| | E: SON 17 AMERICAN LITERATURE STUDENT NOTES | |
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| LESS | SON 17 AMERICAN LITERATURE STUDENT NOTES | |
| I <u>WAL</u> | T WHITMAN". | |
| | Whitman wrote in "" which is recognize | ed by its lack of |
| | rhyme and meter. However, we know that there is more to poetry | than those two |
| | elements. | |
| | A poem has: | |
| | 1. | |
| | 2. | |
| | 2. 3. "Subtlety of" | |
| | 4. | |
| | 5. language | |
| | 6. and sense. | |
| | und sense. | |
| | WHITMAN had the most powerful influence on | poets |
| | 1. He was an innovator of style and | poets |
| | 2. He created poetry which showed the | effect of |
| | Transcendentalism on America | _ = = = = = = = = = = = = = = = = = = = |
| | 3. He was the last of the Transcendental Optimists but was a | " |
| | between American Romanticism and American Realism. | |
| | | |
| | a. His ideas and attitudes areb. He inherited his "optimistic spirit, | |
| | | and |
| | mysticism" from Emerson and Thoreau | 1 . 1 . 11 . 1 |
| | c. However, his free verse, musical form, conversation | - |
| | language and willingness to treat any subject are chara- | cteristic of |
| | | // |
| | E. While put Emerson's ideas to practical u | use, ("Walden's |
| | Pond") | |
| | F. Whitman took the ideas and developed them to their logical | · |
| | For example: If a man's soul is divine, so is his body and therefore, | whatever impulses he |
| | has are "good". | |
| | | |
| V. PC | DE/ TRANSCENDENTAL PESSIMISTS (OR ROMANTIC PES | SIMISTS) |
| | | |
| I. | Poe was a ROMANTIC PESSIMIST JUST as NATHANIEL HA | |
| | ("" means sharing the age's interest in th | e exotic and the |
| | remote, in the imaginative, and in the anti-aristocratic). | |
| II. | Poe was the first American writer to influence his successors in I AND | POETRY, FICTION |
| | | |
| 777 | Doe had a got of "agothatic reinciples" | |
| III. | Poe had a set of "aesthetic principles" | |

| IV. | 1. The mind is divided into 3 parts: | , soul and conscience. | |
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| | A. TRUTH appeals to the | | |
| | B. BEAUTY appeals to the | and | |
| | C. DUTY appeals to the . | | |
| | D. No overlapping was allowed in his mind. | | |
| | E. He felt that writers like Longfellow were inartistic because they tried to "teach | | |
| | truth" through poetrywhich was "beauty"only appealing to the | | |
| | not the mind. | | |
| | F. was also important | to Poea poem or short story should | |
| | only be as long as could be read in | sitting. | |
| | • | melancholy) for poetry and | |
| | H. ONE feeling for his short stories (| or terror) | |