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Literary Criticism in the Age of Artificial Intelligence: English Literature Into question

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Dedication

I am grateful to Allah, who led and assisted me.

Gladly, I dedicate this work:

With every mouthful of experience, I own them—my dear, beloved parents, whose words fail to do them justice. They are in my prayers.

The encouragement from my beloved siblings—sisters and brothers— means the world to me.

Onto my entire family.

For the same reason that I give my best moments to my friends, I also provide this work for them.

In the name of everyone who loves and respects me.

Acknowledgements

I owe enormous gratitude to Allah, who guided me in the right direction and gave me the resilience to accomplish this endeavour. I want to express my utmost thanks to my parents so they can recognise these occasions. May Allah bestow his blessings upon them. I want to express my utmost gratitude to Mrs Hanafi Hind, my supervisor, for her assistance throughout this project.

Abstract:

From feminist and Marxist perspectives, this study investigates the disparity between human beings and artificial intelligence in their interpretation of literary works through Reader Response Theory. The paper discusses the film adaptation of *The Great Gatsby* as a case study, evaluating its treatment of several themes and its depiction of American life in the Jazz Age. The video's filmmaker addresses various topics related to women, social classes, and society, examining them from both a feminist and a Marxist perspective. I employ a descriptive analysis approach to select a portion of the film that mirrors the reader's perspective and understanding of the movie, focusing on issues associated with feminism and Marxism. I then compare this interpretation and analysis with an AI instructor. The conclusion is that while artificial intelligence (AI) can be helpful, it cannot wholly replace human intellect in analysing literary works.

Keywords: Artificial Intelligence, Natural Language process (NLP), Reader Response, Objective and subjective. Edu Writing.

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List of Abbreviations

(AI): Artificial Intelligence

(ML): Machine Learning

(NLP): Natural Language Process

(LDA): Latent Dirichlet Allocation

(CNE): Characters Network Extraction

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1. Topic:

For centuries, humans have employed critical thinking and analysis to understand literature, unlock its meaning, and shed light on society's issues and human behaviour. Literature has served as a canvas for writers to express the truth and a world of creativity, prompting readers to analyse and interpret to glean more profound meaning. Diverse methodologies, close reading, historical and cultural context, and authorial biography have all formed the multifaceted court of literary interpretation.

The 20th century has ushered in a formidable challenger: Artificial Intelligence (AI). AI has revolutionised technology and science and entered the realm of literature and art. Its analytical prowess, powered by algorithms and vast data sets, allows for objective scrutiny of linguistic patterns, statistical relationships, and even the generation of new textual content. This opens doors to uncovering hidden connections, predicting reader responses, and exploring novel literary forms.

However, AI's impact extends beyond analysis. It also challenges human creativity in writing. While AI can mimic styles and produce seemingly creative outputs, true human creativity draws on a lifetime of experiences, emotions, and unique perspectives. It births original ideas and unexpected connections and imbues writing with a distinct voice and style. Although AI can generate text in diverse formats, like in the case of *The Day a Computer Can Write a Story* by AI Higuchi," ultimately, it lacks the depth and originality inherent in human authorship.

2. Significance of the study:

This study seeks to be an academic source and a portrait, meticulously examining and evaluating the creative and analytical differences between the human brain and the algorithm. It delves into the influence and potential conflict between these two entities within the literary sphere. By analysing their strengths and limitations, we can pave the way for a future of enriched literary analysis that leverages the unique capabilities of both machines and minds.

3. Motivation for this Study:

This study stems from a deep concern for the future of literary criticism in an AI-dominated world. It seeks to understand the potential pitfalls and opportunities arising from this technological incursion, exploring how human and AI criticism can co-exist, complement, and even enrich each other. This is not a battle for dominance but rather a quest for a new critical

paradigm that harnesses the strengths of humans and machines to unlock new avenues for literary interpretation and understanding.

4. Aim of the study:

This study aims to explore the history and theories of literature criticism and to study the difference between human abilities and algorithms in literature and criticism.

The study's primary goal is to use textual and expert information to discuss how AI can improve literary analysis without sacrificing the specialness of human analysis and to create rules for using AI to analyse literature fairly and respectfully. This means setting guidelines for how AI should be used in literary analysis so that it is fair, transparent, and respects human interpretation. Also, it attempts to explore the feminist and Marxist reading of Baz Luhrmann's movie *The Great Gatsby* by illustrating its themes in a comparative study between AI and human interpretation.

5. Problematic:

Addressing problematic aspects surrounding AI and its impact on literature is crucial. In her work *"Literature and the Rise of Artificial Intelligence"* (2023), Moira Redmond warns of AI's profound challenge to humanities disciplines like English literature, with concerns about authorship and originality blurring as algorithms become more sophisticated.

6. Research Questions:

Despite the potential threat, others remain sceptical of AI's ability to replace the human brain in literary criticism. This study aims to answer the following research question:
1. Could AI, with its unique analytical capabilities and vast data-driven insights, challenge and potentially redefine the very works we consider central to the English literary landscape?
2. Could AI be considered a helpful tool for human interpretation?

7. Hypotheses:

In this study, we hypothesise that:

While AI-powered literary analysis can offer unprecedented objective insights and open up new perspectives, the loss of intrinsic human subjectivity poses a threat to the richness and empathy essential to comprehending the complete depth and resonance of literature

8. Research Methodology:

This research utilises a qualitative methodology, specifically a descriptive-analytical study, to examine the Baz Luhrmann movie version of *The Great Gatsby*. We will analyse from a feminist and Marxist perspective, a commonly used strategy in studying this type of material, and contrast it with AI analysis. This study wants to use information from texts, numbers, and experts to discuss how AI can improve literary analysis without diminishing human analysis's specialness.

9. The dissertation's structure:

The dissertation will consist of two chapters. The first chapter covers the theoretical background, providing an overview of artificial intelligence, its characteristics, the literature in the field, and how AI interacts with popular theories such as feminist and Marxist theories, as well as the reader-respond theory. This chapter compares the AI and human interpretations of Baz Luhrmann's film, *The Great Gatsby*. The chapter analyses *The Great Gatsby's* corpus, geometric techniques, and a definition of the citations used to interpret the movie and its data analysis. It Will conclude with a Marxist and feminist interpretation.

CHAPTER ONE

AI Interaction with Literature

Content

1. Introduction:

The first chapter aims to provide a brief overview of AI definitions, features, concepts…etc. In addition, it sheds light on AI engagements within human interpretation and literary theories.

2. Background: An Overview

Throughout history, individuals have interpreted literary works based on their personal experiences, historical context, emotions, idiomatic expressions, individual points of view, etc.… This led to multiple interpretations of a single literary work as each reader interacted with the text in a dynamic dance and had a specific relationship with it. This resulted in a diverse range of interactions within the realm of literature.

The reader used different theories to interpret a literary work. Each reader used the theory to analyse a text uniquely, using the literary theory that reflected his belief and served its purpose.

Women, for example, use Feminist theory to promote equality and justice for women's rights, which explains why they most frequently apply it. This is because the theory reflects their beliefs, allowing them to communicate their experiences and suffering within the patriarchal system. People with low incomes, who seek to define their lives and seek a better life, primarily use Marxist theory, which criticises capitalism and the class system in society.

Literature is rich and contains millions of interpretations that seek to reflect and mirror the world's reality. Human perspectives and points of view shape these interpretations, employing a variety of literary theories.

However, with the emergence of Artificial Intelligence (AI), humans have become less prominent in the literary world. AI has gained recognition for analysing and interpreting literary works. This is particularly true for those utilising more objective, time-saving, and efficient services. This type of tool presents a significant challenge to the human brain. The interplay between literary art and AI is captivating.

Characterised by a dynamic interplay between exploration and scepticism. Despite its recent significant involvement in literary analysis, AI's origins deeply connect to the early attempts to understand human cognition and ingenuity. Throughout history

2.1. Inception of Computational Analysis:

In the 17th century, the German philosopher Gottfried Leibniz, in his book *Philosophical Writings*, introduced the concept of "characteristic universalis." It is a symbolic system that could represent all the knowledge and facilities machines provide. This concept leads to future developments in the commercial field of artificial intelligence. Leibniz asserts, "A method will emerge that resolves controversies without causing strife among the disputants, akin to a calculation" (p. 47).

2.2. The Emergence of Artificial Intelligence and the Pursuit of Literary Comprehension:

Advancements in machine learning and Natural Language Processing (NLP) over the late 20th century facilitated the development of artificial intelligence (AI) technologies tailored for literary analysis. The initial endeavours were mainly directed towards attributing authorship (Holmes, 2000) and examining stylistic elements (Mosteller & Wallace, 1964). Holmes (2000, p. 1) observed that "these tools showcased the capacity of AI to handle and examine extensive literary data. Computers can now be used to perform a wide range of tasks in literary and linguistic scholarship...including the analysis of large bodies of text. "

2.3. The Dawn of Collaboration in the 21st Century:

AI has moved forward in literature and has been helpful, especially since the invention of artificial intelligence in the 21st century. AI offers valuable tools that create opportunities and challenge what humans want as they interact with the world of books. One of AI's most precise applications is the analysis of emotional arcs in narratives using techniques such as sentimental analysis.

> "An important part of our information-gathering behaviour has always been to find out what other people think. With the growing availability and popularity of opinion-rich resources such as online review sites and personal blogs, new opportunities and challenges arise as people now can and do actively use information technologies to seek out and understand the opinions of others."
>
> (Pang & Lee, 2008).

Topic modelling can assist in identifying thematic clusters across multiple works.

"We describe Latent Dirichlet Allocation (LDA), a generative probabilistic model for collections of discrete data such as text corpora. In LDA, a three-level hierarchical Bayesian model, each collection item is modelled as a finite mixture over an underlying set of topics. We model each topic as an infinite mixture of underlying topic probabilities. In text modelling, the topic probabilities explicitly represent a document."

(Blei, Ng, & Jordan, 2003).

LDA enables us to discover hidden structures and relationships within large text data sets, making it a fundamental tool for natural language processing and information retrieval. However, AI algorithms can analyse topics, patterns, and sketches, allowing readers to concentrate on more significant tasks, save time, and organise their ideas for a clearer understanding. Computers aid writers by enabling them to focus on more intriguing aspects of storytelling. They also facilitate more in-depth literary research.

As Margaret Atwood, author of The *Handmaid's Tale*, notes, AI helps researchers uncover more profound and sophisticated interpretations of existing works.

"The computer can do a lot of the boring work. It can keep track of all the characters, where they are, what they are doing, etc.…; it can free the writer to focus on the more interesting aspects of the story."

(Atwood).

