

Lecture 10-11-12-13-14

Lecture 10

Author Critiques:

1. Michel Foucault: "What is an Author?"

❖ Foucault's Title

- ❖ Even with his title, Foucault is being provocative, taking a given and turning it into a problem. His question ("What is an Author?") might even seem pointless at first, so accustomed have we all become to thinking about authors and authorship.

❖ The idea of the Death of the Author

- ❖ Foucault questions the most basic assumptions about authorship. He reminds us that the concept of authorship hasn't always existed. It "came into being," he explains, at a particular moment in history, and it may pass out of being at some future moment.
- ❖ Foucault also questions our habit of thinking about authors as individuals, heroic figures who somehow transcend or exist outside history (Shakespeare as a genius for all times and all place).
- ❖ Why, he wonders, are we so strongly inclined to view authors in that way? Why are we often so resistant to the notion that authors are products of their times?
- ❖ According to Foucault, Barthes had urged critics to realize that they could "do without [the author] and study the work itself." This urging, Foucault implies, is not realistic.

- ❖ Foucault suggests that critics like Barthes and Derrida never really get rid of the author, but instead merely reassigns the author's powers and privileges to "writing" or to "language itself."
- ❖ Foucault doesn't want his readers to assume that the question of authorship that's already been solved by critics like Barthes and Derrida. He tries to show that neither Barthes nor Derrida has broken away from the question of the author--much less solved it.

❖ **The Author as a Classificatory Function**

- ❖ Foucault asks us to think about the ways in which an author's name "functions" in our society. After raising questions about the functions of proper names, he goes on to say that the names of authors often serve a "classifactory" function.
- ❖ Think about how the average bookstore is organized. When you go to the bookstore looking for Oliver Twist, most of the time you will search under the section: Charles Dickens, or you will ask for the novels of Charles Dickens. It probably wouldn't even occur to you to make your search in any other way. It's almost unconscious.

❖ **The "Author Function"**

- ❖ Now, Foucault asks, why do you--why do most of us--assume that it's "natural" for bookstores to classify books according to the names of their authors? What would happen to Oliver Twist if scholars were to discover that it hadn't been written by Charles Dickens? Wouldn't most bookstores, and wouldn't most of us, feel that the novel would have to be reclassified in light of that discovery? Why should we feel that way? After all, the words of the novel wouldn't have changed, would they?

❖ Foucault here introduces his concept of the "author function." It is not a person and it should not be confused with either the "author" or the "writer." The "author function" is more like a set of beliefs or assumptions governing the production, circulation, classification and consumption of texts.

❖ **Characteristics of the "Author Function"**

❖ Foucault identifies and describes four characteristics of the "author function":

1-The "author function" is linked to the legal system and arises as a result of the need to punish those responsible for transgressive statements. There is the need here to have names attached to statements made in case there is a need to punish someone for transgressive things that get said.

2-The "author function" does not affect all texts in the same way. For example, it doesn't seem to affect scientific texts as much as it affects literary texts. If a chemistry teacher is talking about the periodic table, you probably wouldn't stop her and say, "Wait a minute--who's the author of this table?" If I'm talking about a poem, however, you might very well stop me and ask me about its author.

3-The "author function" is more complex than it seems to be. This is one of the most difficult points in the essay. To illustrate, Foucault gives the example of the editorial problem of attribution-- the problem of deciding whether or not a given text should be attributed to a particular author.

This problem may seem rather trivial, since most of the literary texts that we study have already been reliably attributed to an author. Imagine, however, a case in which a scholar discovered a long-forgotten poem whose author was completely unknown. Imagine, furthermore, that the scholar had a hunch that the author of the poem was William Shakespeare. What would the scholar have to do, what rules would she have to observe, what standards would she have to meet, in order to convince everyone else that she was right?

4. The term "author" doesn't refer purely and simply to a real individual. The "author" is much like the "narrator," Foucault suggests, in that he or she can be an "alter ego" for the actual flesh-and-blood "writer."

