

In order to understand this "experience," it is well worth considering Georges Poulet's observations on the reading process. He says that books only take on their full existence in the reader.<sup>25</sup> It is true that they consist of ideas thought out by someone else, but in reading the reader

# Reader-Response Criticism

FROM FORMALISM TO POST-STRUCTURALISM

EDITED BY Jane P. Tompkins

mentally propositional as *I*, and yet the *I* which I pronounce is not my self."<sup>26</sup>

But for Poulet this idea is only part of the story. The strange subject does think the strange thought as the reader indicates the potential presence of the author, whose ideas can be "internalized" by the reader. "Such is the characteristic condition of every work which I mention back into existence by placing my consciousness at its disposal. I give it not only existence, but awareness of existence."<sup>27</sup> This would mean that consciousness forms the point at which author and reader converge, and at the same time it would result in the cessation of the temporary self-alienation that occurs to the reader when his consciousness brings to life the ideas formulated by the author. This process gives rise to a form of communication which, however, according to Poulet, is dependent on two conditions: the life-story of the author must be shut out of the work, and the individual disposition of the reader must be abstracted of the act of reading. Only then can the thoughts of the author take place objectively as the reader, who decides how he is to follow, that the work itself must be thought of as a transcendence, because only in this way is there an adequate basis for the author-reader relationship—a relationship that can only come about through the negation of the author's own life-story and the reader's own disposition. This conclusion is actually drawn by Poulet when he describes the work as the self-presentation or materialization of consciousness: "And so I ought not to hesitate to recognize that as long as it is assumed by this individual consciousness that the act of reading, a work of literature becomes for the experience of the reader whose own life it suspends a sort of human being, that it is a mind

# Reader Response From Formalism To Post Structuralism

**Vincent B. Leitch**



## **Reader Response From Formalism To Post Structuralism:**

*Reader-response Criticism* Jane P. Tompkins, 1992      *Critical Theory Today* Lois Tyson, 2012-09-10 *Critical Theory Today* is the essential introduction to contemporary critical theory. It provides clear simple explanations and concrete examples of complex concepts making a wide variety of commonly used critical theories accessible to novices without sacrificing any theoretical rigor or thoroughness. This new edition provides in depth coverage of the most common approaches to literary analysis today: feminism, psychoanalysis, Marxism, reader response theory, new criticism, structuralism, and semiotics; deconstruction; new historicism; cultural criticism; lesbian, gay, queer theory; African American criticism; and postcolonial criticism. The chapters provide an extended explanation of each theory using examples from everyday life, popular culture, and literary texts; a list of specific questions critics who use that theory ask about literary texts; an interpretation of F. Scott Fitzgerald's *The Great Gatsby* through the lens of each theory; a list of questions for further practice to guide readers in applying each theory to different literary works; and a bibliography of primary and secondary works for further reading.

**Reader Response in Secondary and College Classrooms** Nicholas J. Karolides, 2013-04-15 This text based on Louise M. Rosenblatt's transactional model of literature focuses on the application of transactional reader response theory in the classroom. It grows from frequent requests from secondary school and college teachers for teaching suggestions on how to put theory into practice. This is not a "What should I do on Monday" cookbook but an expression of the practice of theory in college and secondary school classrooms. The chapters portray a spectrum of strategies including biopoems, expressive and imaginative writing, journal writing, readers theater, role playing, and unsent letters, using as examples individual works from several genres. Recognizing that teachers who may have been trained in other theories and methodologies may be hesitant about their quite different role and expectations in the reader-centered classroom, the authors provide stepping stones to develop readiness and confidence, suggestions and insights to ease the transition to the transactional model of teaching and learning. Pedagogical features: An explanatory introduction to each section defines its orientation and describes the content and direction of the chapters; it contains invitations to elicit engagement of readers with concepts, attitudes, or strategies presented in the chapters; they invite readers as individuals or members of a small group to consider ideas or to practice a strategy among other activities in order to enhance understandings. A glossary defines key concepts and strategies discussed in the text. A bibliography provides an extensive list of resources: books and journal articles, both theoretical and applied. New in the second edition: Six new chapters; three deal with the roles of film as literature in the English classroom and three with enhancing multicultural understandings. Updates and revisions to several chapters that appeared in the first edition. Invitations new in this edition have been added to focus and expand readers' thinking.      *Reader Response in Elementary Classrooms* Nicholas J. Karolides, 2020-03-09 Reading is a quest. Likened to an adventure, both metaphoric and real, the quest is a journey of discovery. The reader's search encompasses the sensations of the experience itself, accompanying emotions.

