th, 2023:



Martín L Gaspar: mgaspar@brynmawr.edu

Norman Valencia: Norman.Valencia@claremontmckenna.edu

Juan Poblete: jpoblete@ucsc.edu

Following Caroline Levine's *Forms. Whole, Rhythm, Hierarchy, Network*, we could say that the bildungsroman as a genre depends on the capacity of one form, this type of novel, to include and explore another: the life of the protagonists as a process of growth and transformation in relation to a context whose social forms themselves —the family, the school, gender, economic processes, etc.— act as boundary-making concepts for such process. The continuity of that basic

scheme connecting self and society in multiple ways is what allows us to classify different texts from different historical periods as belonging to the genre, but it is the actual tension between historically variable manifestations of the forms involved that ensures that the genre continues to live and be relevant by transforming itself in different contexts and times.

We are particularly, but not exclusively, interested in chapters exploring issues such as those mentioned in the call for the ACLA 2023 seminar that originated the project:

- Reassessments of classic theoretical frameworks (from Bakhtin and Lukacs to Franco Moretti) as tools to study the contemporary Bildungsroman in the Americas.
- Changes in the defining concepts of the Bildungsroman, such as formation, maturity, social integration, gender, citizenship, transgression, the role of the arts as sources of self-fashioning, and political struggles as signs of personal and collective transformations.
- Texts that challenge the male, heterosexual, able and white subject, as the norm of the genre: new representations of women, people with disabilities, LGBTQ+ protagonists, and people of color in contemporary Latin American and LatinX Bildungsromane.
- Interactions between Bildungsroman criticism and other theoretical approaches: postcoloniality, ecocriticism, media studies, critical race theory, etc.
- Interactions between Bildungsroman criticism and other theoretical approaches: postcoloniality, ecocriticism, media studies, critical race theory, etc.
- The possibility of proletarian or marginal protagonists who question the centrality of the middle class as the moving force of novels of formation.
- Productive (or conflictive) relationships between theories of the Bildungsroman and other cultural products including films, tv series, graphic novels, etc
- Contemporary Bildungsromane as forms of thinking today's tensions between globalization and national identities.
- Bildungsromane that emerge within 21st century Latin American populist regimes
- The emergence of new popular cultures linked to contemporary media (including social media) as formative horizons for young protagonists.
- The *Bildungsroman* has worked as an archive of different popular languages within Latin American literature. From indigenous languages and rural dialects (*Don Segundo Sombra*, *Memorias de la Mamá Blanca*, *Balún Canán*, *Los ríos profundos*) and lunfardo (*El juguete rabioso*) to the language of media and youth cultures in the sixties and seventies (*¡Qué viva la música!*, *De perfil*). How does the Contemporary Latin American Bildungsroman deal with the relationship between language and adolescence today?