❖ *Time Zero*

- ❖ The time of the story is, by definition, always chronological:
- ❖ Events as they happen: A - B - C - D - E - F (a chronological order)
- ❖ The time of the narrative is not necessarily chronological:
- ❖ Events as narrated: E - D - A - C - B - F (non-chronological)
- ❖ **Time Zeros:** is the point in time in which the narrator is telling his/her story. This is the narrator's present, the moment in which a narrator is sitting and telling his/her story to an audience or to a reader, etc. Time Zero is the time of the narration

❖ *"Author Function" Applies to Discourse*

- ❖ Foucault then shows that the "author function" applies not just to individual works, but also to larger discourses. This, then, is the famous section on "founders of discursivity" - thinkers like Marx or Freud who

produce their own texts (books), and "the possibilities or the rules for the formation of other texts."

- ❖ He raises the possibility of doing a "historical analysis of discourse," and he notes that the "author function" has operated differently in different places and at different times.
- ❖ Remember that he began this essay by questioning our tendency to imagine "authors" as individuals isolated from the rest of society.
- ❖ Foucault, in the end, argues that the author is not a source of infinite meaning, but rather part of a system of beliefs that serve to limit and restrict meaning. For example: we often appeal to ideas of "authorial intention" to limit what someone might say about a text, or mark some interpretations and commentaries as illegitimate.
- ❖ At the very end, Foucault returns to Barthes and agrees that the "author function" may soon "disappear." He disagrees, though, that instead of the limiting and restrictive "author function," we will have some kind of absolute freedom. Most likely, one set of restrictions and limits (the author function) will give way to another set since, Foucault insists, there must and will always be some "system of constraint" working upon us.

Lecture 11

Greimas: The Actantial Model

Origins of the Actantial Model

- ❖ During the sixties, A. J. Greimas proposed the actantial model based on the theories of Vladimir Propp.
- ❖ The actantial model is a tool that can theoretically be used to analyze any real or thematized action, but particularly those depicted in literary texts or images.
- ❖ In the actantial model, an action may be broken down into six components, called actants. Actantial analysis consists of assigning each element of the action being described to one of the actantial classes.

❖ The Actantial Model

❖ Sender -----> Object -----> Receiver

↑

Helper -----> Subject <----- Opponent

1. **The subject:** the hero of the story, who undertakes the main action.
2. **The object:** what the subject is directed toward
3. **The helper:** helps the subject reach the desired object
4. **The opponent:** hinders the subject in his progression
5. **The sender:** initiates the relation between the subject and the object

6. **The receiver:** the element for which the object is desired.

❖ Actant Vs. Character

- ❖ The actants must not be confused with characters because
- ❖ An actant can be an abstraction (the city, Eros, God, liberty, peace, the nation, etc), a collective character (the soldiers of an army) or even a group of several characters.
- ❖ A character can simultaneously or successively assume different actantial functions
- ❖ An actant can be absent from the stage or the action and its presence can be limited to its presence in the discourse of other speakers
- ❖ An actant, says Greimas, is an extrapolation of the syntactic structure of a narrative. An actant is identified with what assumes a syntactic function in the narrative.

❖ Six Actants, Three Axes

The six actants are divided into three oppositions, each of which forms an axis of the actantial description:

- ❖ **The axis of desire - Subject - Object:** The subject wants the object. The relationship established between the subject and the object is called a junction. Depending on whether the object is conjoined with the subject (for example, the Prince wants the Princess) or disjointed (for example, a murderer succeeds in getting rid of his victim's body), it is called a conjunction or a disjunction.

- ❖ **The axis of power – Helper – Opponent:** The helper assists in achieving the desired junction between the subject and object; the opponent tries to prevent this from happening (for example, the sword, the horse, courage, and the wise man help the Prince; the witch, the dragon, the far-off castle, and fear hinder him)
- ❖ **The axis of transmission – Sender – Receiver:** The sender is the element requesting the establishment of the junction between subject and object (for example, the King asks the Prince to rescue the Princess). The receiver is the element for which the quest is being undertaken. To simplify, let us interpret the receiver (or beneficiary-receiver) as that which benefits from achieving the junction between subject and object (for example, the King, the kingdom, the Princess, the Prince, etc.) The Senders are often also Receivers.

