**Chapter 4 Lecture Transcript (with additional insights)**

**Introduction**

Literature as a discipline of the humanities reflects the universal human skill of story-telling. Like the rich tradition of mythology, the literature of the great epics of the world all began in oral traditions. Epics were first sung by poets and often accompanied by music such as the lyre. The major genres of literature, such as poetry, the novel, and short stories, invite the reader into the worlds of their writers and some works become representative of the best of their time as classics or even masterpieces. A masterpiece is admired for its style, execution, and resonance throughout the ages, but must wait for this judgment from a future age. That is, it must stand the test of time and remain relevant to the human condition.

**Myth and the Epic**

This tradition begins in oral story-telling or narrative poetry which was sung in memorized verse. The epic genre emerges as a literary heritage of early cultures who developed writing. Mesopotamia produced one of the earliest forms of writing for laws and bookkeeping and also the first epic in world literature called Gilgamesh. The deeds of this epic hero may have celebrated a real person from the city Uruk from 2750 BCE. Over a millennium popular songs and poems of this hero were transformed into a single epic poem by a Babylonian priest named Shin-eqi-unninni. Likewise the early Greek masterpiece The Iliad recorded the heroic feats of an earlier age and were written by Homer, who may have lived anytime between 1200 and 850 BCE. India produced its great Sanskrit epic The Mahabharata. Similarly both China and Japan have literary traditions that may have proceeded Homer’s masterpieces.

**Epics**

Homer’s *The Iliad* and its sequel *The Odyssey* represent true masterpieces in literature and became classic models for much literature to follow, from epic, to poetry and into the modern novel. Homer’s epic account of the 10-year Trojan War was narrated in poetic language and reveals a humanization of its major characters. It includes an empathy and respect for the Trojan hero, Hector, whose tragic fall becomes the central focus of the epic. Homer’s epic reveals rich insights into human nature, which exceeds other subsequent epics. Epics often become a form of national pride as seen in the Roman poet, Virgil, who modeled *The Aeneid* on the Trojan War, but identified with Trojans, as Aeneas becomes the perfect hero who founds a new city (Rome) after the fall of Troy. *Beowulf* represents the national epic for the Germanic cultures invading Britain. The last great English epic was written by the 17th century, Puritan writer, John Milton, who attempted the great Christian epic in *Paradise Lost*. The mock epic became a satiric genre following Milton’s era in the Neo-classical poetry of Alexander Pope who employed rhyming heroic couplets. More recently, Homer’s epic becomes an important literary allusion in James Joyce’s *Ulysses* as its hero is modified from the Odyssey.

**Poetry**

The earliest form of literature called "lyrical poetry" was popularized by the Romans and was accompanied by a stringed instrument called the lyre. The primary subject of lyric poetry was love. The first poet on record to write about deeply personal feelings about the joys and sorrows of love was Sappho, the female Greek poet from the 6th century BCE. The sonnet, a 14-line poem became popularized during the Italian Renaissance by Petrarch and then adopted by Shakespeare. Shakespeare further developed blank verse as a poetic language which reflected the rhythm of English speech without rhyme. An even shorter form than the sonnet is the Japanese haiku, which has only seventeen syllables distributed over three lines. Its effect is one of simplicity and oneness with the natural world. In general poetry offers a more condensed form of meaning than other genres and relies more upon the sound and effect of individual words. Emily Dickinson is famous for expressing personal thoughts and feelings in a unique style. Modern poets continue to experiment in language from concrete to abstract and use colloquial language of everyday speech.

**Novels**

The emergence of the novel marks a transformation of the longer narrative of epic through modern literature. The world’s first novel was the *Tale of Genji*, written by a Japanese aristocrat, Lady Murasaki Shikibu, over a thousand years ago. During the Late Middle Ages a number of prose tales emerged as romances, such as the tales of King Arthur. The term, novel comes from the Latin “novellus”, meaning new and unfamiliar. This has made the novel an experimental genre of literature and well suited to the rapidly changing literary landscape of the modern age. The first Western novel is attributed to Miquel de Cervantes Saavedra’s *Don Quixote*, a classic picaresque tale of an idealist in a modern and cynical world. The British novel began in the 18th century and then fully emerged in the classic novels of the 19th century. By the 19th century the novel was offered in a serial format of monthly installments which widened its reading public to the working classes. The novels of Charles Dickens had such a wide influence on public opinion that they resulted in social change in legislation concerning child labor laws. American novelists in the 19th and 20th century embarked on the great American Novel. Herman Meville’s *Moby Dick* and Mark Twain’s *Huckleberry Finn* were 19th century masterpieces in the new American Novel. Novelists of the 20th century such as F. Scott Fitzgerald, Ernest Hemmingway, and William Faulkner all produced masterpieces that could qualify as the great American Novel. As a literary form, the novel continues to evolve as an experiment in new forms of expression.

