

1. Record Nr.	UNINA9910451849703321
Autore	Scholes Robert <1929->
Titolo	The crafty reader [[electronic resource] /] / Robert Scholes
Pubbl/distr/stampa	New Haven, : Yale University Press, c2001
ISBN	1-281-72920-5 9786611729202 0-300-12887-8
Descrizione fisica	1 online resource (288 p.)
Disciplina	028
Soggetti	English literature - History and criticism - Theory, etc American literature - History and criticism - Theory, etc Criticism - English-speaking countries Literature - Appreciation Reader-response criticism Books and reading - English-speaking countries Literary form Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Bibliographic Level Mode of Issuance: Monograph
Nota di bibliografia	Includes bibliographical references (p. 245-250) and index.
Nota di contenuto	Front matter -- Contents -- Acknowledgments -- Introduction -- Reading Poetry -- Reading the World -- Heavy Reading -- Light Reading -- Fantastic Reading -- Sacred Reading -- Conclusion -- Works Cited -- Index
Sommario/riassunto	"I believe that it is in our interest as individuals to become crafty readers, and in the interest of the nation to educate citizens in the craft of reading. The craft, not the art. . . . This book is about that craft."- from the Introduction. This latest book from the well-known literary critic Robert Scholes presents his thoughtful exploration of the craft of reading. He deals with reading not as an art or performance given by a virtuoso reader, but as a craft that can be studied, taught, and learned. Those who master the craft of reading, Scholes contends, will justifiably take responsibility for the readings they produce and the texts they choose to read. Scholes begins with a critique of the New Critical way of

reading ("bad for poets and poetry and really terrible for students and teachers of poetry"), using examples of poems by various writers, in particular Edna St. Vincent Millay. He concludes with a consideration of the strengths and weaknesses of the fundamentalist way of reading texts regarded as sacred. To explain and clarify the approach of the crafty reader, the author analyzes a wide-ranging selection of texts by figures at the margins of the literary and cultural canon, including Norman Rockwell, Anaïs Nin, Dashiell Hammett, and J. K. Rowling. Throughout his discussion Scholes emphasizes how concepts of genre affect the reading process and how they may work to exclude certain texts from the cultural canon and curriculum.