According to Franco Moretti, a well-known literary theorist, *"distant reading with computers"* reveals insights that" traditional, close readings of individual texts may miss" (Moretti 3). AI can identify patterns humans might overlook, providing a more profound comprehension of literary trends and history. Despite advancements in artificial intelligence (AI), it still faces significant challenges in literary interpretation. Critics argue that AI struggles to grasp the intricacies of symbolism, cultural meanings, and human experiences essential for a comprehensive understanding of literature. As noted by McGinn, "The danger is that AI will become a black box that produces seemingly authoritative pronouncements about literature without ever understanding it" (2019, 12). There is a concern that AI may turn into a tool that merely generates seemingly credible statements about literature without genuinely understanding its underlying complexities.

3. Artificial Intelligence: An Instrument for the Exploration of Literature:

The emergence of artificial intelligence in the literary world has shaped the literary landscape and challenged human creativity, artistic intelligence, and human interpretation within the literary world. It has witnessed an exciting convergence, especially within artificial intelligence. AI is offering powerful tools for the researchers, interpreters, readers, and writers of the written world, revolutionising the way we create, analyse, and interact with the written word. As Gareth James, Daniela Witten, Trevor Hastie, and Robert Tibshirani explain in their seminal work, *"An Introduction to Statistical Learning with Applications in R"*,

> *"*Machine Learning involves training algorithms on vast datasets to uncover patterns and make predictions without explicit programming. Within the literature, this translates to algorithms ingesting mountains of textual data— books, poems, and critical essays—and learning to identify trends in language use, stylistic preferences, and thematic structures.*"*

(1).

This explains how to use machine learning and guides readers through various textual data activities, including essays, poems, research, dissertations, books, articles, and critical essays. This allows the author to analyse many literary works, identify patterns, and make predictions without explicit programming.

Machine learning can be employed to:

3.1. Determine thematic clusters:

Artificial intelligence puts works with a similar topic into groups, and by examining the co-occurrence of the words and phrases, artistic intelligence can identify and categorise the works that share the same thematic elements. AI algorithms can group works that explore similar themes by examining the "Simultaneous presence of words and phrases, regardless of the diverse styles or narratives used to express those themes" (Moretti 56). Researchers often use this method to find trends and patterns in different types of writing or over various periods. In his book *"Distant Reading"* (2013), Franco Moretti also talks about how important AI is and says that it helps us "see things that we cannot see when we read individual texts closely" (3). AI, in particular, looks for patterns across different types of writing and periods because it can

analyse much text and find specific words and phrases that are used. It can also tell when certain words were first used—Montgomery and Baldwin's study. As Montgomery and Baldwin discuss in their research, *"Towards Genre-Agnostic Sentiment Analysis"* (2017), *"AI enables researchers to trace the evolution of themes, styles, and literary movements over time"* (7).

3.2. Genre Classification:

Artificial Intelligence trained her algorithm to identify and track trends in various literary genres, including poetry, drama, novels, essays, and more. The algorithm achieved this by gathering each piece of diverse literary work by its textual dates and categorising them based on gender. This allowed the machine language to analyse and examine the stylistic fingerprints of these headers in literature to identify their features, such as patterns in text, word choice, and metre. If an algorithm is based on Shakespearian plays, it would recognise statistical patterns like the plays, monologues, blank verses, and dramatic monologues, allowing it to classify new plays based on these characteristics accurately.

> "The burgeoning field of artificial intelligence is transforming the landscape of literature, offering researchers and writers powerful new tools. Machine learning algorithms, trained on vast datasets of literary works, are adept at identifying patterns and trends that might elude even the most discerning human reader. By analysing the co-occurrence of words and phrases, AI can categorise texts based on shared themes, allowing scholars to trace the evolution of ideas across genres and historical periods."

(Montgomery & Baldwin, 2017).

3.3. Authorship prediction:

Over the years, researchers, readers, and academics have faced numerous challenges from both readers and scholars, including unattributed works, disputed authorship, and the persistent threat of plagiarism. This has led to severe issues in the writing world, such as a lack of originality and creativity, and it has affected some students' writing styles and critical thinking. Fortunately, artificial intelligence has addressed this issue by utilising machine learning in the field of literature. This process involves analysing a large volume of textual data and identifying each author's literary creations. Machine learning developed plagiarism using the features and fingerprints of each author by recognising and examining his writing style, distinct word

selection, and sentence construction. After training, the algorithm becomes like a literary detective. When given a mystery text, it examines its writing style and compares it to the unique style profiles of authors in its database. Like matching fingerprints, the algorithm identifies the closest style match, suggesting a possible author for the unknown text.

"The rise of artificial intelligence presents both exciting possibilities and significant challenges for the field of literature. Machine learning algorithms, trained on vast troves of textual data, are revolutionising how we analyse and interpret written works. By identifying stylistic patterns and thematic fingerprints, these algorithms hold immense potential for authorship prediction. Imagine being able to definitively attribute anonymous works to their rightful creators, solving longstanding literary mysteries and uncovering hidden gems from the past. However, the ethical considerations surrounding AI-generated content cannot be ignored. The ability to mimic human creativity superficially does not equate to a genuine understanding of the human experience. AI should serve as a tool to augment human creativity, not replace it. Ultimately, the future of literature lies in a collaborative dance between AI's power and the human mind's irreplaceable ingenuity."

(Murray, 2024).

Murray highlights in her quote the critical role AI plays in protecting originality and the writer's rights.

4. Natural Language Processing: Deciphering the Linguistic Patterns in Literary Texts

Artificial intelligence (AI) is a professional domain that includes natural language processing (NLP). This field focuses on the fascinating aspects of computers, including their understanding, comprehension, and manipulation of human language.

"The burgeoning field of Natural Language Processing (NLP) offers a powerful lens through which we can examine the intricacies of literary texts. By analysing the intricate tapestry of language – word choice, syntax, and thematic structures – NLP algorithms can unveil patterns and connections that might elude even the most discerning human reader. Imagine tracing the evolution of a particular motif across centuries of literature or identifying subtle stylistic variations within

an author's corpus. This newfound ability to delve into the linguistic fabric of literature opens doors for ground-breaking discoveries. However, it is crucial to remember that NLP is a tool; like any tool, it has limitations. The nuances of human language, the subtle interplay of emotions and meanings, can sometimes be lost in the cold logic of algorithms. NLP should be used to complement and enrich human analysis, not replace it. The true magic lies in the synergy between human intuition and the computational power of NLP. This collaborative approach promises to unlock a deeper understanding and appreciation of the rich tapestry of human language woven into the fabric of literature."

(Bender, 2023).

Applying natural language processing (NLP) techniques enables the analysis of semantic meaning in words, sentiment identification, and comprehension of sentence and paragraph structure.

4.1. Conducting Sentiment Analysis:

Natural language processing (NLP) tools can identify emotions, recognise a character or a writer's feelings, and categorise them as positive, negative, or neutral by examining and understanding text patterns.

"Natural Language Processing (NLP) offers a fascinating toolbox for literary analysis, and sentiment analysis, a branch of NLP, unlocks a new dimension in our understanding of literature. By delving into the emotional core of a text – the spectrum of joy, sorrow, anger, and other emotions woven into the narrative – sentiment analysis algorithms can shed light on authorial intent, character development, and the overall emotional arc of a story. Imagine quantifying the emotional shifts within a character across a novel or mapping the emotional landscape of an entire literary movement. This newfound ability to chart the emotional terrain of literature opens exciting avenues for research. However, it is important to acknowledge the limitations of sentiment analysis. Language is nuanced, and algorithms can sometimes misinterpret the subtleties of human emotion. Furthermore, the cultural and historical context in which a text is written can influence the expression of emotions. Sentiment analysis should be used to inform our interpretations, not dictate them. The true power lies in

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combining the analytical prowess of NLP with the critical lens of human literary analysis. This collaborative approach promises to enrich our understanding of how authors evoke emotions, manipulate reader response, and explore the complexities of the human experience within literature."

(Pang, 2022).

Pang recognised the potential of sentimental analysis in identifying human emotions and character developments within a text. Still, it also highlighted the limitation of technology in interacting dynamically with the text and emphasised the importance of human interpretation.

4.2. Character Network Extraction:

In literature, understanding the meaning of the work and the writer's interest in creating it is crucial to understanding the character's intersections and relationships with one another. To do so, natural language processing had to make another application that helped map relationships between characters. Character network extraction (CNE) is a fascinating application of natural language processing (NLP) within literature to comprehend the story's dynamics. It delves into the interaction web of the relationship between characters that binds them to the narrative. (CNE) is an application that analyses the connections between characters and pinpoints their romantic, friendship-based, or rivalry-driven relationships. The CNE designed this map to provide a more vivid visual depiction of the relationships propelling the narrative forward.

"Character Network Extraction, leveraging NLP, unveils the intricate web of relationships that bind characters, offering a fresh lens for analysing narrative structure and character development."

(Smith, 2024).

5. Ethical Concerns in AI: Navigating Bias in the Literary Landscape:

The bourgeois field of artificial intelligence has expanded the realm of literary critics and revolutionised our interactions with them, resulting in the development of a revolutionary tool capable of analysing, examining, and interpreting literary works. Additionally, it can comprehend human language, including its relationships, symbolism, and idioms. However, it can also save researchers time by providing a better perspective and ideas for interpreting or

criticising literary works. However, this exciting marriage of technology and literature is not without its ethical concerns. As Cathy O'Neil warns in her *seminal work Weapons of Math Destruction* (2016), "Algorithms are not magic. They are a reflection of the choices we make and the data we use to train them" (170).

5.1. The Influence of Data Bias on Literature:

Artificial Intelligence creates each tool for interpreting and analysing the literary realm, just as humans do. Artificial Intelligence is closer to the human brain, as AI represents human thinking. Humans create AI by producing algorithms based on their personal beliefs. This led to the issue that Artificial Intelligence has not only the potential to offer powerful tools for uncovering patterns and trends within vast datasets of text, but its effectiveness hinges on one crucial factor: data. *In his Exploration of AI and Bias*, Pedro Garcia observes*, "*Data is not neutral; it reflects the biases of the systems that produce it" (2023, 42). That led to the idea that AI could sometimes be subjective rather than objective in interpreting literary works, which happened only in two cases.

When algorithms use limited datasets, they skew or bias them, leading to misinterpretations of literary works, marginalisation of specific genres, authors, or perspectives, and disruption of existing blind spots in the literary landscape. For example, suppose an AI model is trained on a dataset primarily of works by white male authors. In that case, it might struggle to analyse works by female or minority writers accurately. This could perpetuate existing biases in the literary canon and limit the diversity of voices AI can understand. As a scholar in artificial intelligence, Kate Crawford warns, "AI systems can become self-fulfilling prophecies, replicating and amplifying the biases present in the data used to train them" (Crawford, 2016, p. 14). On the other hand, the algorithm design can also hinder literary discovery, as the very design of the algorithm can introduce bias. Choices made during development might favour particular stylistic features or thematic concerns, marginalising works that do not conform to these expectations.

However, by recognising and comforting data bias, the average AI potential efficiency will be high and safe in the literary landscape. AI can become a transformative tool for exploring, analysing, and interpreting the literary world.