**Short Stories**

The short story is a condensed form of prose with its origin to the 19th century installment or magazine fiction. As a genre, short story became a particularly American style of literature although it is enjoyed world-wide. Many American writers such as Edgar Allan Poe became masters of the short story genre. In this condensed form of plot the short story often depends on the full development of character, including the climatic epiphany or revelation that offers an insight into human nature or life itself. Shirley Jackson’s *The Lottery* stands as a short story masterpiece that presents a simple plot with a horrific climax that invites many levels of complex interpretations of human society. John Updike’s *A & P* is another short story classic and provides a good example of “epiphany”.

**References**

Janaro, R., & Altshuler, T. (2012). *Art of Being Human: The Humanities as a Technique for Living* (10th ed.). Upper Saddle River, New Jersey: Pearson.

* Chapter 4
* Literature

## Learning Objectives

* 4.1 Define the terms “classic” and “masterpiece.”
* 4.2 Evaluate the function that written texts can serve in establishing a cultural history.
* 4.3 Differentiate among forms of poetry including lyric poetry, the sonnet, haiku, religious poetry, and modern poetry.
* 4.4 Discuss the rise of the novel and the ways in which the form has changed in the past 100 years.
* 4.5 Describe how most contemporary short stories differ from earlier versions of this genre.

## Figure 4.1

## E. Vela, A conversation between Don Quixote and Sancho Panza, 19th century. Classics such as Don Quixote generate interest, admiration, and discussion centuries after their creation. Why is this so?

## Classics and Masterpieces 4.1 Define the terms “classic” and “masterpiece.”

* Classic
* A work with enduring value
* Masterpiece
* A work of true distinction in style, execution, and resonance that continues to be relevant

## Discussion Points:

* Think of classics or other works you have read either on your own or have been assigned to read.
* Have there been classics that resonated with you because of their issues or excellence? Have there been others whose merits were not as evident?
* Consider a masterpiece in literature or in any genre. What features make that work a masterpiece as opposed to just good?

## Literature as History 4.2 Evaluate the function that written texts can serve in establishing a cultural history. (1 of 4)

* The Basic Literary Impulse: Identity
* The First Epic: Gilgamesh
* An Early Masterpiece: Homer’s Iliad

## Literature as History 4.2 Evaluate the function that written texts can serve in establishing a cultural history. (2 of 4)

* The Basic Literary Impulse: Identity
* Great works of literature often provide insight into and help formulate a particular cultural identity at a given time and place.

## Literature as History 4.2 Evaluate the function that written texts can serve in establishing a cultural history. (3 of 4)

* The First Epic: Gilgamesh
* This early epic shows the basic impulse for a culture to leave behind a record of itself.
* An Early Masterpiece: Homer’s Iliad
* As both classic and masterpiece, Homer’s Iliad presents both Greeks and their enemies in complex rather than simple terms.

## Figure 4.2

## Giovanni Tiepolo, Procession of the Wooden Horse into Troy, 1760. Although it is not part of the Iliad, the story of the Trojan Horse is part of the myth of the war. Why is such a story still relevant today?

## Poetry 4.3 Differentiate among forms of poetry including lyric poetry, the sonnet, haiku, religious poetry, and modern poetry. (1 of 10)

* Lyrical Poetry
* The Sonnet
* Haiku
* Simple Forms, Profound Meaning
* Religious Poetry
* The Birth of Modern Poetry
* Poetry of the Harlem Renaissance
* Poetry in Our Time

## Poetry 4.3 Differentiate among forms of poetry including lyric poetry, the sonnet, haiku, religious poetry, and modern poetry. (2 of 10)

* Lyrical Poetry
* A Greek invention
* Treasured by the Romans
* Originally set to music of the lyre
* Sappho found the lyric a fit vehicle for passionate expression.

## Figure 4.3

## Roman bust of Sappho, copied from a lost Hellenic bust, second century. Sappho’s lyrics often presented the anguish and ecstasy of passion.

## Poetry 4.3 Differentiate among forms of poetry including lyric poetry, the sonnet, haiku, religious poetry, and modern poetry. (4 of 10)

* The Sonnet
* Founded by Francesco Petrarch
* Fourteenth-century invention
* Rigid fourteen-line structure
* Often divided between octave (setting up a problem) and sestet (presenting the solution)
* Shakespeare holds preeminence in this form

## Poetry 4.3 Differentiate among forms of poetry including lyric poetry, the sonnet, haiku, religious poetry, and modern poetry. (5 of 10)

* Haiku
* Short poetic form from Japan
* Written in three lines of five, seven, and five syllables, respectively
* Based on oneness with the natural world

## Figure 4.4

## Miyamoto Niten, detail from Shrike, early seventeenth century. How does this delicate painting reflect the techniques of haiku?