Lecture 12

Poststructuralism and Deconstruction

- ❖ **Definition**
- ❖ Poststructuralism is a broad historical description of intellectual developments in continental philosophy and critical theory
- ❖ An outcome of Twentieth-century French philosophy
- ❖ The prefix "post" means primarily that it is critical of structuralism
- ❖ Structuralism tried to deal with meaning as complex structures that are culturally independent

- ❖ Post-structuralism sees culture and history as integral to meaning
- ❖ Poststructuralism was a 'rebellion against' structuralism
- ❖ It was a critical and comprehensive response to the basic assumptions of structuralism
- ❖ Poststructuralism studies the underlying structures inherent in cultural products (such as texts)
- ❖ It uses analytical concepts from linguistics, psychology, anthropology and other fields

❖ The Poststructuralist Text

- ❖ To understand a text, Poststructuralism studies:
 - ✓ The text itself
 - ✓ the systems of knowledge which interacted and came into play to produce the text
- ❖ Post-structuralism: a study of how knowledge is produced, an analysis of the social, cultural and historical systems that interact with each other to produce a specific cultural product, like a text of literature, for example

Basic Assumptions in Poststructuralism

- ❖ The concept of "self" as a singular and coherent entity, for Poststructuralism, is **a fictional construct, an illusion.**
- ❖ The "individual," for Poststructuralism, is not a coherent and whole entity, but a mass of conflicting tensions + Knowledge claims (e.g. gender, class, profession, etc.)

- ❖ To properly study a text, the reader must understand how the work is related to his own personal concept of self and how the various concepts of self that form in the text come about and interact
- ❖ Self-perception: Poststructuralism requires a critical attitude to one's assumptions, limitations and general knowledge claims (gender, race, class, etc)

❖ **Basic Assumptions**

- ❖ "Authorial intentions" or the meaning that the author intends to "transmit" in a piece of literature, for Poststructuralism, is secondary to the meaning that the reader can generate from the text
- ❖ Rejects the idea of a literary text having one purpose, one meaning or one singular existence
- ❖ To utilize a variety of perspectives to create a multifaceted (or conflicting) interpretation of a text. Poststructuralism like multiplicity of readings and interpretations, even if they are contradictory
- ❖ To analyze how the meanings of a text shift in relation to certain variables (usually the identity of the reader)

❖ **Poststructuralist Concepts**

); Destabilized Meaning

- ❖ Poststructuralism displaces the writer/author and make the reader the primary subject of inquiry (instead of author / writer)
- ❖ They call such displacement: the "destabilizing" or "decentering" of the author

- ❖ Disregarding essentialist reading of the content that look for superficial readings or story lines
- ❖ Other sources are examined for meaning (e.g. readers, cultural norms, other literature, etc.)
- ❖ Such alternative sources promise no consistency, but might provide valuable clues and shed light on unusual corners of the text.

): Deconstruction

- ❖ Poststructuralism rejects that there is a consistent structure to texts, specifically the theory of binary opposition that structuralism made famous
- ❖ Post-structuralists advocate deconstruction
- ❖ Meanings of texts and concepts constantly shift in relation to many variables. The same text means different things from one era to another, from one person to another
- ❖ The only way to properly understand these meanings: deconstruct the assumptions and knowledge systems which produce the illusion of singular meaning