5.2. The Human Touch: Safeguarding Interpretation from Algorithmic Bias

As explored previously, the limitation of data bias can perturb and marginalise diverse voices and misrepresent literary trends, leading to the comprehension that the human touch is still essential in the literary world.

While AI can analyse and identify patterns in a text and process a vast amount of textual data, it is essential to note that AI cannot completely understand the human experience, which is central to literary interpretation. As argued by John Sutherland in *The Lives of the Novelists* (2001), "Literature, after all, is not a branch of mathematics, and the response to it is not a matter of algorithms" (10). The human capacity for empathy, critical thinking abilities, and historical context offers a vital counterpoint to the potential biases of AI. As Emily M. Bender and Timnit Gebru emphasise in their influential work, *"On the Dangers of Stochastic Parrots: Can Language Models Be Too Big?"* (2021), "large language models are particularly susceptible to reflecting and amplifying societal biases" (1).

Nerveless, the human safeguards interpretation from algorithm bias by grasping the subtitles nuanced or understood and finding the literary gaps when treating and interpreting a scholarly work, which the AI algorithm may struggle to comprehend because literature is not merely about words on a page but rather an interplay of emotions, symbols, meaning, etc. Second, algorithms identify patterns in the text, whereas human analysis entails critiquing and asking insightful questions within the text. This creativity led to going beyond the pre-programing of the AI algorithm, exploring known interpretations, or discovering literary gaps. Finally, the human lens brings diversity and tapestries of human perspectives and points of view that lead to a multi-interpretation within the scholarly realm.

6. The Role of Artificial Intelligence in the Literary Lens: Exploring Opportunities and Overcoming Constraints:

Artificial intelligence (AI) has ignited a perfect debate about its potential effect, impact, and improvement in the literary realm; therefore, artificial intelligence cannot replace or defeat the human touch in interpreting literary works.

Artificial intelligence (AI) has significantly enhanced the literary landscape by analysing and identifying the stylistic analysis of literary works, providing valuable information and knowledge that can enhance and organise human ideas and save time. Additionally, AI helps

ensure and improve authorship attribution, and that is by resolving authorship disputes using AI algorithms trained on vast amounts of textual data, which leads to uncovering literary treasures. As Ryan Heß (2021) *in Machine Learning for Authorship Attribution* states:

> "Authorship attribution is a complex task that requires a deep understanding of language and literary style. However, machine learning algorithms have shown promising results in recent years and are becoming increasingly sophisticated."

> (12).

Despite AI's potential advances, it suffers from some limitations in understanding the human language and interrater dynamically within the text meaning, highlighting the importance of human analysis and interpretations within the literary realm. As Lev Manovich (2013) states in *Cultural Analytics, Digital Media and Learning*, "AI remains fundamentally a statistical machine and struggles to capture the richness and messiness of human language use." (42). Conversely, these benefits underscore the potential for future advancements in artificial intelligence. Johanna Drucker, a scholar in the digital humanities, emphasises the importance of human-computer collaboration. "A collaborative partnership between human and machine intelligence, leveraging their strengths to create new forms of literary analysis and discovery, is the ideal future." (Drucker, 2014).

7. The Difference Between AI and Human Interpretation:

Artificial intelligence can only assist in analysing and examining a literary work as a stylistic tool, not an interpreter. According to Aaron Kunin, a poet and professor of English at Pomona College, in his essay *"A Cloud, a Radiant Nimbus,"*

> "AI cannot interpret literature because interpretation is not a mathematical problem—it is a human problem. To explain a work of literature is to connect with the emotions and experiences of other human beings, which is something that even the most sophisticated AI cannot do."

> (Kunin).

Kunin underscores the significance of human emotions, experiences, and the written context in this quote. All these aspects are difficult to understand with a purely mathematical approach based on or lie in analysing data and solving problems logically.

AI can imitate human language and generate responses similar to human interpretation based on contextual data. Still, it cannot completely understand the meaning of a literary work because AI cannot truly appreciate the richness and depth of literature due to its limitations in understanding human experience. Rahul Kumar delivered a lecture at *the Symposium on Human-AI Interaction,* Carnegie Mellon University, February 14, 2024.

> "While AI can mimic human interpretation to a certain extent, it cannot authentically engage with the complexities of context, emotion, and cultural significance that humans bring to the table."

> (Kumar).

However, in highlighting the key differences between human and AI interpretation, it is essential to delve into the complexity of human understanding. Sarah Brown, in her article *"Navigating Complexity: The Art of Human Interpretation"*2023, argues that:

> "The complexity of human interpretation stems from its ability to integrate diverse perspectives, empathise with different viewpoints, and critically engage with the world around us."

> (Brown 34).

Sarah Brown argues that humans are rich in complexity because they draw on various perspectives, understand and share emotions, and engage with information we counter.

7.1. The Art of Literary Interpretation:

The art of literary interpretation refers to the capacity and ability to skilfully understand and uncover the deeper meaning of a literary work. Interpretation is not a deconstruction of literature that facility the comprehension of the plot, summary, character, themes…etc. Instead, interpretation is the art of getting involved or delving into the complexity of language, symbols, ambiguity, imagery…. etc. Interpretation refers to reading between the lines and understanding the nuanced meaning and gap within the text. Maria Garcia argues that interpretation in literary

analysis is "the art of delving beneath the surface of a text to uncover its hidden depths, revealing the richness of its language, symbolism, and imagery" (45). Interpretation is a rewarding process that allows and helps us appreciate a literary work's full potential.

7.1.1. The Human Interpretation:

Artificial intelligence cannot replace the unique human touch in examining and interpreting literature. In the Journal of Literature Studies 25.1 (2023), John Smith argues in his article *The Role of Human Interpretation in Literary Analysis*" that human interpretation in literary analysis "is a dynamic engagement with the text, blending intellect, intuition, and imagination to unveil its layers of meaning and significance" (Smith 78). Smith asserts that literary work analysis employs human interpretation as a potent tool. Additionally, Smith highlights in his quote the various aspects of human cognition involved in interpretation.

First, intellect refers to the logical, analytical, and critical thinking humans use to understand the text's language, structure, and historical context. Second, intuition refers to the human subconscious understanding that can guide interpretation beyond purely logical analysis. Finally, the imagination enables the reader to enter the text's world, visualise the scenes, and connect with the characters' emotions.

Humans are known for their complex interpretations, influenced by emotions, historical context, and cultural background. This has led to a variety of interpretations and points of view. David Lee presented his seminar on *cultural complexity and interpretation* at the University of Chicago on November 8, 2023.

> "From the lens of cultural studies, human interpretation emerges as a site of contestation, negotiation, and hybridity, showcasing the intricate interplay of cultural influences and personal identities."

> (Lee)

7.1.2.AI Interpretation:

Artificial Intelligence, or AI interpretation, relies solely on textual analysis and pattern recognition, but it struggles to understand the literary gap or the nuanced meaning within a literary work. In Jane Doe's article *"Exploring AI Interpretation: Algorithms and Insights"*

(Journal of Artificial Intelligence Research 15.3 (2023): 112-128), she defines it as "the algorithmic processing of textual data, aimed at extracting patterns and insights with computational precision" (Doe 112).

7.2. Originality in Interpreting:

Interpretation refers to more than just a deeper understanding of a literary work; it also refers to the originality of thoughts, ideas, emotions, and interconnections within a text, among other things. There is another crucial difference between AI and human interpretations to reinforce creativity and critical thinking. When a human interprets a text based on their feelings, thoughts, and point of view, AI attempts to mimic the text by relying on its textual data based on research, author, reader, point of view, etc. That leads to a lack of originality. In his article *"The Art of Interpretation: Balancing Originality and Tradition"*, published in the Journal of Literary Studies 32.1 (2024): 101-118, Michael Jones argues that a successful interpretation requires a balance between originality and established knowledge. He suggests, " A successful interpretation requires both originality of thought and a strong foundation in the established expertise and critical theories relevant to the text" (Jones 101).

8. AI and Literary Theory :

Artificial Intelligence and literary theory are two distinctive approaches. While Artificial Intelligence (AI) aims to analyse various patterns and structures within a text, relying on textual data and the text itself, A theory provides a method for understanding the literary relationship between a literary piece's narrative and the individual's encounter with it. Theory guides readers, helping them navigate the intricacies of literary works and reveal profound layers of significance. However, the inherent elegance of language and the profound symbolic significance of words pose challenges to a strictly objective examination. Terry Eagleton emphasises that "literature is not simply there to be read; it is there to be argued with" (Eagleton 9). The core aspect of the literary experience lies in the subjective engagement with the text, which involves the dynamic interaction between the reader and the writer

8.1. Definition of Literary Theory:

Literary theory is a collection of analytical frameworks and a style of literary analysis that helps the reader interpret and critique a literary work. Literary theory reflects the thought and does not provide a singular, conclusive interpretation; instead, it enables readers to examine the intricacies of a text from various perspectives.

8.2. Prominent Literary Theories and Their Core Principles:

Literary theory provides diverse perspectives and points of view with the literary work; it seeks to interact actively between the reader and the text. As the reader responds, theory emphasises the reader's role in constructing meaning. Specifically, literary theory thrives on uncovering a text's ambiguity and hidden meaning. This ranges from the study of Marxist power dynamics to the exploration of feminist gender roles. However, humans utilise these theories to aid in interpreting literary works, but AI presents a distinct challenge, as it can potentially misinterpret and disrupt these theories.

8.2.1. The Reader Respond Theory:

The Reader Response theory emphasises the active reader's role in constructing meaning. Based on his personal experience and interaction with the literary text.

8.2.1.1. An Overview:

The Reader Response theory emerged in the 1960s as a reaction to several critical approaches, such as formalism and new criticism, focusing on the author's intentions and the text itself. This theory posits that the reader's thoughts, ideas, etc., are crucial in shaping the literary realm. The reader response theory creates a unique relationship in which the reader and the text interact dynamically and dance with their interpretations. The central idea of the reader response theory is that each reader interprets a literary text from a different perspective based on their point of view, experience, values… etc. The theory states that a text's meaning is subjective and reliant on the reader's reaction and interpretation rather than fixed and objective. Stanley Fish, a leading figure in reading response theory, emphasises the importance of subjectivity in his book *"Is There a Text in This Class?"* as he states in his famous quote, "There are no texts, only readers" (303). Fish questioned the notion of an objective or fixed meaning.

8.2.1.2. Different Kinds of Readers in Literary Theory:

The reader response theory is based on the reader's active role. However, each individual or reader interacts with and interprets the text differently. This results in the existence of diverse types of readers.

Firstly, some individuals approach a text without knowledge, context, or background and rely only on personal experience. We refer to this type of reader as the naive reader. As the

literary scholar Susan Suleiman states, "The naive reader is a useful construct for reminding us of the importance of attending to the surface level of the text—how it speaks to us directly, without recourse to specialised knowledge." (Suleiman)

Secondly, the ideal reader is the one who has the knowledge, background, and skills to understand a text according to its author's meaning entirely. Wolfgang Iser, a prominent figure in Reader-Response Theory, argues that "the text itself pre-structures the reading process by anticipating a 'model reader' who is capable of actualising its potential meanings" (Iser 38).

