

Capstone Summary

Within literature there are a variety of terms to define the style or the concept of a literary work. These terms get us closer to understanding the purpose behind the writing of each author and the creation of their characters. The female *Bildungsroman* as a literary term, invites us to discover a style of writing where the author leads us through the development (both moral and psychological) of its main character. The main character or hero of the story comes invested as a woman who will have to challenge society and embark on a journey of personal experiences that will lead her to forge a person with a greater conscience and maturity. In order to understand the journey of the main character in a novel, one must understand the ideas and theories that stand behind the female *Bildungsroman* and likewise know the origin and intention of its creation. The purposes of this essay, is therefore to define and identify the female *Bildungsroman*. To do this, I will examine the beginning of the *Bildungsroman* as a literary genre and the theories that came along with it. I will expand on the path that the genre took in order to conceive a more specific and meaningful term such as the female *Bildungsroman*. I will also include a literary analysis of the works of Rosario Castellanos *Rito de iniciacion* and Elena Poniatowska *Hasta no verte Jesus mio*, focusing on the main characters of Cecilia Rojas and Jesusa Palancares to demonstrate the use of the female *Bildungsroman* by both authors. In addition, I will compare and contrast the position and the development of each character within the standards of the female *Bildungsroman*, consequently giving the way to understand both the terminology and the practice of the female *Bildungsroman*.