sense and meaning engendered by the experience and understandings of the self others and the world around Out of curiosity readers also search for an extensive array of information The journey can be envisioned and contemplated again and again after the reading act itself is completed In a meaningful way the reader s quest and its discoveries are life enduring and life fulfilling The purpose of this volume is two fold to establish and explore the essential features of reader response theory and its rendering of the reading process and to acknowledge a philosophy of teaching and to illustrate teaching strategies to evoke and enhance readers responses Understanding the ways in which the reader affects the reading and how the reading happens will illuminate classroom pedagogy This text establishes and explores the essential features of reader response theory and its rendering of the reading process The essays acknowledge a philosophy of teaching and illustrate a spectrum of teaching strategies to evoke and enhance readers responses including whole and small group discussion story drama readers theatre journal writing scripts letters stories and other writings and body punctuation A case study format is used to illustrate these strategies in action in real classrooms

**Reading the Bible Ethically** Eric J. Douglass,2014-09-11 All interpretive systems deal with the author Modern systems consider the text to be autonomous so that it is disconnected from the author s interests In Reading the Bible Ethically Eric Douglass reconsiders this connection His central argument is that the author is a subject who reproduces her culture and her subjectivity in the text As the author reproduces her subjectivity the text functions as the author s voice This allows Douglass to apply ethical principles to interpretation where that voice is treated as a subject for conversation and not an object for manipulation He uses this to texture the reading process so that an initial reading takes account of the author s communication while a second reading critiques that communication

**American Literary Criticism Since the 1930s** Vincent B. Leitch,2009-09-10 American Literary Criticism Since the 1930s fully updates Vincent B Leitch s classic book American Literary Criticism from the 30s to the 80s following the development of the American academy right up to the present day Updated throughout and with a brand new chapter this second edition provides a critical history of American literary theory and practice discussing the impact of major schools and movements examines the social and cultural background to literary research considering the role of key theories and practices provides profiles of major figures and influential texts outlining the connections among theorists presents a new chapter on developments since the 1980s including discussions of feminist queer postcolonial and ethnic criticism Comprehensive and engaging this book offers a crucial overview of the development of literary studies in American universities and a springboard to further research for all those interested in the development and study of Literature

**The Quest for the Fictional Jesus** Margaret E Ramey,2017-03-31 For almost two millennia Jesus story has been retold in various forms and fashions but in the last century a new way of reimagining the man from Galilee has sprung up in the form of novels about the life of Jesus While the novels themselves are as varied as their authors this work aims to introduce readers to some common literary strategies and theological agendas found in this phenomenon by surveying a few