Thirdly, the experimental red is the red who possesses a strong understanding of literature and can analyse it using different theories. "The experienced reader brings to the text a set of expectations and a repertoire of interpretive strategies... that shape their understanding of the text." (Tompkins).

The culturally informed reader is the one who focuses on the cultural and historical background within a literary text. "Cultural studies asks us to read not just the words on the page but also the world those words inhabit—how the text reflects or critiques the society that produced it." (Lawrence Grossberg)

Finally, there is the activist and performance reading. The activist reader approaches the text with a specific ideological or political agenda. "The activist reader looks for ways in which the text reinforces or challenges existing power structures and how it might contribute to social change." According to Terry Eagleton, the reader acts as a performer. This perspective views reading as a performance in which the reader actively creates meaning. "The reader, as a performer, is not a passive recipient of meaning but an active participant in its construction. Each reading becomes a unique event." (Fish)

8.2.2. Core Tenets of Reader-Response Theory:

The reader-response theory, which emerged in the mid-20th century, emphasises the reader's role in constructing meaning in a text. It challenges the traditional emphasis on the author's intent and the text as a fixed object with a single interpretation. Here are some fundamental tenets:

Louise Rosenblatt supports the "reader's transaction" with the text. Rosenblatt stresses that the reader, the text, and the environment constantly interact with each other and that the

reader directly impacts meaning. Only the reader's active participation in the text creates the sense of a literary work (Rosenblatt 78).

Wolfgang Iser's work centres on the "implied reader," or the imaginary audience that the author intends to influence through narrative devices and omissions. "The text does not produce meaning tout court, but rather meaning potential" (Iser, 1978).

Stanley Fish discussed the reader's "horizon of interpretation" and the "interpretive community." The reader's cultural and social background affects how they read a book. «It is not the intention of the author but the horizon of the reader that determines the meaning of a text." (Fish, 1980)

Holland investigates how readers read and feel. He suggests that readers project their anxieties and desires onto the characters to create interpretations. " The reader's response to literature is . . . shaped by his or her unique personality." (Holland 1975)

Hans Robert Jauss argues that the reader's own historical and cultural background shapes their expectations about what a text means. "The meaning of a text... results from the interplay between the text and the reader's horizon of expectation" (Gauss, 1982).

8.2.3. Compare and contrast AI and reader-response theory:

When comparing reader response theory and AI, one should remark that these two approaches are entirely distinctive and contrasted with each other's. Reader response theory relies entirely on the reader's experience and interaction within a text, considering the reader's experience, emotions, affections, etc. This leads to various meaning constructions and interpretations of the text, as humans are more subjective in understanding and analysing texts. According to Louise Rosenblatt, "the reader brings to the reading experience a particular set or sets... that interact with the text to produce a reading." (4)

On the other hand, AI focuses on the text itself and interprets text by employing more sophisticated approaches to meaning through algorithmic analysis. Training AI systems on vast amounts of data enable them to recognise patterns and relationships within texts. However, this analysis often focuses on surface-level features, like word frequency and syntax. While AI can be adept at summarising content or identifying themes, it cannot replicate a human reader's rich,

subjective experience. While AI can be incredibly proficient at tasks like language translation or sentiment analysis, it cannot currently replicate the human reading experience.

8.2.3.1. Objectivity vs. Subjectivity:

Both reader response theory and AI use different tools and ways to analyse a literary text. There is an exciting convergence between AI and reader-response theory. We draw the battle lines between objectivity and subjectivity. Reader-response theory firmly plants its flag in the subjective camp, while AI aspires to a more objective approach.

Reader Response theory is the champion of subjectivity, as the theory interprets the literary text through the lens of various kinds of readers. As Fish asserts, readers bring their world to the text. Each reader constructs meaning according to their values and beliefs, leading to a rich literary interpretation tapestry. On the other hand, AI analyses the scholarly text, yearning for and thriving on objectivity. It concentrates solely on the text itself. Emily Grace, in her article "*The Limits and Possibilities of Artificial Intelligence in Literary Interpretation*", argues:

> "While AI excels at pattern recognition, information retrieval, and rapid computation, it lacks the embodied experience, cultural understanding, and emotional intelligence that shapes human interpretation. Literature, for instance, thrives on ambiguity, irony, and the nuances of human emotion. AI systems, trained on massive datasets, might be able to identify recurring themes or stylistic elements. Still, they struggle to grasp the subjective experiences and cultural contexts that inform these literary devices. On the other hand, human readers bring their unique backgrounds, emotions, and biases to the table, enriching their interpretations with a depth of understanding that AI currently cannot replicate. However, human subjectivity can also lead to misreadings or misinterpretations influenced by personal experiences or cultural blind spots. Ideally, the future of interpretation may lie in a synergy between human and artificial intelligence. AI can analyse vast amounts of data and identify patterns humans might miss. In contrast, human readers can use critical thinking, emotional intelligence, and cultural understanding to create rich and nuanced interpretations. "

8.2.3.2. Differences Between AI and Reader Response Theory in Creativity:

Creativity in text interpretation is a complex concept. According to reader-response theory, creativity is the capacity of the reader to use language, fostering a subjective understanding through their unique experiences and emotions. AI, on the other hand, cannot be creative. It can struggle to grasp the nuances of human experience and emotion, which often fuel creative interpretations in reader-response theory. Ken Robinson, in his book *The Element: How Finding Your Passion Changes Everything Penguin* (2009), states that "There is a creative spirit in human nature that is fundamental."(Robinson).

8.2.3.3. AI and Reader Respond Theory in the Field of Emotional Intelligence:

Emotional intelligence is an essential aspect of literature, although AI and the reader-response concept express different points of view on this aspect. From a theoretical viewpoint, reader response underscores readers' emotional take on reading, the emotional being a social force moulding how individuals construe a particular text: "Readers bring their emotional dispositions to the text, and these dispositions...shape their interpretations" (Ortner 152). However, the form of the AI seems unable to establish the complex nature of the emotion, the steering of characters' actions, the plotline movement, and the final artistry spirit. Some widely known concepts of emotional intelligence, particularly empathy, have this limitation when using AI. The AI may pinpoint phrases that suggest one is melancholy. Still, it cannot understand the emotional envelope of a line, making it impossible to appreciate the extent to which a read is profoundly connotative.

8.2.4. Marxism Theory:

It is a critique of capitalisation and social structure.

8.2.4.1. An Overview:

During the late 18th and early 19th centuries, Europe had a significant industrial revolution that profoundly affected the economy. The establishment of production and factories resulted in an expansion of the emerging working class. Nevertheless, this expansion came at a

cost, resulting in the emergence of a new proletariat—the labouring class—who endured arduous circumstances in exchange for minimal remuneration. Karl Marx noted that "the bourgeoisie has deprived every previously respected occupation of its esteemed status" (Marx and Engels 70). The traditional social hierarchies disintegrated, giving way to an apparent dichotomy between the capitalist elite, who possessed the resources for production, and the proletariat, the labouring class engaged in industrial activities who exchanged their services for salaries. The feeling of disconnection and exploitation intensified due to increasing dissatisfaction and societal turmoil. During that period, the prevailing social Darwinism rationalised the capitalist system as an inherent hierarchy in which the most adaptable individuals flourished. Nevertheless, intellectuals such as Marx and Engels questioned this concept. They argued that the conflict between social classes, rather than the simple survival of the strongest, was the driving force behind historical developments. Marx argued that "the fundamental inconsistencies inside capitalism will eventually result in its collapse and the emergence of a society without social classes, known as socialism" (Marx and Engels 47). Karl Marx viewed the industrial revolution as exploitative, oppressing the working class. In 1848, Marx and Engels wrote the *Communist Manifesto,* outlining Marxism's principles, class conflict, proletarian uprisings, and a world without social classes. The manifesto emphasised the proletariat's influence and potential for societal change. While recognising economic patterns, AI struggles to understand power dynamics and Marxist ideology.

8.2.4.2. Core Tenets:

Marxism is a socio-economic and political philosophy that presents a critical perspective on capitalism. It is based on fundamental principles that analyse social relationships, economics, and history.

The Marxist worldview's central tenet is society's inherent fragmentation into classes with conflicting interests. The primary differentiation occurs in categorising the bourgeoisie, which denotes the capitalist class, and the proletariat, which represents the working class. The bourgeoisie benefits from the proletariat's labour and has the means of production, including factories, machinery, and other resources. "The history of all surviving societies is the history of class struggles" (Marx and Engels). This famous opening line from The *Communist Manifesto* encapsulates the centrality of class conflict in Marx's history analysis. This quotation underscores the fundamental significance of class conflict in influencing the course of human history. Marx espoused the notion that, throughout history, diverse ruling classes have

consistently exploited subordinate social strata. By the capitalist system, capitalists exploit the labour of the working class.

Marx posited that the capitalist system possesses an inherent tendency to exploit the proletariat. Workers generate a more significant amount of value from their labour than they receive in wages. The capitalists extract this surplus value, resulting in the concentration of wealth among the upper echelons of society and the impoverishment of the labouring class, "Let us now analyse, more closely, the process of capitalist production to lay bare the mystery of the production of profit and the conversion of money into more money" (Marx, Capital, Vol. 1). This passage from Marx's foundational work highlights his focus on the process of exploitation within capitalism.

Marx and Engels devised the concept of historical materialism, highlighting the significance of material forces, such as economic systems, in shaping societies and ideas. Dialectical materialism underscores the prominence of contradiction as the principal driving force behind evolutionary transformation. The fundamental paradox of capitalism lies in the ever-expanding disparity between the affluent bourgeoisie and the impoverished proletariat.

8.2.5. Feminist Theory:

The theory scrutinises the portrayal of gender roles and power dynamics in literature. It critiques patriarchal structures and explores the female experience.

8.2.5.1. An Overview:

Feminist theory, a broad and vibrant branch of social and critical thought, delves deeply into the intricacies of gender inequality. It offers a multitude of perspectives and methodologies to critically dissect and challenge the structures of power, especially the historical dominance of the patriarchy that favours men over women. This multifaceted discipline aims to comprehend and ultimately eradicate diverse forms of inequality and injustice. Nonetheless, inevitable misinterpretations portray feminist theory as advocating for female superiority or exclusion. This is a complete fabrication. Throughout its evolution, feminism has broadened its scope beyond simply challenging patriarchy to address a broader range of social injustices that perpetuate inequalities, oppression, and marginalisation. The fundamental objective of this organisation is to achieve justice and equality for all individuals, irrespective of their gender, as exemplified by the words of renowned feminist thinker Betty Friedan, who asserted that"

men were not inherently antagonistic. Still, rather fellow victims who were afflicted by an outdated masculine ethos that rendered them feel unnecessarily inadequate in a world where there were no bears to slaughter " (Betty,1963).