## Poetry 4.3 Differentiate among forms of poetry including lyric poetry, the sonnet, haiku, religious poetry, and modern poetry. (7 of 10)

* Simple Forms, Profound Meaning
* William Blake’s Songs of Innocence and Experience imitate nursery rhymes to ask profound questions.
* Religious poetry
* Satisfies the need to praise and communicate with the divine
* Often startling in their imagery, John Donne’s sonnets show the power of religious poetry.

## Poetry 4.3 Differentiate among forms of poetry including lyric poetry, the sonnet, haiku, religious poetry, and modern poetry. (8 of 10)

* The Birth of Modern Poetry
* Arose in late 19th/early 20th centuries
* Challenged the rigid conventions of poetic conventions in terms of lineation, rhyme, meter
* Emily Dickinson—an important transitional figure

## Figure 4.5

* Daguerreotype of Emily Dickinson at age 16.
* Dickinson rarely left her house in Amherst, Massachusetts. How might this isolated life have influenced the poetry she wrote?

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* Poetry of the Harlem Renaissance
* A conscious artistic movement
* Encouraged development of African-American literature
* Important figures include Charles S. Johnson, Langston Hughes, and Gloria Douglas Johnson
* Poetry in Our Time
* Still printed for private enjoyment
* New movement of vocalized poetry such as slam poetry and rap lyrics
* Audre Lorde is an important figure

## Discussion Points:

* Poetry has long been a means of artistic expression.
* What are the most popular forms of poetry today? Why?
* In what ways does poetry seem to have the greatest impact on people and society?

## The Novel 4.4 Discuss the rise of the novel and the ways in which the form has changed in the past 100 years. (1 of 7)

* The Novel
* A long work of prose narrative fiction
* Originates in the EAST in Japan
* Originates in the WEST with Romance tradition of medieval Europe
* Five Classifications
* Eastern Novels
* Early Wester Novels
* The Golden Age of the Novel
* The Modern Novel
* The Postmodern Novel

## Figure 4.6

## Scene from Tale of Genji, color woodcut, date unknown. This literary work, by Lady Murasaki in Japan, includes heroes and brave deeds, and is considered the first novel, not an epic. What’s the difference?

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* Early Western Novels
* Picaresque tales such as Don Quixote
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* The Golden Age of the Novel
* The nineteenth century in the United States
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* Two authors represent the greatness of the form
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* A scene from Baz Luhrmann’s 2013 film of The Great Gatsby, starring Leonardo DiCaprio.
* What happens when a book becomes a movie? Why do many critics argue that bad books make great movies, while great books make bad movies?

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* The Postmodern Novel
* These works defy narrative convention.
* The work is often dense and obscure.
* James Joyce, Toni Morrison, Thomas Pynchon are all postmodern novelists.

## Discussion Points:

* Think of popular novels of today; you may include young-adult fiction and adult fiction.
* In what ways are these novels “masterpieces” and are there any you believe to be classics?
* What qualities make a work great—worth reading, studying, and remembering?

## The Short Story 4.5 Describe how most contemporary short stories differ from earlier versions of this genre. (1 of 3)

* In the nineteenth century, U.S. writers began naturalizing a form of short narrative fiction that had long existed.
* Magazine Fiction
* Epiphany
* The Short Story Today: John Updike

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* Magazine Fiction
* Magazines provided a forum for nineteenth-century American fiction.
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## The Short Story 4.5 Describe how most contemporary short stories differ from earlier versions of this genre. (3 of 3)

* The Use of Epiphany in Short Stories
* Epiphany—a sudden insight or ironic twist.
* Shirley Jackson’s “The Lottery” has an epiphany at the ending.

## Key Terms

* Blank verse
* Classic
* Conceit
* Couplet
* Epic
* Epiphany
* Epistolary novel
* Genre
* Haiku
* Iambic pentameter
* Jazz age
* Lyric
* Lyric poetry
* Magical realism
* Masterpiece
* Metaphor
* Modernism
* Novella
* Picaresque
* Romance
* Scansion
* Sonnet
* Symbolism

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* Chapter 4
* Literature

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## Instructions:

Carefully and thoughtfully explore each of the websites in the Chapter 4 Required Online Exploration Checklist.

