

EIGHTH EDITION

The Compact Bedford Introduction to Literature

READING • THINKING • WRITING



Michael Meyer

EIGHTH EDITION

THE
COMPACT
BEDFORD
INTRODUCTION TO
LITERATURE

Reading · Thinking · Writing

Michael Meyer

University of Connecticut

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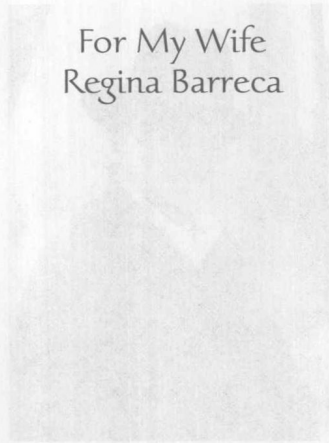
FICTION

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For My Wife Regina Barreca



About Michael Meyer

Michael Meyer has taught writing and literature courses for more than thirty years—since 1981 at the University of Connecticut and before that at the University of North Carolina at Charlotte and the College of William and Mary. In addition to being an experienced teacher, Meyer is a highly regarded literary scholar. His scholarly articles have appeared in distinguished journals such as *American Literature*, *Studies in the American Renaissance*, and *Virginia Quarterly Review*. An internationally recognized authority on Henry David Thoreau, Meyer is a former president of the Thoreau Society and coauthor (with Walter Harding) of *The New Thoreau Handbook*, a standard reference source. His first book, *Several More Lives in One*, Thoreau's Political Reputation in America, was awarded the Ralph Henry Gabriel Prize by the American Studies Association. He is also the editor of Frederick Douglass: *The Narrative and Selected Writings*, and the author of *The Little Brown Guide to Writing Research Papers*, Third Edition. His other books for Bedford/St. Martin's include *The Bedford Introduction to Literature*, Eighth Edition; *From the Renaissance*, Fifth Edition; and *Writing and Reading about Literature*, Second Edition.



About Michael Meyer

Michael Meyer has taught writing and literature courses for more than thirty years — since 1981 at the University of Connecticut and before that at the University of North Carolina at Charlotte and the College of William and Mary. In addition to being an experienced teacher, Meyer is a highly regarded literary scholar. His scholarly articles have appeared in distinguished journals such as *American Literature*, *Studies in the American Renaissance*, and *Virginia Quarterly Review*. An internationally recognized authority on Henry David Thoreau, Meyer is a former president of the Thoreau Society and coauthor (with Walter Harding) of *The New Thoreau Handbook*, a standard reference source. His first book, *Several More Lives to Live: Thoreau's Political Reputation in America*, was awarded the Ralph Henry Gabriel Prize by the American Studies Association. He is also the editor of *Frederick Douglass: The Narrative and Selected Writings* and the author of *The Little, Brown Guide to Writing Research Papers*, Third Edition. His other books for Bedford/St. Martin's include *The Bedford Introduction to Literature*, Eighth Edition; *Poetry: An Introduction*, Fifth Edition; and *Thinking and Writing about Literature*, Second Edition.

Preface for Instructors

Like its predecessors, the eighth edition of *The Compact Bedford Introduction to Literature* assumes that reading and understanding literature offers a valuable means of apprehending life in its richness and diversity. This book also reflects the hope that its selections will inspire students to become lifelong readers of imaginative literature, as well as more thoughtful and skillful writers.

As before, the text is flexibly organized into four parts focusing on fiction, poetry, drama, and critical thinking and writing. The first three parts explain the literary elements of each genre and how to write about them. These three parts also explore several additional approaches to reading literature and conclude with an anthology of literary works. The fourth part provides detailed instruction on thinking, reading, and writing about literature that can be assigned selectively throughout the course. Sample student papers and more than 2,000 assignments appear in the text, offering students the support they need to read and write about literature.