prominent examples It also explores the question of what happens when we examine the intertextual play between these reimaginings and their Gospel progenitors as we allow these contemporary novels to pose new questions to their ancient counterparts An intriguing hermeneutical circle ensues as we embark on our quest for the fictional Jesus and accompany his incarnations as they lead us back to re-examine the canonical portraits of Jesus anew [Reception Histories](#) Steven Mailloux, 2018-09-05 In his earlier *Rhetorical Power* Steven Mailloux presented an innovative and challenging strategy for combining critical theory and cultural studies That book has stimulated wide ranging discussion and debate among diverse audiences students and specialists in American studies speech communications rhetoric composition law education biblical studies and especially literary theory and cultural criticism *Reception Histories* marks a further development of Mailloux's influential critical project as he demonstrates how rhetorical hermeneutics uses rhetoric to practice theory by doing history *Reception Histories* works out in detail what rhetorical hermeneutics means in terms of poststructuralist theory Part One nineteenth century U S cultural studies Part Two and the contemporary history of curricular reform within the so called Culture Wars Part Three Mailloux situates, defends and elaborates the theory he first proposed in *Rhetorical Power* and he exemplifies it with a new series of provocative reception histories He also both critiques and reconceptualizes the version of reader response criticism he developed in his first book *Interpretive Conventions* Throughout *Reception Histories* Mailloux demonstrates his distinctive blend of neopragmatism and cultural rhetoric study By tracing the rhetorical paths of thought this book offers a new way to read the current volatile debates over higher education and contributes its own original proposals for shaping the future of the humanities [Analyzing Literature-to-Film Adaptations](#) Mary H. Snyder, 2011-01-20 This is a wise and wonderful book which among other things provides a novelist's eloquent insider's perspective on the transformation of one of her books into a film Thirty years ago Stanley Cavell published *The World Viewed: Reflections on the Ontology of Film* which opened up an intellectual highway between philosophy and cinema Now at long last Mary Snyder's book accomplishes a parallel clearing of the way between film making the art of the novel and literary and critical theory Every page is bubbling with creative theoretical and pedagogical insights Her intertextual readings of a score of literature to film adaptations are priceless in themselves I only wish that the title of the book had been taken from her chapter *The Fascination Never Ends* Michael Payne Professor of English Emeritus Bucknell University Critical questions specific to film adaptations need to be not only developed but established These questions or approaches must be accessible to students including those students who are not yet educationally sophisticated enough to digest purely theoretical material *Analyzing Literature to Film Adaptations: A Novelist's Exploration and Guide* demonstrates an exploration into film adaptation from a novelist's perspective comprising a study of literary creation as well as the process/product of adaptation and moving into the author's collaboration with a screenwriter which ultimately becomes a journey to understand and identify the implications of literature to film adaptation and the complexities and problems it raises Drawing from both classic and contemporary film

adaptations *Frankenstein* *The Hours* *The Constant Gardener* *Children of Men* *The Lovely Bones* *Away from Her* the book puts forth an understanding of film and film analysis as well as addresses literary analysis The crux of the book however lies in its introduction to an academic means for critical analysis of film adaptations     Empowering Contemporary Fiction in English Ralf Hertel, Eva-Maria Windberger, 2021-03-08 Empowerment as a concept is making its impact on the field of literary studies This volume shows its intricate relation to contemporary fiction in English applying a broad range of approaches such as feminist transcultural and intersectional studies Dealing with genres as diverse as dystopia science fiction TV adaptations the historical novel and immigrant fiction this collection offers the first in depth study of empowerment in literature How and to which end do texts endow characters with power In which ways can fiction become a tool of authorial self empowerment And which effects do such narratives have on readers With this book empowerment is put on the map of literary studies as a new highly relevant critical concept stimulating fresh perspectives on contemporary fiction Contributors Peter Childs Britta Maria Colligs Sarah Dillon Paul Hamann Rose Ralf Hertel David Malcolm Diana Thiesen Eleanor Ty Eva Maria Windberger     **In Search of the Latin American Faulkner** Tanya T. Fayen, 1995 In Search of the Latin American Faulkner is an exhaustive exploration of the shifting interaction between Faulkner's works and the literary repertory of Spanish speaking Latin America that went on for half a century Fayen's study sketches a previously unexplored history of the evolution of the modern Latin American literary establishment This work describes the pre history of contemporary Latin American narrative with particular attention to the Spanish speaking Latin American boom from the early dominance of peninsular Spanish literary norms to the gradual weakening of these norms and the complete opening up to foreign innovations when Latin American literature came into its own Contents In Search of a Theoretical Model The Ambiguous Problem of Influence Polysystem Theory Performing Descriptive Translation Studies A Shift of Norms in the Latin American Polysystem Faulkner's U S Critical Reception Critical Reception of Faulkner in Latin America The Translations Conclusion     **Herod the Fox** John A. Darr, 1998-01-01 In foregrounding the themes of witnessing seeing and hearing and recognition Luke urges readers to reflect on their own hearing reading of his story to become certain kinds of readers and to read in particular ways So the need for a reader oriented methodology in interpreting Luke Acts is evident But what is the best theory to deploy Charting a path through the thickets of modern literary theory Darr develops a new reader oriented model insisting that the original extratext the repertoire of literary and social conventions of Luke Acts and not simply the text itself should be taken into account in any critical evaluation of how this story works To demonstrate this new hermeneutical model Darr undertakes an extensive study of Lukan characterization and especially his portrayal of Herod the Tetrarch     **The Birth of the Lukan Narrative** Mark Coleridge, 1993-09-01 As a narrative critical study of the Lukan Infancy Narrative this is a work which puts new questions to an old and some would claim over interpreted text The work traces through the Infancy narrative two trajectories one theological the other epistemological At the point of theology Luke focuses upon God and the strange shape