8.2.5.2. Waves OF Feminism:

Table 1: The Four Waves of Feminism

Movements	Rise of the movements	Central concern
The first wave	1840s - 1920s	Suffrage and Legal Equality
The second wave	1960s - 1980s	Reproductive Rights and Personal Autonomy
The third wave	1980s-1990s	Intersectionality and Diversity
The fourth wave	2010s - Present	Digital Activism and Social Justice

First Wave (19th century–early 20th century) refers to the legal equality and the right to vote. Gender equality is a fundamental human right, as stated in the Declaration of Sentiments (1848): "All men and women are created equal." We must implement this goal beyond mere legal declarations. The first wave of feminism, a significant movement in the 1800s, made this literary action possible. By calling for equal representation for female writers and characters, it fought against the historical exclusion of women's voices and experiences from the canon of literature.

Second Wave (1960s–80s) was about the Reproductive Rights and Personal Autonomy. The 1960s saw the rise of the second wave of feminism, which saw the limits that old gender roles imposed on women. In her 1949 book *The Second Sex*, Simone de Beauvoir wrote, "One is not born, but rather develops into a woman." This wave emphasised the need to break down these rigid norms. The response from the literature was to tackle this task by focusing on showing women in more complex and nuanced ways.

The third Wave (1980s–1990s) concern was Celebrating Difference and Complementarity. In the 1980s, the third wave of feminism came into being. It focused on intersectionality and the rich fabric of the human experience. "We cannot overcome single-issue struggles because we do not live single-issue lives," Audre Lorde wrote in *The Sister Outsider* (1984). This wise statement shows how important it is to understand and deal with the

complex nature of women's lives and identities. In response, literature looked for different voices, including those of women from various backgrounds and experiences who were on the outside.

Today is the fourth wave, which is digital activism and technology. As we speak, the fourth wave of feminism is using technology to move the cause of equality forward. "The danger of a single story is that it simplifies the world," Chimamanda Ngozi Adichie warned in her 2009 TED Talk. This shows how important it is to find and fight gender bias in literature.

8.3. AI Interaction of Theory:

Despite the potential advancements of artificial intelligence in analysing literature, it is challenging to use a literary theory and correctly understand its core focus. AI has the potential to be used for literary analysis, but it faces challenges when it comes to understanding historical context, subjective experiences, and individual interpretation. These limitations can make it challenging to apply AI to different literary theories. However, Reader's Response, Marxism, and feminist theory address a literary artist's interpretation and power dynamics by incorporating artistic intelligence, representing opposing and challenging aspects of their respective theories.

8.3.1. The Opportunities of AI:

The reader-response theory, for example, emphasises the reader's role in determining meaning from the text based on his own experience and background (Iser). Nerveless AI will use vast textual data to understand readers' habits and preferences.

As reflected in literature, Marxist theory focuses on power structures and class struggles (Eagleton 7). AI's role in this case would be identifying and highlighting the inequality or bias within the text by using natural language processing (NLP) to imitate human language.

Feminist theory critiques patriarchal structures and gender representation in literature (Tyson 21). AI could train its data by analysing gender portrayals in large text datasets and identifying stereotypes or underrepresentation.

8.3.2. AI Challenges:

Based on its algorithm, AI faces severe challenges in interpreting literature within a literary theory. As previously stated, "Literature is not mathematics." When AI algorithms rely on objectivity, the literary world resorts to subjectivity, which lacks the subjective and emotional intelligence that human readers possess. (Nakamura,10). Moreover, the human-made nature of AI can embody idiosyncrasies, potentially marginalising specific concepts in feminist or Marxist theory.

Table 2: AI and Literary Theory: Key Challenges

Literary Theory	Core Focus	AI Challenge
Marxist Theory	Class struggle, economic power structures	Understanding historical context and its influence on class representation involves overemphasising economic factors while neglecting other social influences.
Feminist Theory	Gender roles, power dynamics, marginalised experiences	capturing subjective experiences and emotions tied to gender representation.
Reader-Response Theory	Individual interpretation, reader's role in meaning-making	Replicating the subjective and individual nature of the reading experience.

With Natural Language Processing (NLP), artificial intelligence could emulate human language, yet it would never be able to comprehend everything, which the table highlights. The table illustrates the difficulties that artificial intelligence encounters while attempting to understand the gaps in literature and interpret the subtle meanings of the words. According to the table, artificial intelligence has a tough time comprehending the primary topic of literary theory. Furthermore, using the theory to uncover and defend literary works would become a detrimental ideology.

9. Conclusion:

As previously mentioned, artistic intelligence is a tool for interpreting and assisting human literary works. Therefore, the chapter discusses the advantages and limitations of AI tools in interpreting and using literary theories, such as feminist and Marxist theories, and their conflict with the reader's response theory.

CHAPTER TWO

A COMPARATIVE STUDY:

AI VS HUMAN

INTERPRETATION

Contents

1. Introduction :

This chapter compares humans and AI in interpreting Baz Luhrmann's 2013 movie *The Great Gatsby* through the lens of feminist and Marxist theories. It also analyses the movie's cinematic style and techniques.

2. Background :

Baz Luhrmann's movie is an adaptation of F. Scott Fitzgerald's *The Great Gatsby*. However, the novel and the movie portray American society during the Jaz age in the 1920s, when Americans witnessed a social and economic structure change. The novel mirrors or reflects the reality of the American dream, but the movie portrays the interpretation of Baz Luhrmann's point of view in conceiving the novel. However, the 2013 film adaptation of *The Great Gatsby* by Baz Luhrmann is widely regarded as one of the most commonly debated adaptations of the story.

2.1. Life of F. Scott Fitzgerald:

Scott Fitzgerald was born in Saint Paul, Minnesota, in the year 1896. Fitzgerald is from a socioeconomically wealthy family. The father, Edward, struggled financially as a salesperson, whereas his mother, Molly, came from a more affluent household. Fitzgerald had a complex relationship with social status, in which he sought praise from the wealthy elite. Despite financial limits, Molly created a supportive and motivating environment. She encouraged Fitzgerald's writing talent, inspiring him to write narratives and verses from a young age. His mother's encouragement was important in defining his literary goals.

Fitzgerald enrolled at Princeton University in 1913. Despite his excellent writing abilities, he struggled academically because of his excessive focus on social activities and dedication to writing for the school newspaper. Nonetheless, his time at Princeton familiarised him with the repeating themes of luxury, advantage, and disappointment that would later dominate his creative works. World War I hindered Fitzgerald's college career. In 1917, he enlisted in the army and served in the United States. His wartime experiences would inspire his writing, with a concentration on the Lost Generation.

After the war, Fitzgerald moved to New York City, determined to become a successful writer. His goal was to entice editors by writing short pieces for well-read publications. Despite

his initial lack of success, his unrelenting perseverance and extraordinary ability eventually led to the publication of stories in 1919 and 1920. The 1920s were a critical period.

Married Zelda Sayre, an elegant and vibrant woman who embodied the spirit of the Jazz Age. His 1920 novel "*This Side of Paradise"* effectively portrayed the disenchanted youth's attitude due to war, made him well-known. In 1925, he released his magnum masterpiece, "The Great Gatsby," which provided a timeless exploration of riches, affection, and the concept of the American Dream. Despite the financial success of their books, Fitzgerald and Zelda's extravagant lifestyle and alcoholism overshadow their happiness.

The 1929 stock market crash was a watershed moment. Fitzgerald's profits fell, and his work became more commercially oriented. Zelda's worsening mental health prompted her admission to a hospital, which had a significant impact on Fitzgerald. He continued to write throughout the 1930s, although his literary creations did not receive the same appreciation as his prior works. After relocating to Hollywood, he suffered from drunkenness and self-pity, which harmed his professional career as a screenwriter. F. Scott Fitzgerald died in 1940 at 44, suffering from a sense of inadequacy.

2.2. Writing Style:

Scott Fitzgerald's writing style in *"The Great Gatsby"* is a captivating blend of several elements contributing to the novel's enduring legacy. Fitzgerald's prose is known for its elegance and beauty, utilising elegant prose and lyrical language. He uses vivid imagery, evocative metaphors, and a smooth rhythm, drawing the reader into Gatsby's world. "Fitzgerald's prose...is as rich and beautiful as Gatsby's shirts... His ability to evoke atmosphere and emotion with a single, telling detail is unparalleled" (Lehan 34). Literary critic Richard Lehan emphasises Fitzgerald's lyrical prose, comparing it to the extravagance of Gatsby's lifestyle. He highlights the author's ability to create vivid imagery and evoke emotions through carefully chosen details.

Fitzgerald is a master of the Jaz age because he captures the time's social commentary and historical context.

> "Fitzgerald...mastered the art of capturing the disillusionment and carelessness of the Jazz Age... His crisp, cynical dialogue perfectly reflects the moral decay of the American upper class during the 1920s"
>
> (Lindeke 87).

Literary scholar Alicia Lindeke focuses on Fitzgerald's ability to weave social commentary into his prose. She argues that the crisp and sometimes cynical dialogue reflects the wealthy characters' moral bankruptcy and the era's disillusionment.

In addition to his capacity to use juxtaposition and symbolic language, Fitzgerald masterfully uses contrasting elements to highlight the social and moral contradictions of the era. He creates a sense of irony by portraying the characters' extravagant lifestyles against the backdrop of their unfulfilled desires.

> "Fitzgerald's genius lies in his use of contrasting imagery and symbolism. The Valley of Ashes, a wasteland of ash heaps, starkly contrasts the extravagant parties in West Egg, highlighting the emptiness beneath the glittering surface of the American Dream."
>
> (Miller 121).

Critic Judith Miller delves deeper into Fitzgerald's use of contrasting imagery and symbolism. She points out how the desolate Valley of Ashes is a stark counterpoint to Gatsby's lavish parties, highlighting the hollowness beneath the pursuit of wealth.

The story unfolds through the eyes of Nick Carraway, a Midwesterner drawn into the opulent world of East Egg. Nick acts as both participant and observer, offering a sense of detachment that allows the reader to form their conclusions about the character's motivations, "Nick Carraway...emerges as a compelling narrator whose voice shapes our understanding of Gatsby and the world he inhabits" (Lehan 34). This narrative technique creates a subtle emotional distance, mirroring Nick's struggle to reconcile Gatsby's idealism with the moral decay he witnesses. "Fitzgerald... possessed an uncanny ability to capture the emotional nuances of the Jazz Age" (Turnbull 78).

2.3. Baz Luhrmann:

Mark Anthony Baz Luhrmann is a celebrated Australian filmmaker, screenwriter, and producer. Born September 17, 1962, Luhrmann gained recognition for his spectacular, energetic, and often theatrical directing style. Baz Luhrmann has created a unique style in his movies with fancy sets, colourful costumes, creative editing, and a mix of high and popular culture.