Class-tested in thousands of literature courses, *The Compact Bedford Introduction to Literature* accommodates many different teaching styles. The eighth edition features more sample close readings and student papers, a new one-of-a-kind chapter created with author Julia Alvarez, and three new case studies on humor and satire.

FEATURES OF THE COMPACT BEDFORD INTRODUCTION TO LITERATURE, EIGHTH EDITION

A description of the features and content that have long made *The Compact Bedford Introduction to Literature* a favorite of students and teachers follows. What is new to this edition is described on pages ix–xi.

A wide and well-balanced selection of literature

Forty-six stories, 350 poems, and 17 plays represent a variety of periods, nationalities, cultures, styles, and voices—from the serious to the humorous, and from the traditional to the contemporary. Each selection has been

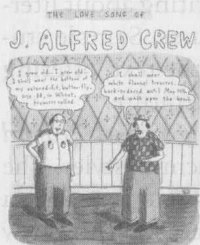
chosen for its appeal to students and for its effectiveness in demonstrating the elements, significance, and pleasures of literature. As in previous editions, canonical works by Ernest Hemingway, John Keats, Langston Hughes, Susan Glaspell, and many others are generously represented. In addition, there are many contemporary selections from writers such as Lee Smith, Julia Alvarez, Martín Espada, Billy Collins, and David Henry Hwang.

Many options for teaching and learning about literature

Over eight editions, in its continuing effort to make literature come to life for students, and the course a pleasure to teach for instructors, *The Compact Bedford Introduction to Literature* has developed and refined these innovative features:

PERSPECTIVES ON LITERATURE More than one hundred intriguing documents—including personal journals, letters, critical essays, interviews, and contextual images—appear throughout the book to stimulate class discussion and writing.

CONNECTIONS BETWEEN “POPULAR” AND “LITERARY” CULTURE The fiction, poetry, and drama introductions incorporate examples from popular cul-



From "Encountering Poetry."

unique visual portfolio, *Encountering Poetry*, presents images that demonstrate how literature is woven into the fabric of popular culture and art. These images, including advertisements, posters, cartoons, and Web screens, help students recognize the imprint of literature on their everyday lives.

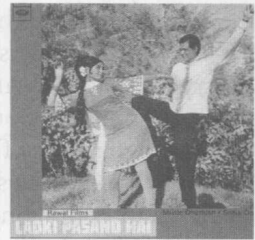
CASE STUDIES THAT TREAT AUTHORS IN DEPTH Each genre section includes chapters that focus closely on two or more major figures. There are three stories each by Nathaniel Hawthorne



From Chapter 13:
A Critical Case
Study: William
Faulkner's "Barn
Burning."

and Flannery O'Connor; an extensive selection of poems by Emily Dickinson, Robert Frost, and Langston Hughes; and a play each by Sophocles and Shakespeare with a generous amount of background material. Complementing the literature in these chapters are biographical introductions (with author photographs); critical perspectives (including complementary critical readings where writers argue for different interpretations of the same texts); cultural documents (such as letters and draft manuscript pages); and a generous collection of images that serve to contextualize the works. A variety of critical thinking and writing questions follow the selections to stimulate student responses. All of these supplementary materials help students engage more fully with the writers and their works.

CRITICAL AND THEMATIC CASE STUDIES Each *Critical Case Study* gathers four or more critical analyses of a single work—for example, Henrik Ibsen's *A Doll House*—to illustrate a variety of contemporary critical approaches. Each *Thematic Case Study* invites students to explore literature through a particular topic, such as “Love and Longing” and “Teaching and Learning” in poetry. Two generously illustrated *Thematic Case Studies* explore intercultural themes and the influence of the South on literature. “Border Crossings,” a unique full-color unit, pairs seven poems with visual texts on the theme of crossing racial, class-based, and geographical borders. Chapter 14: “The Literature of the South” reprints major statements about southern literature and a collection of images—including paintings, an etching, and documentary photographs—that offer contexts for the many works by southern writers included in the anthology.



From “Border Crossings.”

