

Literary auto fiction as a tool for investigation in arts. An approximation

Martha Patricia Espíritu Zavalza
PTC Universidad de Guadalajara, México
Doctorado Interinstitucional en Patrimonio, Universidad de Jaén, España
pespirituz@gmail.com

This project of investigation in arts proposes first, to inquire cases of artists who are creating a work and their narratives in respect to their process of investigation, and second, retake the experience of the investigator transforming its own testimony in autofiction narratives. The Project is made up two well defined parts that have one point in common: the artistic creation.

The objective of this project is to know the particularities of the creative process that artists live during the creation of a work, as well as their testimonies. A second purpose would be to articulate the results of this inquiry into a narrative product that gives account of the cases and their testimonies as well as the own experience of the investigator in a literary work of the autofiction genre. The process of investigation thus connects with the area of investigation in arts.

The autofiction genres have been widely studied and analyzed from different perspectives in the last 50 years. Manuel Alberca proposes a conceptualization of autofiction as an intermediate gender between autobiography and fiction. The inventiveness of the narrative of investigation is emphasized in the restructuration of the stories of life to transform the referential data in a work of art where the investigated reality and the mythical construction of the author converge all at once.

Developing this type of strategies in projects of investigation allows the investigator to sustain two types of roles at the same time, that of artist and investigator. The advantage of this tool is a possible approach to the conjunction of the investigation report in an art product.

The third role of the investigator (university professor), leads to the possibility of sharing this inquiry with educational communities in order to introduce students into expressive forms that prioritize the observation of their own reality and its register in autobiographic narratives as well as to strengthen the development of their imaginative potential. This contributes for the student to recognize traits typical of its identity as a subject who belongs to a community because it clarifies the creative expression of its subjectivity which is built as a member of a community.

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