Lecture 13

Christopher Marlowe and Sir Walter Raleigh : The Pastoral

Definition

- ❖ **pastoral** (L 'pertaining to shepherds') A minor but important mode which, by convention, is concerned with the lives of shepherds. It is of great antiquity and interpenetrates many works in Classical and modern European literature. It is doubtful if pastoral ever had much to do with the daily working-life of shepherds, though it is not too difficult to find shepherds in Europe (in Montenegro, Albania, Greece and Sardinia, for instance) who compose poetry sing songs and while away the hours playing the flute.
- ❖ For the most part pastoral tends to be an idealization of shepherd life, and, by so being, creates an image of a peaceful and uncorrupted existence; a kind of a clean world.
- ❖ Marlowe's poem and Raleigh's carefully symmetrical response were printed together in *England's Helicon* (1600); the attribution of the second to Raleigh is first made by Izaak Walton in *The Complete Angler* (1653), where both poems are reprinted.
- ❖ Slightly longer versions appear in Walton's second edition (1655). Donne's "The Bait" (also quoted by Walton) is inspired by the exchange. Marlowe's poem embodies the classic example of *carpe diem*, as can be seen in the shepherd's attitude, while Raleigh's nymph finds in them an argument precisely for not seizing the day.

- ❖ In the late 16th c. many other works amplified the pastoral tradition, such as Marlowe's *The Passionate Shepherd to His Love*, which evoked a memorable reply from Sir 'Walter Raleigh

❖ The Passionate Shepherd to his Love

Come live with me and be my love,
And we will all the pleasures prove
That valleys, groves, hills and fields,
Woods or steepy mountain yields
And we will sit upon the rocks, **5**
Seeing the shepherds feed their flocks,
By shallow rivers, to whose falls
Melodious birds sing madrigals.
And I will make thee beds of roses
And a thousand fragrant posies; **10**
A cap of flowers, and a kirtle
Embroidered all with leaves of myrtle;
A gown made of the finest wool
Which from our pretty lambs we pull;
Fair lined slippers for the cold, **15**
With buckles of the purest gold;

A belt of straw and ivy buds,
 With coral clasps and amber studs.
 And if these pleasures may thee move,
 Come live with me and be my love.
 The shepherds' swains shall dance and sing
 For thy delight each May morning.
 If these delights thy mind may move,
 Then live with me and be my love.

The Nymph's Reply to the Shepherd

If all the world and love were young,
 And truth in every shepherd's tongue,
 These pretty pleasures might me move
 To live with thee and be thy love.
 Time drives the flocks from field to fold; 5
 When rivers rage and rocks grow cold
 And Philomel becometh dumb,
 The rest complains of cares to come.
 The flowers do fade, and wanton fields
 To wayward winter reckoning yields; 10
 A honey tongue, a heart of gall

Is fancy's spring but sorrow's fall.
Thy gowns, thy shoes, thy beds of roses,
Thy cap, thy kirtle, and thy posies
Soon break, soon wither, soon forgotten,
In folly ripe, in reason rotten.
Thy belt of straw and ivy buds,
Thy coral clasps and amber studs,
All these in me no means can move
To come to thee and be thy love.
But could youth last and love still breed,
Had joys no date, nor age no need,
Then these delights my mind might move
To live with thee and be thy love.

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Notes

1. prove: test, try out
2. madrigals: poems set to music and sung by two to six voices with a single melody or interweaving melodies
3. kirtle: dress or skirt
4. myrtle: shrub with evergreen leaves, white or pink flowers, and dark berries. In Greek mythology, a symbol of love.
5. coral: yellowish red;

6. amber: yellow or brownish yellow
7. swains: country youths.
8. Philomel : the nightingale.

Type of Work

"The Passionate Shepherd" is a pastoral poem. Pastoral poems generally center on the love of a shepherd for a maiden (as in Marlowe's poem), on the death of a friend, or on the quiet simplicity of rural life. The writer of a pastoral poem may be an educated city dweller, like Marlowe, who extolls the virtues of a shepherd girl or longs for the peace and quiet of the country. *Pastoral* is derived from the Latin word *pastor*, meaning *shepherd*.