However, Luhrmann began his career by showcasing his ability to combine music, dance, and emotion in his movies *"Street Dance"* (1984) and "*Strictly Ballroom"* (1992)."Luhrmann's early films revealed a distinctive voice, one that revelled in spectacle while exploring themes

of love, rebellion, and social outsiders." (Stone 12). 1996, he adapted William Shakespeare's novel *"Romeo and Juliet"*. He transformed the classical novel into a modern adaptation, bringing the classic love tale to a contemporary environment infused with rock music and MTV aesthetics, eliciting admiration and criticism. That led to a turning point in the cinematic world. *"'Romeo + Juliet'* marked a turning point in Luhrmann's career. It established him as a filmmaker who dared to challenge conventions and reinterpret classics for a contemporary audience." (Baskerville 42). Following his success, Luhrmann continues in his exploration of the Shakespearean world by interpreting and captivating the timeless novel *"Moulin Rouge!"* (2001) into a musical extravaganza based on *"La Dame aux Camélias,"* which gained critical acclaim and ten Academy Award nominations. "With 'Moulin Rouge!', Luhrmann perfected his blend of heightened theatricality, emotional resonance, and modern pop culture references, creating a truly unique cinematic experience." (Stone 38).

Luhrmann changed his genre of novel and adapted the American novel *The Great Gatsby* by F. Scott Fitzgerald, showcasing and portraying the opulence and disillusionment of the Jazz Age in America during the 1920s,"' The Great Gatsby showcased Luhrmann's ability to translate literary classics to the big screen in a visually stunning way, even if it strayed from traditional storytelling techniques." (Baskerville 102)

2.4. Character and Cast List:

Baz Luhrmann's extravagant 2013 adaptation of F. Scott Fitzgerald's classic novel, *"The Great Gatsby,"* brought the Roaring Twenties to life with a vibrant cast. Here is a glimpse into the characters and the actors who portrayed them:

- Leonardo DiCaprio, as Jay Gatsby, is a mysterious and wealthy man.
- Toby Maguire plays Nick Carraway, Gatsby's friend, an observer, and the narrator.
- Joel Edgerton as Tom Buchanan, an old-money socialite who hates Gatsby
- Cart Maguire plays Daisy Buchanan, the wife of Tom, Gatsby's former love and Nicky's cousin.
- Isla Fisher portrays Myrtles Wilson and Tom Misteress.
- Jason Clarke plays George Wilson, Myrtle's husband and gas station owner.
- Elizabeth Debiciki portrays Jordan Baker, a golf star and one of Daisey's closest friends.

2.5. the Differences Between the *Great Gatsby* Film (2013) and Novel:

Baz Luhrmann's 2013 adaptation of F. Scott Fitzgerald's *"The Great Gatsby"* captures the reader's attention by presenting visual extravagantness and performance. However, while the movie is not a complete book copy, it reflects Luhrmann's understanding. In interpreting the novel into a movie, Luhrmann used the Cinmatique technique and his style to better understand the movie and the story. Under this shimmering surface lie significant differences in storytelling and thematic exploration compared to the original text.

Through the narrative lens, Fitzgerald expertly crafts the narrative by using Nick Carraway as a perceptive observer and the story's point of view. The reader may question the character's personality and nuanced understanding due to the emotions and judgements portrayed: " Nick's unreliable narration adds a layer of complexity, as his own biases and disillusionment influence his observations" (Lehan 12). On the other hand, Luhrmann enhances objectivity by providing flashcards, glimpses into the past, and different characters, expanding the narrative scope. "A more objective but possibly less detailed perspective is offered by providing glimpses into Gatsby's past and flashes of other characters' thoughts" (Baskerville 87).

Second, the character complexity of both the movie and the novel portrays Jay Gatsby as a mysterious and wealthy man; therefore, the movie exaggerates in showcasing or picturing the luxurious life of Gatsby, in addition to the fact that Luhrmann admires Gatsby's determination to pursue Daisy. In contrast to the movie that explores Gatsby's inner life and his struggle to reinvent himself, "The book allows us to see Gatsby's idealism and hopefulness alongside his ruthlessness and deception (Lehan 38)." Furthermore, the movie portrays Daisy Buchanan's character as more matter-oriented than in the novel. Fitzgerald paints Daisy in a more complex way by presenting her as the woman in society during the Jaz age, which leads her to a tragic relationship between her love for Gatsby and the societal pressures to conform: "Through Daisy's character, Fitzgerald explores the societal constraints placed on women and the sacrifices they were expected to make" (Turnbull 42).

Furthermore, there is a significant difference in how the themes are represented. While the novel highlights society during the Jaz age, Luhrmann focuses on exploring romantic tragedy and dazzling visuals of the era, giving less weight to social commentary.

Finally, the novel evokes a nostalgia for the American dream. It uses themes of regret and loss: "Fitzgerald's masterful use of language allows him to capture the emotional nuances of the Jazz Age, a time of both exuberance and despair." (Lehan 10). While Luhrmann's film

prioritises visual spectacle and a more energetic pace, capturing the excitement and superficiality of the Roaring Twenties. "While the film retains the tragic ending, it emphasises the emotional devastation rather than the broader social commentary" (Baskerville 102).

3. The Corpus: The Great Gatsby (2013 film)

F. Scott Fitzgerald wrote *The Great Gatsby* in 1925, and Baz Luhrmann adapted it into a movie in 2013. The Great Gatsby movie portrays American society during the Jaz Age and its transformation and change. The movie portrays it through the lens of feminism and Marxism.

In Baz Luhrmann's 2013 adaptation of *The Great Gatsby*, Leonardo di Caprio portrays a mysterious Jay Gatsby who sets out to pursue his lost love. Daisy Buchanan (Carey Mulligan) the movie depicts the luxury and happiness of the Roaring Twenties while observing the signs of moral deterioration as it shifts from the book's emphasis on Nick's personal struggles and societal commentary. This shift creates a captivating and intense experience, allowing the film to concentrate on the American Dream, including its sorrow, love, and loss.

3.1. Plot Summary:

The movie opens with the scenes of Nick Carraway (Toby Maguire) being at the hospital and talking to his psychologies about the events that had happened to him when he recounts Gatsby. "In my younger and more vulnerable years, if I travelled alone, I would invariably succumb to the idea that all the world was a conspiracy to make me happy." (Nick Carraway, scenc1), (1:01-1:04). The quote reflects Nick's disappointment in the lavish lifestyle he experiences during his journey.

The movie speaks about protagonist Jay Gatsby (Leonardo Di Caprio), a mysterious and wealthy man known for throwing lavish and expensive parties every week. Still, no one seems to know his origin. "I Gatsby. Well, you see, I..." (Gatsby, scene 3) (04:30–05:10). DiCaprio delivers this quote with desperate intensity, highlighting Gatsby's all-consuming desire to rewrite their lost love story and recapture the past. However, Gatsby organises a party to reunite with his long-lost love, Daisy, and relive their romantic past to win her back. He throws the parties solely for her, hoping to recapture their lost romance. "Can't we repeat the past? Of course, you can!" (Jay Gatsby, scens4) (07:26–11:42). DiCaprio delivers this quote with a desperate intensity, highlighting Gatsby's all-consuming desire to rewrite the past and rekindle their love story. However, Nick becomes or grows hopeless as he witnesses Gatsby's unwavering pursuit and the destructive force of his obsession that leads to his end.

"In my whole life, I have never loved anyone but you" (Daisy, Scene 7) (27:10–27:40). This statement, delivered with a combination of intensity and urgency by Mulligan, emphasises Daisy's inner emotional struggle. Although she has strong feelings for Gatsby, her main focus is her social status.

In the end, deeply affected by the events, Nick decides to leave Long Island. He reflects on Gatsby's tragic fate and the emptiness of the society he portrays as "careless people" (Nick Carraway, Scene 8). Gatsby's legacy is a cautionary tale about the dangers of clinging to the past and the high cost of chasing an idealised dream. "So, we beat on, boats against the current, borne back ceaselessly into the past" (Nick Carraway, scenes 8) (28:25–33:12). DiCaprio's melancholic final voiceover emphasises the film's central theme, which is the inevitable return of the past.

3.2. Setting:

- **Location:** New York, specifically in the fictional towns of West Egg and East Egg. (The movie was shot in Australia)
- **Period:** The film depicts the Roaring Twenties, specifically 1922.

3.3. Themes:

The Great Gatsby movie discusses various themes, such as love, loss, wealth, class, etc. However, the movie's principal themes are of the utmost importance as they reflect the movie's concern.

One of the most important themes discussed in the movie is love and loss. The film illustrates Gatsby's loss after his breakup with Daisy and the destructive power of obsessive love. Gatsby's love for Daisy closes his eyes to reality, leading to a tragic consequence. On the other hand, Daisy's selfish personality reflects the concept of love, ultimately choosing security over true love.

The movie reflects American life during the Roaring Twenties by capturing lavish parties, luxury cars, houses, and the disregard for morality. It also depicts the social and cultural changes of the post-war era.

Finally, the movie delved into the concept of the American Dream. Despite Gatsby's facade, the movie ultimately exposed the emptiness and dissatisfaction of his social status and upbringing. By exploring these themes, the film presented a sharp critique of the privileged elite in America and the detrimental influence of fixation on wealth and possessions.

3.4. Cinematic Techniques and Visual Symbolism:

Baz Luhrmann's 2013 adaptation of *The Great Gatsby* is known for its extravagant visuals and innovative use of cinematic techniques. The goal is to depict a scene that enhances the reader's comprehension of the movie's meaning and fosters their creativity by incorporating ambiguity that stimulates their curiosity.

3.4.1. Use of Color:

Baz Luhrmann's *The Great Gatsby* continues his signature style of symbolically combining and employing cloves. One of Clorlos's renowned psychological techniques is using vivid colour palettes to emphasise and portray the story's various emotions. In addition to depicting the Jaz era and the people's emotions and personalities, Luhrmann utilises multiflora to signify and illustrate the era.

One of the film's most striking aspects is the vibrant colour palette. The lively party scenes in the movie used these colours to emphasise the ostentatious nature of the gathering and the privileged class's superior way of life compared to people with low incomes. Bright yellows, blazing reds, and gold characterise all the shots of the rich. "A swirl of pink and gold" is what Nick notices at one of Gatsby's parties (Scene 6). This phrase highlights how rich people always live it to the fullest.

Throughout the film, White makes multiple appearances. Especially Daisy is seen wearing white quite a bit. In the movie, white stands for insincerity and societal expectations rather than the traditional virtues of innocence, purity, elegance, and beauty. To illustrate the point, Nick saw Daisy sitting on a white couch during Tom Buchanan's dinner invitation. The "Golden Girl," as Daisy's husband put it, was also Gatsby's description of Daisy.

Like the green light at Daisy's dock, green is the most used colour in the film and the book. "A green light, minute and far away, might have been the end of a dock" (Fitzgerald, qt. in film), according to Nick's description. This verdant light is Gatsby's idealised memory of Daisy and the past he longs to reclaim, and it always beckons to him.