ACCESSIBLE COVERAGE OF LITERARY THEORY For instructors who wish to incorporate literary theory into their courses, Chapter 46: “Critical Strategies for Reading” introduces students to a variety of critical strategies, ranging from formalism to cultural criticism. In brief examples the approaches are applied in analyzing Kate Chopin’s “The Story of an Hour” as well as other works, so that students will develop a sense of how to use these strategies in their own reading and writing.

Unsurpassed help with reading, writing, and research

CRITICAL READING To encourage the critical reading and thinking that are essential to writing about literature, advice on how to read literature appears at the beginning of each genre section. Throughout the book,

A Sample Close Reading

The title could point to the brevity of the story—or only its short paragraphs—or to the decisive nature of what happens in a very short period of time. Or both.

Mrs. Mallard’s first name, Louise, is not given until paragraph 10. Her sister Josephine is named immediately after she phantoms Mrs. Mallard’s married identity. Given the nature of the story, the death of Mrs. Mallard at the story’s end, it’s worth noting the ambiguous description that she “was afflicted with a heart trouble.” Is this one of Chopin’s

KATE CHOPIN (1851–1904)

The Story of an Hour

1894

Knowing that Mrs. Mallard was afflicted with a heart trouble, great care was taken to break to her as gently as possible the news of her husband’s death.

It was her sister Josephine who told her, in broken sentences; veiled hints that revealed in half concealing. Her husband’s friend Richards was there, too, near her. It was he who had been in the newspaper office when intelligence of the railroad disaster was received, with Brently Mallard’s name leading the list of “killed.” He had only taken the time to assure himself of its truth by a second telegram, and had hastened to forestall any less careful, less tender friend in bearing the sad message.

annotated selections model close, critical reading. Sample Close Readings of selections including Kate Chopin's "Story of an Hour" (Fiction), William Hathaway's "Oh, Oh" (Poetry), and Susan Glaspell's *Trifles* (Drama) provide analyses of the language, images, and other literary elements at work in these selections. Interpretive annotations clearly show students the process of close reading and provide examples of the kind of critical thinking that leads to strong academic writing.

Later in the book, Chapter 47: "Reading and Writing" describes how to read a work closely, annotate a text, take notes, keep a reading journal, and develop a topic into a thesis; it also includes a section on arguing persuasively about literature. An Index of Terms appears at the back of the book, and a glossary provides thorough explanations of more than two hundred terms central to the study of literature.

THE WRITING AND RESEARCH PROCESS Seven chapters (2, 10, 19, 28, 39, 47, 48) cover every step of the writing process—from generating topics to documenting sources—while 30 sample student papers model the results.

Of these chapters, three—"Writing about Fiction" (2), "Writing about Poetry" (19), and "Writing about Drama" (39)—focus on genre-specific writing assignments. Another, "Reading and Writing" (47), offers models of the types of papers most frequently assigned in the introductory course, including explication, analysis, and comparison-contrast. Students will also find a useful chapter (49) on developing strategies for taking essay examinations.

Integrated throughout the book are "Questions for Writing" units that guide students through particular writing tasks. These units cover reading and writing responsively; developing a topic into a revised thesis; incorporating secondary sources; applying a critical approach to a work; and writing about multiple works by an author.

Two unique chapters, "Combining the Elements of Fiction: A Writing Process" (10) and "Combining the Elements of Poetry: A Writing Process" (28), help students understand how literary elements work together to contribute to the overall effect and meaning of a work, and how to write papers that do justice to this complex interplay of elements. For fiction, the emphasis is on how to develop a thesis and write an analysis paper, and for poetry, the focus is on writing an explication of a poem.

Chapter 48, "The Literary Research Paper," offers detailed advice for finding, evaluating, and incorporating print as well as online sources in a paper. It also includes the most current MLA documentation guidelines. A sample student research paper models the chapter's main points.

A helpful reference chart on the book's inside front cover outlines all of the book's resources for reading and writing about literature to help students find the writing advice they need.