While viewing each website, think about the following questions:

* What are the literary characteristics of short stories?
* How can a reader interpret the meaning of a short story?
* What influence do short stories have within the context of our study of the humanities?

In the Chapter 4 Short Story Analysis Assignment later in this module, you will be required to write your own analysis of a short story.

|  |  |
| --- | --- |
|  | [Chapter 4 Required Online Exploration Checklist](https://mycourses.spcollege.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=137233&type=checklist&rcode=StPetersbu-1460752) |

# Chapter 4 Short Story Analysis Assignment

## Background

For this two-part assignment, you will be writing an analysis of a short story, including your interpretation of the story's meaning, as well as relating the story's meaning to your overall exploration of the humanities. These writings are not merely reflective exercises. Research and writing about the deeper meaning of the story is required. Although you may be creative, you will also have to demonstrate that you are engaging with the course materials and demonstrating academic research following proper citation procedures.

## Grading

See assessment rubrics attached to the Chapter 4 Short Story Analysis Essay Dropbox and the Chapter 4 Wrap Up Story Story Analysis Discussion topic.

## Materials

Use Chapter 4 in your textbook and the [Chapter 4 Required Online Exploration](https://mycourses.spcollege.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=137233&type=content&rcode=StPetersbu-1537012) as your guides.

## Assignment Instructions

### **Part 1 - Short Story Analysis Essay Instructions**

**Note**: After completing Part 1, you will automatically gain access to Part 2.

#### 1. Read some of the short stories from the link below and select ONE story to write about.

Short stories available at: <http://americanliterature.com/twenty-great-american-short-stories>

**2. After you select and have carefully read the short story, do RESEARCH by finding at least two scholarly articles on the short story and integrate what you learned from them in your essay.  Try the SPC Library data base or Google Scholar.**

**3. In a new document, start by composing one fully-developed paragraph (150 words minimum), where you identify the following elements:**

* + title of story, author, date of publication
  + setting
  + characters
  + plot

**4. Then, in two fully-developed paragraphs (at least 150 words in each paragraph), explain the ultimate meaning of the story.** Provide as many examples as possible. Please note that this is your "interpretation" of the many possible meanings that the author is trying to convey. This is a point over which reasonable people may disagree. How do the researched interpretations of the story compare to your own interpretations?

**5. Cite the sources of your researched interpretations.** You must find and identify at least two research sources beyond your textbook. You may also cite research links provided in this module, but be sure to find and cite at least one source beyond what you are provided. Either the MLA or APA format will be permitted. Do NOT use Wikipedia or other encyclopedias (online, etc.) only. That is, you cannot use encyclopedias alone. Of course, you may use it as a starting place. Be sure to use SPELL CHECK and proof read your essay.

**6. Go to the** [Chapter 4 Short Story Analysis Essay Dropbox](https://mycourses.spcollege.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=137233&type=dropbox&rcode=StPetersbu-1459793)**and submit your completed document**.

### **Part 2: Wrap Up Short Story Analysis Discussion**

**Note**: After completing Part 1, you will automatically gain access to Part 2.

**1. Go to the** [Chapter 4 Wrap Up Short Story Analysis Discussion Topic](https://mycourses.spcollege.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=137233&type=discuss&rcode=StPetersbu-1460723)**and post a new thread**, that includes the following information in at least one fully developed paragraph (150 words minimum):

* + Explain how your interpretation of the story (and the story itself) teaches us something useful as human beings.

**2. Read your classmates' posts, and write a reply to one of your classmates' original posts** that includes the following information:

* + Compare your interpretation of your selected story with one of your classmate's interpretation OF THE SAME STORY if possible. (If no one else selected your story, then reply in general terms). In either case, address the following:
  + What are the similarities or commonalities shared by the two interpretations?
  + What are some differences between the two interpretations?

Chapter 4 QUIZ

|  |  |
| --- | --- |
| Time Allowed |  |
| 0:15:00 | |
| Attempts |  |
| Allowed - 2, Completed - 0 | |

## Instructions

You can "Save" your response to each question as you work through the quiz. When you navigate to the Next Page or Previous Page, all your responses on the current page will be automatically saved.  
  
Before you submit the quiz, you will have the opportunity to return to questions that you may have missed or have not yet answered.

Once the allocated time period that was set for this quiz expires, you are required to submit your quiz responses.  
  
**Note:** Any responses that you have not saved before the time limit expires will not be submitted.

When you have finished reviewing these instructions, click on "Start Quiz" to begin Attempt 1.

**Note:** Your quiz may take a few minutes to be set up.

**The timer will not begin until after the set up process is finished.**