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| Autore | Pint Kris |
| Titolo | The perverse art of reading [[electronic resource]] : on the phantasmatic semiology in Roland Barthes' Cour au College de France / / Kris Pint ; translator, Christopher M. Gemerchak |
| Pubbl/distr/stampa | Amsterdam, : Rodopi, 2010 |
| ISBN | 1-282-79294-6 9786612792946 90-420-3093-3 |
| Descrizione fisica | 1 online resource (293 p.) |
| Collana | Faux titre ; ; 353 |
| Altri autori (Persone) | GemerchakChristopher M |
| Disciplina | 410/.92 |
| Soggetti | Semiotics and literature Electronic books. |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Note generali | Description based upon print version of record. |
| Nota di bibliografia | Includes bibliographical references and index. |
| Nota di contenuto | Preliminary Material -- Acknowledgments -- Introduction -- The Fantasy: A Psychoanalytic Intertext -- The Fantasy: A Nietzschean Intertext -- A Reader Writes Oneself -- A Reader at the Collège de France -- Elements of an Active Semiology: Space, Detail, Time and the Author -- Lessons from an Amateur -- Works Cited -- Index. |
| Sommario/riassunto | 'I sincerely believe that at the origin of teaching such as this we must always locate a fantasy'. This provoking remark was the starting point of the four lecture courses Roland Barthes taught as professor of literary semiology at the Collège de France . In these last years of his life, Barthes developed a perverse reading theory in which the demonic stupidity of the fantasy becomes an active force in the creation of new ways of thinking and feeling. The perverse art of reading offers the first extensive monograph on these lecture courses. The first part examines the psychoanalytical and philosophical intertexts of Barthes' 'active semiology' (Lacan, Kristeva, Winnicott, Nietzsche, Deleuze and Foucault), while the second part discusses his growing attention for the intimate, bodily involvement in the act of reading. Subsequently, this study shows how Barthes' phantasmatic reading strategy radically reviews the notions of space, detail and the untimely in fiction, as well |

as the figure of the author and his own role as a teacher. It becomes clear that the interest of Barthes' lecture courses goes well beyond semiology and literary criticism, searching the answer to the ethical question par excellence: how to become what one is, how to live a good life.