QUESTIONS AND ASSIGNMENTS FOR CRITICAL READING AND WRITING More than two thousand questions and assignments—"Considerations for Crit-

ical Thinking and Writing,” “Connections to Other Selections,” “First Response” prompts, “Critical Strategies” questions, and “Creative Response” assignments—spark students’ interest, sharpen their thinking, and improve their reading, discussion, and writing skills.

NEW TO THIS EDITION

103 fresh selections

TWELVE STORIES, 84 POEMS, AND 7 PLAYS representing canonical, multicultural, contemporary, and popular literature are new to this edition. Complementing the addition of several classic literary works that have long made classroom discussion come alive are numerous stories, poems, and plays that appear for the first time in an introduction to literature anthology. These new works include stories by Martin Amis, Achy Obejas, and Ha Jin; poems by Sharon Olds and Cathy Song; and plays by David Ives and Woody Allen.



Ha Jin, author of the story
“Love in the Air.”



Achy Obejas, author of the
story “We Came All the Way
from Cuba So You Could
Dress Like This?”

More reading help—models that are practical and visual

FOUR NEW SAMPLE CLOSE READINGS offer critical, annotated versions of William Faulkner’s “A Rose for Emily,” Ralph Ellison’s “Battle Royal,” Elizabeth Bishop’s “Manners,” and John Donne’s “Death Be Not Proud.” This popular feature, new to the previous edition of the book, is designed to help students approach literature with open minds and pencils in hand.

More writing help—student samples that offer analysis and documentation

SIXTEEN NEW PIECES OF SAMPLE STUDENT WRITING model for students how to analyze and argue about literature and how to support their ideas by citing examples. The papers, located in the Elements chapters of Fiction and Poetry, include a new full-length paper in Chapter 10, and 15 brief essays—

about 2 paragraphs each — that include parenthetical citations and Works Cited lists. Brief and complete enough to help students, but not to overwhelm, these papers enrich the book's already robust collection of student writing, which is now 30 samples strong.

Enriching new case study chapters that deepen students' understanding of literature

- **A ONE-OF-A-KIND CHAPTER ON JULIA ALVAREZ** Developed in collaboration with the poet herself—and exclusive to Michael Meyer's anthologies—this exciting new chapter presents five of Alvarez's favorite poems. In brief introductions to each piece, this acclaimed author

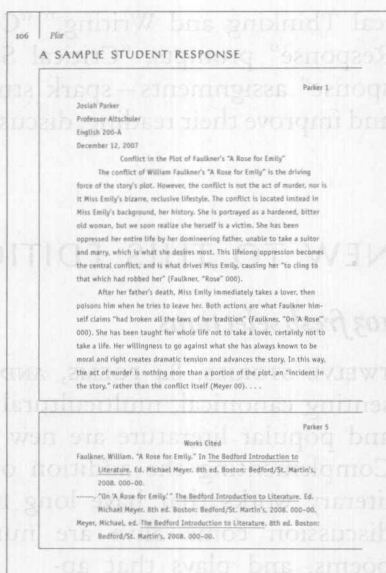


Julia Alvarez, poet, novelist, essayist, writing instructor.

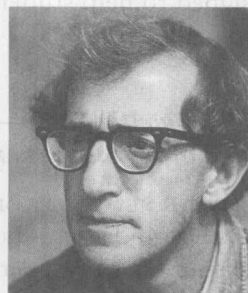
and writing teacher shares her personal take on each poem, offering students insights they can get in no other anthology. A generous collection of images offers personal, cultural, and historical contexts for Alvarez's work and includes multiple drafts of a sonnet that illustrate her remarkable creative process.

