

# A QUEER LOOK AT PICTURE BOOKS

PUBLISHED DURING  
DICTATORSHIPS IN  
ARGENTINA (1976-1983)  
AND BRAZIL (1964-1985)

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## ABSTRACT

I set out to study picturebooks published during the military dictatorships that ruled Argentina (1976-1983) and Brazil (1964-1985). The research will take a **queer perspective** and use literary and visual analyses to investigate how topics related to queer theories, such as **identity, difference** and **inclusion**, have been addressed by **visual and verbal narratives** of picturebooks in the dictatorial periods. This study also aims to identify and analyze the connections between **political contexts** and **editorial policies**, shedding light on the ways editorial practices were informed by and responded to repressive State politics.

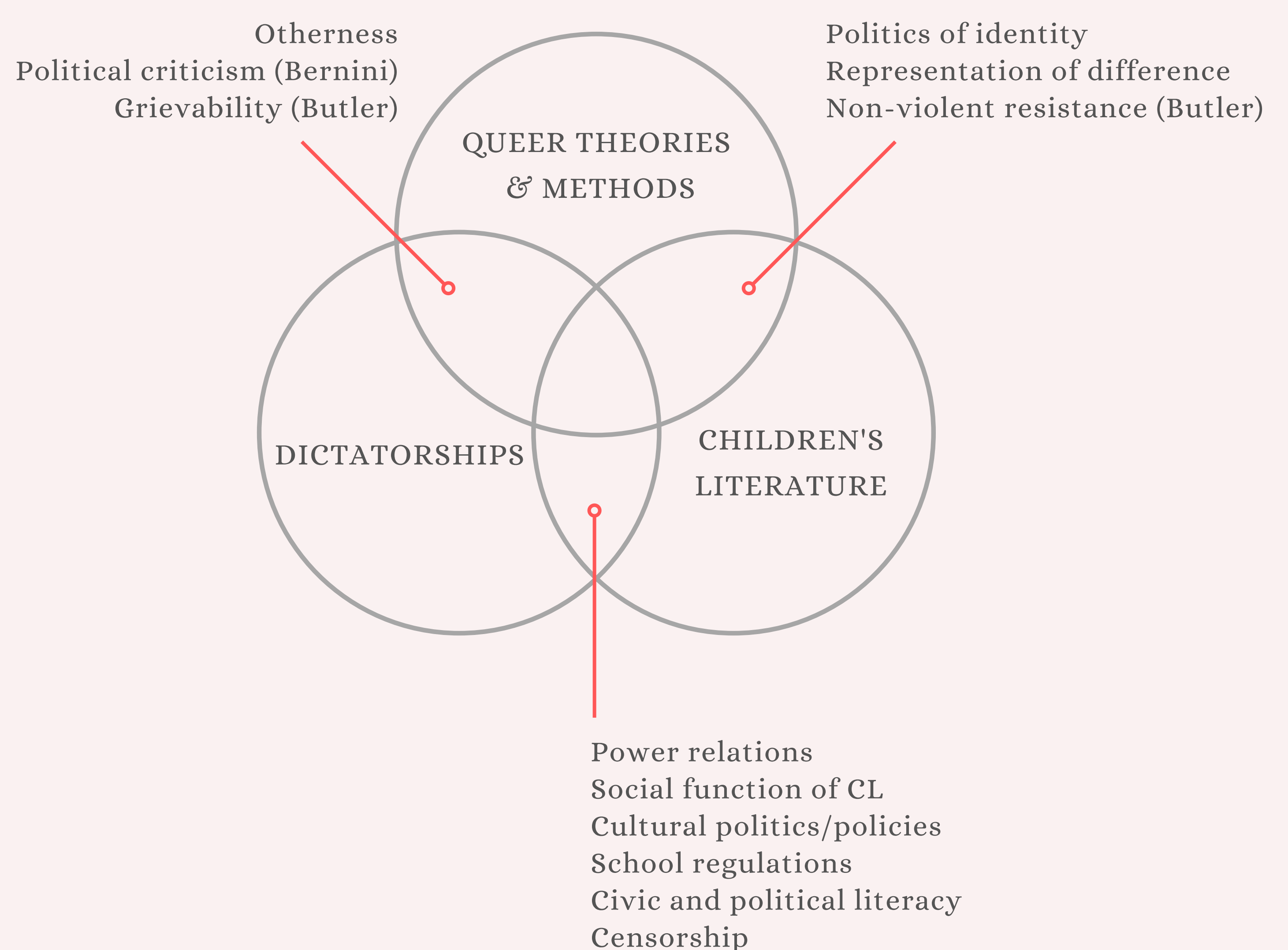
## QUEER AS...

In this study I propose an enlarged understanding of "queer" as **political identities** that stimulate critical thinking and **questioning** of heteronormative, neoliberal & exclusionary social systems

## INFLUENCES + REFERENCES

- Queer Theories (Ahmed, Halberstam, Butler, Berlant, Preciado, Falconí)
- Multimodal analysis of Picturebooks (Nikolajeva & Scott, Nodelman)
- Semiotics + Graphic design
- Local contexts (Bialet, Shwarcz & Starling, Gaspari, Pesclevi, Halewell, Lenzi, Gociol & Invernizzi)
- Literature, Pedagogy, Society (Candido, Freire, Coelho, Lajolo, García-González)

## INTERSECTIONS



## SOME INITIAL QUESTIONS

- Considering books both as **political and aesthetic objects**, how do they function as sites for criticizing or constructing political and social projects?
- Are there **common elements**—themes, graphic style, narrative structure—that bind together picturebooks published in Argentina and Brazil during military dictatorships?
- Are there **discourses of difference** and of political dissent in the picturebooks produced in this context? How are they articulated?
- How do the picturebooks in question relate to **utopias and dystopias**? Do they offer themselves as political spaces of possibilities, where [queer] utopias can be created?
- What are the pedagogic and interpretative possibilities opened up by the display of **[negative] affects** in picturebooks?
- Did artists migrate to or took on working with children's literature due to **political repression** (like in the USSR)?