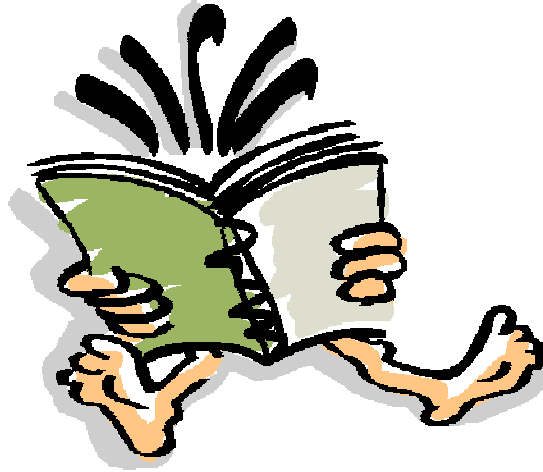


Post Structuralism

-Takes some elements from both Reader Response, Deconstructive Criticism and Structuralism



<http://www.clas.ufl.edu/users/jasinn/teaching/enc1102/fall2002/images/reader.gif>

Importance of the Reader

- A **reader's response** creates meaning, not the author's intention (Lynn 64).
- The text's **unity** and **structure** comes from the reader. The reader can determine how a structure **fails**.
- Not looking for a fixed structure, but its "**dynamics**" (Payne 436).
- How do certain **details** of a text effect the reader's response? (structure)



<http://www.windycityart.com/californiawallpaper/ocean%20wallpaper.jpg>

Post Structuralism

Structures, Changes, Meanings, and Failures

- **Meaning**- Never stable, but always **changing** and **shifting**. Can hold **multiple significance** (Lynn 102-103).
- **Words**: only have **meaning** in relation to **other words**. By referring to other words to describe a word, the structure is changed.
- **Gaps**- Show **unity** and **division** within a work. Create an **unstable meaning**. An absence can enhance what is already there. (Lynn 103).
- **Contradictions, reversals, and ambiguities** can create gaps in a text.
- **Hierarchy**: Oppositions within a text can be favored. This favoring can change the structure of a text.
- **Center**: There is a center of a structure, but this center is **always changing** and being surrounded by new elements (Payne 436).

Central, Marginal, Excluded items- How do the **representations** of ideas in a work **cause the structure to change**? (Lynn inside cover).

Wolfgang Iser

"Interaction Between Text and Reader"



<http://www.infoamerica.org/teoria/imagenes/iser.jpg>

Structures

Central to the reading of every literary work is the interaction between its structure and its recipient" (Iser 1973).

Phenomenological Theory of art- human interpretation (Iser 1973).

artistic pole
(text)

aesthetic pole
(reader's realization)

"Virtual Work"

Purpose of structures: Help the reader interact with the text and "gain insight (Iser 1974). Also to "...prompt acts of ideation" (Iser 1977).

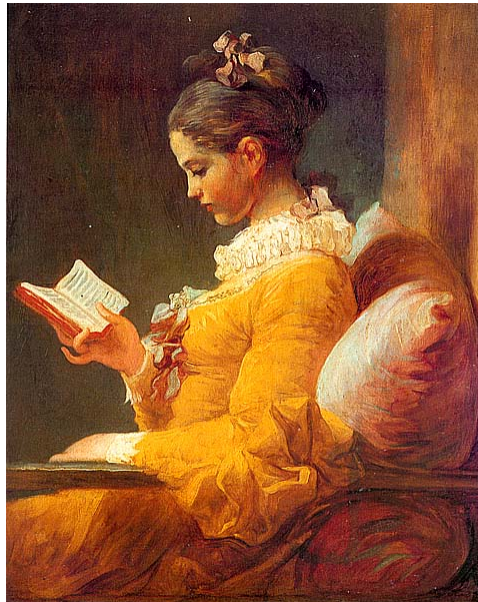


<http://pbskids.org/itsmylife/images/friendsfight3.jpg>

Interpersonal Experience

Our experiences of each other are isolated to our own minds.

1. Have Gaps, empty spaces
 2. Gaps are filled in by "dyadic" (dual) interaction. (Iser 1625)
 3. Gaps are clearly defined
-



http://www.colours-art-publishers.com/images/the_reader_jean_pierre_fragonard.jpg

Textual Experience

Different from interpersonal experience.

1. There is no "dyadic" interaction (Iser 1625)
2. Gaps are ambiguous between reader and text



<http://www.kfar-hanassi.org.il/rainbow/sunhole2.jpg>

Gaps, Structural Changes, Changes in Meanings

Convergence of Gaps and Reader

1. Bridges gaps between the "concealed" and the "revealed" changes the text-reader relationship. (Iser 1676).
2. "Blanks" allows the reader to connect to the text while "negations" help create the reader's position to the text.

Forms: Have certain effects on the reader's viewpoint. Forms can change the reader's viewpoint.

Structural Qualities of Blanks:

1. Make a "referential field" (two related positions) possible (Iser 1678).
2. Allow readers to make connections in relation to "referential fields" (Iser 1678).
3. Make a "viewpoint switch" which changes and focuses on a theme. (Iser 1678).

Contrasts within a work can form a "referential field" and expose missing links (Iser 1679).

Hermeneutics: Theory describing continually changing meaning that comes from interaction (Iser 1680).

Our shifting viewpoints keep changing the structure of a text and create new meanings. This is "...one of the most important links in the interaction between text and reader" (Iser 1680).

Conclusion of main points in the work (Iser 1681-82).

Analysis of Text (Lynn 127) With Post-Structuralism



University of South Carolina, Columbia, SC

<http://www.wealthwood.com/gifts/images/South%20Carolina.jpg>

Center (main meaning): "Cut through the anxiety, the unknown, the hassle..."

- big font
- seems important

Change of Center (and meaning): "If you're 25 years or older..."

- age restriction
- pre-requisite to "Cut through anxiety, the unknown, the hassle..."

Multiple Meanings: "USC...Adults are a part!"

- a part of the school, community, education?
- a part of people who have anxiety, hassles, and confusions?
- Apart? Distant? Excluded?

Marginal: "Help you understand admission, advisement, and registration procedures."

- The plan to stop uneasiness
- already an expectation

Excluded: "If you are 25 years or older...just for you."

- What about under 25?

Excluded: "...finishing that degree or going to college for the first time."

- What about people in the middle?



<http://www.azag.gov/ChildrensPage/Pictures/questioning.gif>

Gaps:

"...wide range of subjects and flexible times and locations of our courses."
-But the workshop is only offered at a certain place on a certain time.

"Saturday, April 3"

-School is in session from Monday-Friday, not Saturday

"Cut through the anxiety, the unknown, the hassle..." but at the same time
"We'll help you understand admission, advisement, and registration procedures."

-First statement should enhance the reader's understanding, but what we will be learning about is confusing