- **THREE NEW CASE STUDY CHAPTERS ON HUMOR AND SATIRE** Because serious literature doesn't always keep a straight face, three new thematic chapters present literary works with a humorous side. The **fiction** chapter col-

lects reader favorites such as T. C. Boyle's "Carnal Knowledge" (on love, animal rights, and some angry turkeys) and a new story by southern writer Lee Smith, "The Happy Memories Club" (on the "wild, unbridled yearnings of the heart" that transcend age, told by a narrator who would have done Flannery O'Connor proud). The **poetry** chapter includes such new gems as Peter Schmitt's "Friends with Numbers" (about math, love, and loneliness) and Thomas Lux's "Commercial Leech Farming Today" (on the intersection of vanity, capital-



A new sample student paper on William Faulkner's "A Rose for Emily" makes an argument about the story and includes parenthetical citations and a Works Cited page.



Woody Allen, author of the play *Old Saybrook*.

ism, and a humble bloodsucking parasite). The **drama** chapter features David Ives's *Moby-Dude* (think Jeff Spicoli of *Fast Times at Ridgemont High* explicating the great American novel) and Woody Allen's *Old Saybrook* (in which a playwright's characters spin wildly out of control).

ANCILLARIES

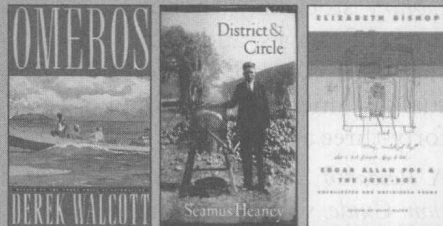
Print resources

- **SPIRAL-BOUND INSTRUCTOR'S MANUAL:** *Resources for Teaching THE COMPACT BEDFORD INTRODUCTION TO LITERATURE*, Eighth Edition. ISBN-10: 0-312-47409-1; ISBN-13: 978-0-312-47409-6. The most comprehensive resource of its kind, this manual supports every selection, offering abundant resources for new and experienced instructors. The manual now includes a comprehensive thematic table of contents. An online version is available at bedfordstmartins.com/meyercompact.
- **LITERARY REPRINTS** Titles in the Case Studies in Contemporary Criticism series, Bedford Cultural Editions series, and the Bedford Shakespeare Series can be shrink-wrapped with *The Compact Bedford Introduction to Literature* for instructors who want to teach longer works in conjunction with the anthology. To learn more, visit bedfordstmartins.com/literaryreprints.

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New media resources

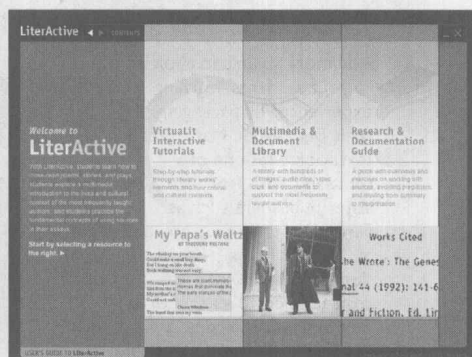
BOOK COMPANION SITE AT BEDFORDSTMARTINS.COM/MEYERCOMPACT Cross-referenced throughout the anthology, the companion site offers unsurpassed resources to help students explore and write about literature, including:

- The *VirtuaLit Interactive and Fiction Tutorials*, offering in-depth readings with coverage of literary elements, cultural contexts, and critical approaches for:
 - Elizabeth Bishop's "The Fish"
 - Theodore Roethke's "My Papa's Waltz"
 - Andrew Marvell's "To His Coy Mistress"
 - Kate Chopin's "The Story of an Hour"
 - Nathaniel Hawthorne's "Young Goodman Brown"
 - Jamaica Kincaid's "Girl"
- *Annotated LitLinks* that offer biographical information on the writers in the anthology and provide students with a starting point for their research
- *LitQuizzes* on the stories, the elements of poetry, and the plays in the book, with a gradebook for instructors
- *LitGloss*, a glossary that offers quick access to hundreds of literary terms
- A PDF version of the Instructor's Manual: *Resources for Teaching The COMPACT BEDFORD INTRODUCTION TO LITERATURE*.