Setting

Christopher Marlowe sets the poem in early spring in a rural locale (presumably in England) where shepherds tend their flocks. The use of the word madrigals (line 8)—referring to poems set to music and sung by two to six voices with a single melody or interweaving melodies—suggests that the time is the sixteenth century, when madrigals were highly popular in England and elsewhere in Europe. However, the poem could be about any shepherd of any age in any country, for such is the universality of its theme.

Characters

The Passionate Shepherd: He importunes a woman—presumably a young and pretty country girl—to become his sweetheart and enjoy with him all the pleasures that nature has to offer.

The Shepherd's Love: The young woman who receives the Passionate Shepherd's message.

Swains: Young country fellows whom the Passionate Shepherd promises will dance for his beloved.

Theme :

The theme of "The Passionate Shepherd" is the rapture of springtime love in a simple, rural setting. Implicit in this theme is the motif of *carpe diem*—Latin for "seize the day." *Carpe diem* urges people to enjoy the moment without worrying about the future.

Meter

The meter is iambic pentameter , with eight syllables (four iambic feet) per line. (An iambic foot consists of an unstressed syllable followed by a stressed syllable.) The following graphic presentation illustrates the meter of the first stanza.

.....1.....2.....3.....4

Come **LIVE**..|..with **ME**..|..and **BE**..|..my **LOVE**,

.....1.....2.....3.....4

And **WE**..|..will **ALL**..|..the **PLEA**..|..sures **PROVE**

.....1.....2.....3.....4

That **HILLS**..|..and **VALL**..|..eys, **DALE**..|..and **FIELD**,

.....1.....2.....3.....4

And **ALL**..|..the **CRAG**..|..gy **MOUNT**..|..ains **YIELD**.

Rhyme:

In each stanza, the first line rhymes with the second, and the third rhymes with the fourth.

Structure :

The poem contains seven quatrains (four-line stanzas) for a total of twenty-eight lines. Marlowe structures the poem as follows:

Stanza 1: The shepherd asks the young lady to "live with me and be my love," noting that they will enjoy all the pleasures of nature.

Stanzas 2-4: The shepherd makes promises that he hopes will persuade the young lady to accept his proposal.

Stanzas 5-7: After making additional promises, the shepherd twice more asks the lady to "live with me and be my love."

In the first stanza, the Shepherd invites his love to come with him and "pleasures prove" (line 2.) This immediate reference to pleasure gives a mildly sexual tone to this poem, but it is of the totally innocent, almost naïve kind. The Shepherd makes no innuendo of a sordid type, but rather gently and directly calls to his love. He implies that the entire geography of the countryside of England "Valleys, groves, hills and fields/Woods or steepy mountains" will prove to contain pleasure of all kinds for the lovers.

The next stanza suggests that the lovers will take their entertainment not in a theatre or at a banquet, but sitting upon rocks or by rivers. They will watch shepherds (of which the titular speaker is ostensibly one, except

here it is implied that he will have ample leisure) feeding their flocks, or listening to waterfalls and the songs of birds. The enticements of such auditory and visual pleasures can be seen as a marked contrast to the "hurly-burly" (a phrase Marlowe used in his later play, *Dido, Queen of Carthage*, Act IV, Scene 1) of the London stage plays which Marlowe would write. These are entirely bucolic, traditional entertainments; the idea of Marlowe, the young man about town who chose to live in London, actually enjoying these rustic pleasures exclusively and leaving the city behind is laughable

Again, these invitations are not to be taken literally. Marlowe may well have admired pastoral verse, and the ideals of it (such as Ovid's ideals of aggressive, adulterous heterosexual love) were not necessarily those he would espouse for himself.

The third, fourth, and fifth stanzas are a kind of list of the "delights", mostly sartorial, that the Shepherd will make for his lady love. Here it becomes clearer that the "Shepherd" is really none of the same; indeed, he is more like a feudal landowner who employs shepherds.

