



Textual Power: Literary Theory and the Teaching of English

By Robert Scholes

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“Robert Scholes has written an enviable book on the uses and abuses of literary theory in the teaching of literature. One of [his] most forceful points...is that ‘literary theory’ is not something a teacher may either ‘use’ or not use, for teaching itself is an unavoidably theoretical activity.”—Gerald Graff, *Novel*

“Scholes’ emphasis in *Textual Power* is indicated by the book’s subtitle. After a provocative analysis of disciplinary values and departmental tendencies...[he] proposes that ‘we must stop “teaching literature” and start studying texts’...His book is essential for college libraries.”—R.C. Gebhardt, *Choice*

“There is no issue more current, more relevant to the present scene, than the problem of pedagogy and its relation to contemporary theory. *Textual Power* is an important, provocative, and above all useful contribution to this discussion.”—Gregory L. Ulmer

Robert Scholes, author of *Structuralism in Literature* and *Semiotics and Interpretation* among other books, is Alumni-Alumnae University Professor of English and Comparative Literature at Brown University.

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Textual Power: Literary Theory and the Teaching of English By Robert Scholes Bibliography

- Sales Rank: #1220979 in Books
- Published on: 1986-09-10
- Original language: English
- Number of items: 1
- Dimensions: 8.00" h x .48" w x 5.25" l, .53 pounds
- Binding: Paperback
- 180 pages

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Editorial Review

From the Back Cover

In this path-breaking book, a major critic and theoretician of literature considers the impact of post-structuralist theory upon teaching, with particular attention to the textual issues raised by Jaceques Derrida, Frederic Jameson, and Stanley Fish.

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