COURSE MANAGEMENT CONTENT A variety of student and instructor resources developed for *The Compact Bedford Introduction to Literature* is ready for use in course management systems such as WebCT and Blackboard. For more information, visit bedfordstmartins.com/cms.

LITERACTIVE CD-ROM This resource is packed with hundreds of images, contextual documents, audio and video clips, and help with research and documentation. In addition to the VirtuaLit tutorials described previously, LiterActive offers:

- A *Multimedia and Documents Library* stocked with hundreds of images, audio and video clips, and contextual documents supporting forty-three authors
- A *Research and Documentation Guide* with advice for students on how to find, evaluate, summarize, interpret, and document sources



LiterActive CD-ROM.

To order this CD-ROM, a \$10 value, packaged free with student copies of the book, use package ISBN-10: 0-312-47818-6; ISBN-13: 978-0-312-47818-6. For more information, visit bedfordstmartins.com/literactive.

I-SERIES CD-ROMS This helpful and imaginative series of tutorials and exercises helps your students work with visual texts, form and support argu-

ments, and research and document their writing through practice with real-life sources. To order an i•series CD-ROM, each a \$10 value, packaged free with the anthology, use the corresponding package ISBN listed below.



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LITERATURE ALOUD, TWO-CD SET ISBN-10: 0-312-43011-6; ISBN-13: 978-0-312-43011-5. These audio recordings feature celebrated writers and actors reading stories, poems, and selected scenes from *The Compact Bedford Introduction to Literature*.

VIDEO AND DVD LIBRARY Selected videos and DVDs of plays and stories included in the text are available from Bedford/St. Martin's video library to qualified adopters.

ACKNOWLEDGMENTS

This book has benefited from the ideas, suggestions, and corrections of scores of careful readers who helped transform various stages of an evolving manuscript into a finished book and into subsequent editions. I remain grateful to those I have thanked in previous prefaces, particularly the late Robert Wallace of Case Western Reserve University. In addition, many instructors who used the seventh edition of *The Compact Bedford Introduction to Literature* responded to a questionnaire for the book. For their valuable comments and advice I am grateful to Judith Allen-Leventhal, College of Southern Maryland; Jean M. Crockett, Cleveland State Community College; Eileen Donovan-Kranz, Boston College; Patrick M. Ellingham, Broward Community College; Dwedor Ford, Clayton State University; Rebecca Gorman, State College of Denver; Erich Hintze, College of Southern Maryland; Mark H. Lechlitter, University of Northern Colorado; Rich Miller, Suffolk University; Candace Nadon, University of Denver; Diana Nystedt, Palo Alto College; Karen Lee Osborne, Columbia College Chicago; Michael Suwak, College of Southern Maryland; and Donna Winchell, Clemson University. I am also grateful to our advisory group of

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I continue to be grateful for what I have learned from teaching my students and for the many student papers I have received over the years that I have used in various forms to serve as good and accessible models of student writing. I am also indebted to Stefanie Wortman for her extensive work on the eighth edition of *Resources for Teaching THE COMPACT BEDFORD INTRODUCTION TO LITERATURE* and for her work on the LitQuizzes available at the book's companion Web site.

At Bedford/St. Martin's, my debts once again require more time to acknowledge than the deadline allows. Charles H. Christensen and Joan E. Feinberg initiated this project and launched it with their intelligence, energy, and sound advice. This book has also benefited from the savvy insights of Denise Wydra and Steve Scipione. Karen Henry, Kathy Retan, Alanya Harter, and Aron Keesbury tirelessly steered earlier editions through rough as well as becalmed moments; their work was as first rate as it was essential. As developmental editor for the eighth edition, Ellen Thibault navigated the book swiftly, smoothly, and (so it seemed) effortlessly to its happy conclusion; her valuable contributions richly remind me of how fortunate I am to be a Bedford/St. Martin's author. Christina Gerogiannis skillfully developed the book's teacher's manual for AP instructors. Stephanie Naudin developed the book's instructor's manual and handled a variety of tasks, including researching and preparing the in-

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