of the divine visitation at the point of epistemology Luke focuses upon the human being and what is needed to recognise the divine visitation given its strangeness The study then shows how the two trajectories converge in the Infancy Narrative s last episode the Finding of the Child in the Temple Though often accorded scant attention this is an episode which Coleridge argues is the true climax of the Infancy Narrative since it is only then that Jesus is born in the narrative as the protagonist he will prove consistently to be and only then that the Lukan Narrative itself is born It is this rather than any physical birth which most absorbs Luke in the first two chapters of the Gospel Though a study of the Infancy narrative this is a work with far reaching implications for the whole of Luke Acts

**The New Nancy** Jeff Karnicky,2023-09 In The New Nancy Jeff Karnicky explores how today s successful daily comic strips are flexible and relatable and he uses Olivia Jaimes s 2018 reboot of the long running comic strip Nancy to illustrate the ways that contemporary comics have adapted to twenty first century technology and culture Because comic creation has become part of the gig economy flexible comics must be accessible to both online and print readers and they must quickly grab readers attention Flexible comic creators like Jaimes must focus both on the work of producing comics and on building an audience Daily comics also must form a relatable connection with readers Most contemporary comic creators cultivate an online persona through which they engage readers with specific identities beliefs and expectations This work might form a mutually beneficial bond that results in a successful daily comic strip but it risks becoming fraught toxic and sometimes even dangerous Jaimes cultivates a relatable persona in connection with longtime readers and new fans Nancy finds its humor in both nostalgic objects like cookie jars and contemporary technological objects like smartphones Rebooted comic strips like Nancy directly confront the stereotypical representations that haunt the past of comics Focusing on Nancy s role in contemporary culture Karnicky uses literary studies cultural studies and media studies to argue that Jaimes s comic strip has something to say about comics contemporary culture and the intersection of the two

True to the Language Game Keith Gilyard,2013-08-15 This book presents Keith Gilyard s most seminal work in one volume with new and previously published essays on linguistic diversity cultural identity critical literacy writing instruction literary texts and popular culture Essential reading for students and scholars in rhetorical studies composition studies applied linguistics and education

**The Communication Theory Reader** Paul Copley,1996 This collection of readings is designed to provide easy access to Communication Theory Many of the essays in the Reader have previously been difficult to obtain and many have appeared in contexts where their relevance for communications media and cultural studies was not immediately apparent The Reader presents the most important work which has shaped the field as it stands today The articles are grouped in subject sections with an editor s introduction indications of further reading together with a glossary and comprehensive bibliography