The list of the things he will make for his lady: "beds of roses" (a phrase, incidentally, first coined by Marlowe, which has survived to this day in common speech, though in the negative, "no bed of roses" meaning "not a pleasant situation") "thousand fragrant posies," "cap of flowers," "kirtle embroidered with leaves of myrtle," "gown made of the finest wool/Which from our pretty lambs we pull," "fair-lined slippers," "buckles of the purest gold," "belt of straw and ivy buds," "coral clasps," and "amber studs") reveal a great deal about the situation of the "Shepherd" and what he can offer his love.

While certainly many of the adornments Marlowe lists would be within the power of a real shepherd to procure or make (the slippers, the belt, possibly the bed of roses (in season), the cap of flowers, and the many posies, and possibly even the kirtle embroidered with myrtle and the lambs wool gown,) but the gold buckles, the coral clasps, and the amber studs would not be easily available to the smallholder or tenant shepherds who actually did the work of shepherding. This increasingly fanciful list of gifts could only come from a member of the gentry, or a merchant in a town.

The poem ends with an "if" statement, and contains a slightly somber note. There is no guarantee that the lady will find these country enticements enough to follow the Shepherd, and since the construction of them is preposterous and fantastical to begin with, the reader is left with the very real possibility that the Shepherd will be disappointed.

Analysis

"The Passionate Shepherd to His Love" was composed sometime in Marlowe's early years, (between the ages of sixteen and twenty-three) around the same time he translated Ovid's *Amores*. This is to say, Marlowe wrote this poem before he went to London to become a playwright. Thornton suggests that Marlowe's poetic and dramatic career follows an "Ovidian career model" (xiv), with his amatory poems belonging to his youth, followed later by epic poems (such as [Hero](#) and [Leander](#)) and *Lucan's First Book*). The energy and fanciful nature of youth is evident in "Passionate Shepherd", which has been called "an extended invitation to rustic retirement" (xv).

It is headlong in its rush of sentiment, though, upon examination, it reveals itself to be a particularly well-balanced piece of poetry. This poem is justly famous: though it may not be immediately identifiable as Marlowe's (it is often mistakenly thought to be a sonnet of Shakespeare, though that is incorrect in both authorship and poetic form) it has a place in most anthologies of love-poetry. It may well be the most widely recognized piece that Marlowe ever wrote, despite the popularity of certain of his plays.

Comparison :

Notes for "The Nymph's Reply to the Shepherd."

Raleigh argues that it is not society that taints sexual love. We are already tainted before we enter society. Raleigh combines *carpe diem* with *tempus fugit* in an unusual way. Normally we should seize the day because time flies. Raleigh argues that because time flies, we should NOT seize the day. There will be consequences to their roll in the grass. Time does not stand still; winter inevitably follows the spring; therefore, we cannot act on impulses until we have examined the consequences.

rocks grow cold

*fields yield to the harvest

*the flocks are driven to fold in winter

*rivers rage

*birds complain of winter (a reference to the story of Philomela who was raped and turned into a nightingale).

We live in a fallen world. Free love in the grass is impossible now because

the world is not in some eternal spring. The seasons pass, as does time.
Nymphs grow old, and shepherds grow cold.

Sir Walter Raleigh wrote a response to this poem in 1600 called "The Nymph's Reply to the Shepherd." He uses the young girl as the speaker, responding to the shepherd. There are no clues to the setting or the girl's physical appearance. The themes of this poem are doubt and the point that time changes things. The young girl thinks realistically and refutes the ideas of the idyllic world the young man had proposed to her. The shepherd seems to be very much of an optimist, whereas the young girl is a pessimist. The structure of these two poems is exact. There are six stanzas consisting of four lines each. This shows that "The Nymph's Reply to the Shepherd" is responding directly to the shepherd in "The Passionate Shepherd to His Love."