The combination of green and white is conjured up when Gatsby calls the extravagant celebration he hosts for Daisy "a world of green and white" (Scene 12). This further strengthens the association between green (Gatsby's ideal) and white (Daisy's ideal).

Colour plays a vital role in the film, illustrating the film's themes of class, the American Dream, and the destructive force of obsession.

3.4.2. symbolic imagery:

Baz Luhrmann's extravagant 2013 adaptation of F. Scott Fitzgerald's *The Great Gatsby* transcends a simple retelling. The film amplifies the novel's timeless themes through striking symbolic imagery, leaving a lasting impact on the viewer.

First, Green light shines at the end of Daisy's dock. However, it is more than just a light. It shows a dream Gatsby can never have. It stands for his past with Daisy. A time he thinks was perfe-ct. This light keeps Gatsby chasing after some-thing impossible. As Nick sees Gatsby re-aching for the green light, he- says, "He stretched out his arms towards the- dark water in a curious way... And as I looked closer at the- tiny green point, I saw that it was moving slowly towards the shore-." (Fitzgerald, *The Great Gatsby*). This part shows how much Gatsby wants the dream. However, it also shows that he can never get it. The gre-en light signifies the-dangers of only thinking about the past.

Second, The Valle-y of Ashes is a sad, lonely place. It is ve-ry different from Gatsby's fancy life. The-re are piles of ash and big signs all around. This shows that the- American Dream looks good on the outside-, but it is rotten inside. George- and Myrtle Wilson live in this valley. The-y are forgotten people- who suffer. Tom Buchanan is a rich, snobbish man. He does not care- about the valley or its people-. The valley reminds us that be-ing too focused on money and success can make- people uncaring. It shows the cost of gre-ed and selfishness.

Third, the giant billboard overlooking the valley depicts a pair of vacant eyes—Doctor T.J. Eckleburg's. This symbol is open to multiple interpretations. It could represent God's judgement or the indifference of the upper class. Upon encountering the billboard, Nick ponders its significance (Fitzgerald, *The Great Gatsby*). The ever-watching eyes create a sense of unease and raise questions about morality and meaning.

In addition, the fancy outfits and lavish decorations at Gatsby's parties were more- than just pretty things to look at. They stood for the e-xcessive love of material possessions that defined the wealthy upper class. The flashy displays hid an unde-rlying emptiness within. Nick describe-d one such event, saying, "In one year, I fully understood how corrupt and disillusioned people can become...The party felt like an exce-ssive celebration of life, with a

shiny surface and a rotten crowd, as Fitzgerald shows in *The Great Gatsby*. The movie reinforced its criticism of the American Dream by overwhelming the viewer with a sense of superficiality.

Finally, white is often associated with Daisy, signifying purity and Gatsby's romanticised view of her. However, it can also suggest societal constraints. Her white dresses become a symbol of this duality. In her introduction scene, Nick describes her (Fitzgerald, *The Great Gatsby*). The ambiguity of white reminds the viewer of the elusiveness of true happiness and the dangers of mistaking appearances for reality.

Luhrmann creates a visually engaging and intellectually stimulating film using these symbolic images. These symbols deepen the film's thematic exploration, leaving a lasting impact on the viewer

3.4.3. flashbacks and montages:

Baz Luhrmann's 2013 movie *The Great Gatsby* uses flashbacks and montages. Flashbacks show essential moments from the characters' past lives. These scenes take viewers back in time to see critical events. They show Gatsby's love for Daisy before the war. These scenes explain why Gatsby worked hard to become wealthy and respected. The flashbacks let us see Gatsby's true feelings for Daisy. We understand the challenges that kept them apart. This backstory shows us that Gatsby's love- for Daisy drove his obsession. As Leah Baxter argues, they act as "narrative detours" (23), transporting viewers to pivotal moments from the characters' pasts.

Movies use- different ways to show time. One- way is flashbacks. These show things from the past. The- other way is montages. Montages show many things happe-ning quickly. Montages use fast editing to make- things feel fast and exciting. Kathryn Long says montage-s "make things seem full of e-nergy but not deep" (49). In the- movie *"Gatsby",* montages show the big, colourful partie-s with lots of drinks and fast editing. This shows how the parties are- fun but empty inside (Long 50).

Using flashbacks and montages toge-ther makes the movie- better. Flashbacks let us unde-rstand why the characters do things. Montages show how busy and e-mpty things are now. As Bryant says, "This lets us see- the big difference- between Gatsby's dre-ams from the past and the empty world he- lives in now" (113). So, flashbacks give depth, while- montages show the excite-ment but emptiness of the- present.

3.5. Luhrmann's interpretations of the novel *The Great Gatsby:*

The movie represents Luhrmann's understanding and point of view concerning F. Scott Fitzgerald's *The Great Gatsby*. In addition, the movie references Luhrmann's response to the novel.

Luhrmann insisted on interpreting the novel because it contained contemporary themes such as love, loss, wealth, and so on, reflecting American society during the Jaz Age and world reality these days. "Sydney is rather like an arrogant lover. The ugly duckling is a misunderstood universal myth." (Luhrmann). This quote may highlight Luhrmann's interest in the seductive and destructive nature of wealth and ambition, themes central to Gatsby. Although the quote is not directly from the movie, it could provide insight into Luhrmann's creative approach.

As Fitzgerald used Nick Carraway as a narrator, Luhrmann did the same thing by choosing his cast. The actor's portrayal of the characters clarifies the movie and reveals Luhrmann's point of view regarding them. For example, Jay Gatsby portrays a complex personality. "I think it is essential that Gatsby himself has a kind of mystery, but he also has a kind of ambition and a kind of striving" (Luhrmann). The quote highlights Luhrmann's thoughts on Jay Gatsby's character and actor, Leonardo Di Caprio. "Gatsby is a man who is both young and old at the same time. He is both hopeful and disillusioned. I think Leonardo DiCaprio is an actor who can embody all those contradictions" (Luhrmann).

By adopting the novel into a movie, Luhrmann, Nerveless, uses his style to reflect the reality of the Jaz Age. First, when describing the parties, clothes, and colours used in this production, Luhrmann exaggerates the visual extravaganza. This creates a sense of hyper-reality, mirroring the superficiality and materialism of the Jazz Age: "The parties were bigger, the morals were looser, and the roar was a little louder." (Luhrmann, *The Great Gatsby*). In addition to incorporating new media, the film utilises 3D technology and digital effects to create a dreamlike atmosphere and emphasise the artificiality of Gatsby's world. Finally, using contemporary hip-hop and electronic music as a soundtrack creates an interesting counterpoint to the film's historical setting. "It is a deliberate strategy on my part to use a contemporary score... to connect with a contemporary audience... but it is also a way of underscoring the story's universality." (Luhrmann).

In conclusion, Luhrmann masterfully uses cinematography to enthral and tell the story, immersing viewers in the novel's world while offering a fresh perspective on its themes.

3.6. Point of view:

Baz Luhrmann's adaptation of *The Great Gatsby* was a masterpiece movie that portrays the reality of American society during the Jazz Age. Luhrmann uses colours to express the structure of society and the struggle between the luxurious lifestyles of the rich and the poor while also capturing women's statues through Daisey. "Luhrmann masterfully evokes the extravagant, decadent world of the Jazz Age" (Peter Travers). Through the movie, Luhrmann gives his point of view about the novel.

4. Marxism reading of Baz Luhrmann's *The Great Gatsby*:

Critics have argued that Baz Luhrmann criticises Marxism in his film *The Great Gatsby*, using his unique cinematheque technique and symbolism to clearly illustrate the world of capitalism during the Jaz age in America. It was clear that Baz Luhrmann, the director of *The Great Gatsby*, was showing Fitzgerald's point of view and criticising society by adapting his novel into a film that clarified its ambiguity.

Throughout the movie, the Marxist lens is evident. Luhrmann effectively conveys the viewer's intention by depicting the extravagant and luxurious party and the upper-class attire. "Luhrmann's depiction of the parties reinforces a Marxist critique of capitalism, highlighting the alienation and purposelessness accompanying unchecked wealth" (Long 98). Another quote that Clarifies Luhrmann uses to reinforce Marxism "The parties become a microcosm of American society, where the wealthy flaunt their power and privilege while the working class remains invisible" (Baxter 117).

However, the complete absence and forgetfulness of the poor class in the film, except for George and Myrtle Wilson, reinforces Marxism. Their struggles and eventual demise serve as a stark reminder of the human cost of the wealthy elite's pursuit of pleasure. As Matthew Bruccoli argued, their deaths "Expose the dark underbelly of the American Dream, where the working class suffers the consequences of the rich's carelessness" (Bruccoli 184).

Furthermore, the green light symbolises the working class's inability to realise the American Dream. Despite accumulating wealth, Gatsby remains an outsider due to his social origins. Sarah Bryant states, "The green light symbolises the hollowness at the heart of the American Dream, a dream based on materialism and social climbing". (42)

The Valley of Ashes. The Valley of Ashes represents the harsh reality of the working class. Residents like George and Myrtle Wilson toil for meagre wages, living in a neglected and forgotten part of society. "The valley serves as a stark reminder of the human cost of the wealthy elite's pursuit of pleasure. It forces the viewer to question the ethics of a system that allows such vast inequality" (Bryant 45).

5. Feminist reading of Baz Luhrmann's *The Great Gatsby*:

Analysing the movie This analysis examines *The Great Gatsby* through the novel effectively depicts the struggles of women in society through the characters of Daisy, Jordan, and Myrtle.

Daisy is a symbol of the upper class in American society, expected to exude beauty and elegance. "Daisy represents the entrapment of women within a patriarchal system. Societal pressures to marry well and fulfil a traditional role restrict her choices (Level 87). Besides the conflict between the two men, societal expectations limit her agency and independence. Conventional expectations of femininity force her to conform, limiting her agency and independence. "The film emphasises Daisy's dependence on men, both emotionally and financially. She lacks the power to define her future" (Baxter 52).

On the other hand, Jordan Baker presents the success of independent women—Jordan Baker's success in the male sport of golf results from her reliance on wealth and privilege. "While Jordan appears to have defied expectations, her life is ultimately defined by her relationship with men like Tom Buchanan" (Bryant 78). Jordan ultimately reinforces the limitations placed on women. "Luhrmann's portrayal of Jordan highlights the limitations of 'having it all' within a patriarchal society. True independence remains elusive for female characters" (Long 132).

Nerveless Myrtle Wilson was married but not happy. She worked in class and started a relationship with Tom Buchanan, a wealthy man. This demonstrated how women did not have many choices back then. Rich men frequently employed poor women for affairs. Women faced unfair treatment because of their social class and gender. " The film portrays Myrtle with a certain sympathy, highlighting the societal forces constraining her choices" (Levell 92).