**Key Concepts in Literary Theory** Julian Wolfreys,2013-12-11 A must have guide students of literary and critical studies wishing to improve their writing skills Presents definitions of the most significant terms and concepts currently used in psychoanalytic poststructuralist Marxist feminist and postcolonial l

**Rhetorical Power** Steven Mailloux, 2018-08-06 In this provocative and forcefully written book Steven Mailloux takes issue with the validity of a number of distinctions commonly made in contemporary literary theory and cultural studies distinctions between theory and history reader and text truth and ideology aesthetics and politics Mailloux first presents the case for a rhetorical hermeneutics and against foundationalist theories of interpretation Doing hermeneutic theory he argues entails doing rhetorical history By means of a detailed analysis of reader response criticism he highlights the connections between institutional politics and the interpretive rhetoric of academic literary criticism Mailloux then uses *Adventures of Huckleberry Finn* as an exemplary text Relating Mark Twain's rhetoric to the cultural politics of post Reconstruction debates about racist ideology he places his reader oriented interpretation within the rhetorical history of controversies over the meaning and value of *Huckleberry Finn* Finally in a far ranging study of cultural reception he juxtaposes the twentieth century concern about the topic of race in *Huckleberry Finn* with the nineteenth century audience's very different concerns about juvenile delinquency and the bad boy boom In the final part of the book Mailloux restates his critique of foundationalist hermeneutics through readings of Ken Kesey Michel Foucault Edward Said and Richard Rorty and he concludes by examining the role of rhetoric and theory in a congressional dispute over the Reagan administration's reinterpretation of the Anti Ballistic Missile Treaty *Rhetorical Power* will be welcomed by readers in literary theory and American studies as well as in such fields as speech communication the sociology of culture and social and intellectual history and by others interested in the politics of persuasion

*Following God Through Mark* Ira Brent Driggers, 2007-01-01 Ira Brent Driggers examines the character of God as portrayed in the Gospel of Mark paying particular attention to the way God factors into the unfolding conflict between Jesus and his disciples Arguing that Mark depicts God as acting in two logically opposite ways both independently of Jesus as a distinct character and through Jesus possessing him from his baptism he adds a level of complexity to Mark's portrayal of Jesus and sheds new light on the most enigmatic feature of Mark's narrative the consistent and troubling misunderstanding of the disciples

**Deeper than Reason** Jenefer Robinson, 2005-04-07 *Deeper than Reason* takes the insights of modern psychological and neuroscientific research on the emotions and brings them to bear on questions about our emotional involvement with the arts Robinson begins by laying out a theory of emotion one that is supported by the best evidence from current empirical work on emotions and then in the light of this theory examines some of the ways in which the emotions function in the arts Written in a clear and engaging style her book will make fascinating reading for anyone who is interested in the emotions and how they work as well as anyone engaged with the arts and aesthetics especially with questions about emotional expression in the arts emotional experience of art forms and more generally artistic interpretation Part One develops a theory of emotions as processes having at their core non cognitive instinctive appraisals deeper than reason which automatically induce physiological changes and action tendencies and which then give way to cognitive monitoring of the situation Part Two examines the role of the emotions in understanding literature

especially the great realistic novels of the nineteenth century Robinson argues that such works need to be experienced emotionally if they are to be properly understood A detailed reading of Edith Wharton s novel *The Reef* demonstrates how a great novel can educate us emotionally by first evoking instinctive emotional responses and then getting us to cognitively monitor and reflect upon them Part Three puts forward a new Romantic theory of emotional expression in the arts Part Four deals with music both the emotional expression of emotion in music whether vocal or instrumental and the arousal of emotion by music The way music arouses emotion lends indirect support to the theory of emotion outlined in Part One While grounded in the science of emotion *Deeper than Reason* demonstrates the continuing importance of the arts and humanities to our lives

## The Enigmatic Realm of **Reader Response From Formalism To Post Structuralism**: Unleashing the Language is Inner Magic

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