In each ideal proposal he gives, she gives him the realistic answer to why they cannot be together. The speaker in "The Passionate Shepherd to His Love" is a young shepherd who proposes a passionate love affair to the girl he desires. He uses nature largely to appeal to her senses. He tells her they will sit will have a life of pleasure and relaxation. He says he will make beds of roses and give her fragrant posies. He promises to outfit her in fine clothes and that she will not want for anything. He uses all these tempting things to help his argument, but he does not make any mention of true love or marriage. It seems he only wants a passionate physical relationship. The pleasures and delights he speaks of are only temporary. His concept of time is only in the present, and he does not seem to think much about the future.

In "the Nymph's Reply to the Shepherd," the young girl is responding to the shepherd's plea. She thinks about life in a practical way, so the

shepherd's words have no bearing on her decision. She rebuts his argument and says that if time had no end and every man told the truth, that the pleasures he had promised would convince her to be his lover. The theme of carpe diem is usually that one should "seize the day". However, the girl turns it around and says that because life is short, we should not seize the day. The serious decisions of life such as this one should not be taken lightly and acted upon irrationally.

She states that flowers wither and die, and all the material possessions he offered would eventually break and be forgotten. She realizes that something substantial such as true love, is the only thing that will outlast the material items. In her mind, it is worth waiting for true love. Nothing he had to give can convince her, because she knows that he is only thinking about the present time and has no future plans for them. At the end of the poem, she reiterates the point she had made at the beginning:

But could youth last and love still breed

Had joys no date or age no need

The these delights my mind might move

To live with thee and be thy love (Raleigh 21-24).

These two [poems](#) can teach a lesson even in the present day. The idealistic world that the shepherd dreamed of seemed like a wonderful thing, but there was nothing substantial to back it up. There are many instances of this in life, not just in love. The young girl had the presence of mind to realize that the things he was offering, though tempting, were not what

she wished for in life. She knew that because time is short and life does not last forever, that one must think about the impact decisions made today will have on the future.

Lecture 14

Marxist Literary Criticism

Karl Marx

- ❖ Karl Marx born 1818 in Rhineland.
- ❖ Known as "The Father of Communism."
- ❖ "Communist Correspondence League" - 1847
- ❖ "Communist Manifesto" published in 1848.
- ❖ The "League" was disbanded in 1852.
- ❖ Marx died in 1883.

❖ Base - Superstructure

- ❖ This is one of the most important ideas of Karl Marx
- ❖ The idea that history is made of two main forces:
- ❖ The Base: The material conditions of life, economic relations, labor, capital, etc
- ❖ The Superstructure: This is what today is called ideology or consciousness and includes, ideas, religion, politics, history, education, etc

- ❖ Marx said that it is people's material conditions that determines their consciousness. In other words, it is people's economic conditions that determines the ideas and ideologies that they hold.

Note: Ibn Khaldoun says the same thing in the Muqaddimah

❖ Marxism & Literary Criticism

- ❖ Marxist criticism analyzes literature in terms of the historical conditions which produce it while being aware of its own historical conditions.
- ❖ The goal of Marxist criticism is to "explain the literary works more fully, paying attention to its forms, styles, and meanings- and looking at them as products of a particular history.
- ❖ The best literature should reflect the historical dialectics of its time.
- ❖ To understand literature means understanding the total social process of which it is part
- ❖ To understand ideology, and literature as ideology (a set of ideas), one must analyze the relations between different classes in society.

❖ Important Marxist Ideas on Literature

- ❖ Literary products (novels, plays, etc) cannot be understood outside of the economic conditions, class relations and ideologies of their time.
- ❖ Truth is not eternal but is institutionally created (e.g.: "private property" is not a natural category but is the product of a certain historical development and a certain ideology at a certain time in history.

- ❖ Art and Literature are commodities (consumer products) just like other commodity forms.
- ❖ Art and Literature are both Reflections of ideological struggle and can themselves be central to the task of ideology critique.

❖ The Main Schools of Marxism

- ❖ Classical Marxism: The work of Marx and Engels
- ❖ Early Western Marxism
- ❖ Late Marxism

❖ 1. Classical Marxism

- ❖ Classical Marxist criticism flourished in the period from the time of Marx and Engels to the Second World War.
- ❖ Insists on the following basic tenets: materialism, economic determinism, class struggle, surplus value, reification, proletarian revolution and communism as the main forces of historical development. (Follow the money)
- ❖ Marx and Engels were political philosophers rather than literary critics. The few comments they made on literature enabled people after them to build a Marxist theory of literature.
- ❖ Marx and Engels were more concerned with the contents rather than the form of the literature, because to them literary study was more politically oriented and content was much more politically important. Literary form, however, did have a place if it served their political purposes. Marx and

Engels, for instance, liked the realism in C. Dickens, H. Balzac, and W.M. Thackeray, and Lenin praised L. Tolstoy for the “political and social truths” in his novels.

❖ **2. Early Western Marxism**

- ❖ **Georg Lukács** was perhaps the first Western Marxist.
- ❖ He denounced as mechanistic the “vulgar” Marxist version of criticism whereby the features of a cultural text were strictly determined by or interpreted in terms of the economic and social conditions of its production and by the class status of its author.
- ❖ However, he insisted, more than anybody else, on the traditional Marxist reflectionist theory (Superstructure as a reflection of the base), even when this theory was under severe attack from the formalists in the fifties.
- ❖ **Mikhail M. Bakhtin: Monologism vs. dialogism**
- ❖ In “Discourse in the Novel” written in the 1930s, Bakhtin, like Lukács, tried to define the novel as a literary form in terms of Marxism.
- ❖ The discourse of the novel, he says, is dialogical, which means that it is not tyrannical and one-directional. It allows dialogue.
- ❖ The discourse of poetry is monological, tyrannical and one-directional
- ❖ In *Rabelais and His World*, he explains that laughter in the Medieval Carnival represented “the voice of the people” as an oppositional discourse against the monological, serious ecclesiastical, church establishment.

❖ Frankfurt School of Marxism

- ❖ Founded In 1923 at the "Institute of Social Research" in the University of Frankfurt, Germany
- ❖ Members and adherents have included: Max Horkheimer, Theodor Adorno, Walter Benjamin, Erich Fromm and Herbert Marcuse, Louis Althusser, Raymond Williams and others.
- ❖ A distinctive feature of the Frankfurt School are independence of thought, interdisciplinarity and openness for opposing views.

❖ 3. Late Marxism

❖ Raymond Williams says:

- ❖ There were at least three forms of Marxism: the writings of Karl Marx, the systems developed by later Marxists out of these writings, and Marxisms popular at given historical moments.

❖ Fredric Jameson says:

- ❖ There were two Marxisms, one being the Marxian System developed by Karl Marx himself, and the other being its later development of various kind
- ❖ "It is a mistake to equate concreteness with things. An individual object is the unique phenomenon it is because it is caught up in a mesh of relations with other objects. It is this web of relations and interactions, if you like, which is 'concrete', while the object considered in isolation is purely abstract. In his *Grundrisse*, Karl Marx sees the abstract not as a lofty,

esoteric notion, but as a kind of rough sketch of a thing. The notion of money, for example, is abstract because it is no more than a bare, preliminary outline of the actual reality. It is only when we reinsert the idea of money into its complex social context, examining its relations to commodities, exchange, production and the like, that we can construct a 'concrete' concept of it, one which is adequate to its manifold substance. The Anglo-Saxon empiricist tradition, by contrast, makes the mistake of supposing that the concrete is simple and the abstract is complex...

- ❖ In a similar way, a poem for Yury Lotman is concrete precisely because it is the product of many interacting systems. Like Imagist poetry, you can suppress a number of these systems (grammar, syntax, metre and so on) to leave the imagery standing proudly alone; but this is actually an abstraction of the imagery from its context, not the concretion it appears to be. In modern poetics, the word 'concrete' has done far more harm than good."
- ❖ — Terry Eagleton, *How to Read a Poem*
- ❖ that is lost, indefinitely deferred.

تم بحمد الله :)

best of luck

Mrs.Engli\$h