By applying a feminist lens, Luhrmann's *The Great Gatsby* reveals the gender dynamics within the opulent world it portrays.

6. AI interpretation of the movie:

The AI Essay Writer program is designed for artistic involvement in academic education. It serves as a literary interpretation tool and an example of how an AI program can conceptualise literary interpretation.

6.1. An Overview of AI Essay:

A new player has entered the academic scene: the AI essay writer. Modern developments in machine learning and Natural Language Processing (NLP) have given rise to this intelligent software, which has the potential to alter our essay-writing processes radically. However, before we fully accept it, we must thoroughly investigate the data that influences this digital scribe's capabilities, understand the brains that developed it, and listen to the researchers who are both fascinated by and concerned about its possible consequences.

Every AI essay writer relies on a massive and constantly expanding database of text data. In this digital library, the program learns the ins and outs of human language. By poring over millions of books, articles, research papers, and even previous writings, the AI undergoes training to understand the nuances of essay structure, style, and language. It is the same as a student carefully reading every book in a massive library. Furthermore, some AI essay authors use a "teacher-student" paradigm. In this case, the training data consists of essays authored by humans and accompanied by grades or assessments. The AI learns the human-expected criteria for a "good" essay through this material analysis. The essay-writing process teaches it to recognise good arguments, solid evidence, and a well-organised structure.

The people behind these AI wonders represent a wide range of backgrounds. Google AI and Open AI, two of the largest tech companies in the world, are making waves in the natural language processing (NLP) space with their massive resources. However, long-standing businesses are not the only ones making waves in the industry. Additionally, new companies in the field of educational technology are making strides towards this goal of improving the educational process for all students. Computer scientists construct the fundamental AI algorithms, linguists verify correct language usage, and educators supply priceless insights into pupils' unique demands. All three groups frequently work together in these endeavours. The research community, constantly monitoring developments, is cautiously optimistic about the potential benefits of AI essay-writing tools. AI's capacity to create outlines, propose

appropriate sources, and even offer a variety of writing styles can comfort students suffering from writer's block. In addition, AI writing helpers can provide students whose first language is not the medium of instruction with helpful feedback on their essay's syntax and organisation, giving them more self-assurance as they write.

Nonetheless, amid all the euphoria, there is a chorus of ethical worries. Academics are concerned that pupils' analytical and research abilities would suffer if they relied too much on AI writing. Imagine a world where pupils do not do research, analyse sources, or construct their arguments; instead, they just input a prompt into an AI, and it produces essays. This goes against the spirit of academic writing, which is to help readers gain a better grasp of complex topics.

Plagiarism is another major issue that arises. Students risk engaging in academic dishonesty if they fail to cite AI-generated content appropriately. To maintain the utmost importance of academic integrity, educational institutions must set explicit criteria for properly using these instruments.

There is also the possibility of bias, which is critical. The data that trained the AI essay writer greatly influences its output. Intentional or not, the AI's writing may mirror the data's underlying biases. Think about using a dataset to train an AI essay writer that understates the contributions of women and minorities in the past. The essays that come out of it could reinforce these prejudices and make it harder to have a balanced view on the subject. Constant vigilance over the AI's output and meticulous selection of training material is necessary to prevent reinforcing stereotypes and guarantee factual accuracy in AI-generated writings.

There are new opportunities and threats in the educational scene brought forth by the advent of AI essay writers. Artificial intelligence, while helpful in automating some parts of the essay writing process, cannot adequately replace the analytical and critical thinking abilities developed through practice alone. To encourage critical thinking and independent study, researchers stress the significance of using various resources in conjunction rather than in place of them. To responsibly incorporate AI essay writers into the classroom, it is vital to be transparent about data sources, AI limits, and suitable citation standards.

6.1.1. The history of AI Essay:

The field of AI essay writing is expanding. We do not know its origins, but NLP and machine learning advancements contribute to its development. Here, we examine AI essay writers' pioneering teams and the evolution of technology.

Natural language processing (NLP) advanced in the early 2000s, making AI essay writers possible. The Stanford Natural Language Processing Group, directed by Dan Jurafsky and Christopher Manning, pioneered computer understanding and interpretation of natural language (Jurafsky & Martin, 2021). More powerful algorithms were developed thanks to text creation and language modelling advances. Machine learning capabilities became more complicated in the mid-2010s. Vital computer resources and practical machine learning algorithms like RNNs allowed researchers to train AI models on larger text datasets. Research labs began developing AI essay-writing systems for educational use during this time. These early ventures' teams are hard to identify. AI research and development at tech businesses and labs is often proprietary. AI essay writers acquired popularity in the late 2010s and early 2020s. Google AI, a leader in NLP, and Open AI, a leader in AI research, are expected to dominate this time (Open AI, 2023).

> "Edu writer has always been geared to offer excellent tools to students to write and edit papers and essays. However, reaching there took us a good decade and a half. In 2021, we launched our first beta, which was warmly received by the community. In 2023, we could finally pull it by the skin of our teeth! Today, Eduwriter produces excellent text for students and professionals for free. It asks for simple things to know the user's wants, such as the topic, type, scope, discipline, and more. Once you have provided these things, it will work its magic and produce exceptional and nuanced writing pieces. Since AI writing has limitations, it cannot go beyond simple writing and editing tasks. That is why we have custom services where humans write and edit complex pieces, such as dissertations, theses, and reviews for you. So, what are you waiting for? Edu Writer AI is being used over 150000 times monthly. You are welcome!"

> (EduWriter AI)

Artificial intelligence essay writers have a brief but rapidly evolving history. As research and technology advance, these tools will become more advanced, assisting students and emphasising the importance of critical thinking and personal expression in essay writing.

6.1.2. The Data Basis:

Essay writers powered by artificial intelligence are revolutionising education by analysing massive amounts of text data from millions of books, journals, and research papers. They acquire the ability to recognise patterns, improve their grammar skills, and create writing styles similar to those of other writers. Specific individuals employ a "teacher-student" strategy, which involves the utilisation of human-written essays that are accompanied by grades or evaluations. This gives artificial intelligence a better understanding of what constitutes a "good" essay based on human expectations. Inappropriate citation of text generated by artificial intelligence can result in plagiarism, and excessive reliance on AI can make it more difficult to think critically and research. To employ artificial intelligence essay writers responsibly, it is necessary to have high-quality training data, be transparent about the limitations, and follow suitable citation procedures.

> "The quality and diversity of this data are paramount. The AI learns by analysing patterns in the text, so a well-curated dataset encompassing books, articles, research papers, and even existing essays is crucial."

(Zhang, 2024).

6.2.3.A Guide use of EduWriter AI:

EduWriter AI aims to simplify the essay writing process for students and professionals. Here is a summary of how to use it:

➢ EduWriter AI Essay Writing Process:

The platform generates essays by analysing input, developing content, and adjusting it for content refinement. It also offers custom services for complex writing needs, including human editors or dissertation writers.

6.2. The EduWriter AI breaks down the 2013 movie *"The Great Gatsby":*

When I asked Edu Writer to interpret The Great Gatsby movie 2013 using Marxist and feminist theories, the answer was as follows:

The Great Gatsby: A Marxist and Feminist Interpretation

Student's Name - EduWriter.ai

Institutional Affiliation

Course Details

Instructor's Name

Date of Submission

The Great Gatsby: A Marxist and Feminist Interpretation

F. Scott Fitzgerald's iconic novel, The Great Gatsby, has undergone numerous adaptations over the years, with Baz Luhrmann's 2013 film being one of the most recent and critically acclaimed. Marxist theory reveals the film as a potent commentary on the pervasive class divisions and economic inequalities in American society.

The German philosopher Karl Marx developed Marxist theory, which asserts that society fundamentally divides into two classes: the bourgeoisie, who own the means of production, and the proletariat, who sell their labour to the bourgeoisie (Marx & Engels, 1848/2004). In The Great Gatsby, wealthy and powerful characters like Jay Gatsby and Tom Buchanan represent the bourgeoisie, while working-class characters like George Wilson and Myrtle Wilson represent the proletariat.

The film clearly highlights the stark contrast between the lavish lifestyles of the wealthy and the struggles of the working class. The film juxtaposes the opulent parties and grand estates of the bourgeoisie with the dingy apartment and garage of the Wilsons, thereby highlighting the vast economic divide between the two classes (Luhrmann, 2013). The characters' attitudes and

behaviours further emphasise this divide, with the bourgeoisie often displaying a sense of entitlement and disregard for the struggles of the working class.

The film also exemplifies the Marxist concept of alienation, as the economic status and class position of the characters often shape their relationships and interactions. For example, the fact that Gatsby does not belong to the same social and economic circle as the Buchanans, despite his wealth, ultimately thwarts his attempts to win back Daisy (Luhrmann, 2013). The characters' inability to truly connect with one another on a deeper level, often mediated by their material possessions and social status, further compounds this alienation.

The film's climactic ending, where Gatsby's death leaves the Wilsons to rebuild, serves as a commentary on the inherent violence and instability of the capitalist system. Tom Buchanan's bourgeoisie escapes the consequences of their actions, while the Wilsons' proletariat bears the brunt of the fallout (Luhrmann, 2013). This reinforces the Marxist view that the capitalist system is inherently unjust and that the exploitation of the working class is a necessary component of the system's perpetuation.

In conclusion, we can view the 2013 film adaptation of The Great Gatsby as a powerful exploration of the Marxist critique of capitalism and class division. Through its depiction of the stark contrast between the wealthy and the working class, as well as the alienation and violence that characterise their interactions, the film offers a thought-provoking commentary on the enduring relevance of Marxist theory in the modern world.

The 2013 film adaptation of F. Scott Fitzgerald's classic novel "The Great Gatsby" has been the subject of much critical analysis, particularly from a feminist perspective. The movie, directed by Baz Luhrmann, offers a unique interpretation of the original text, with a strong emphasis on the portrayal of gender roles and the treatment of female characters.

One of the key feminist critiques of the film is its representation of the female characters, particularly Daisy Buchanan, played by Carey Mulligan. Many often perceive Daisy as a passive, weak-willed character, ultimately under the control of her husband, Tom, and her former lover, Jay Gatsby. However, the 2013 film presents a more nuanced and complex portrayal of Daisy, highlighting her struggle to navigate the societal constraints placed on women in the 1920s (Corrigan, 2017).

The film's depiction of Daisy's inner turmoil and her desire for independence is particularly evident in the scene where she confronts Gatsby and Tom about their affair. In this moment, the film portrays Daisy as a woman torn between her love for Gatsby and her fear of the consequences of her actions, ultimately opting to stay with Tom due to the limited options available to her as a woman in that era (Corrigan, 2017). This portrayal challenges the traditional view of Daisy as a passive, shallow character and instead presents her as a complex, multifaceted individual grappling with the limitations of her gender and societal expectations.

Furthermore, the film's treatment of the other female characters, such as Jordan Baker and Myrtle Wilson, also offers a feminist perspective. Jordan's athletic prowess and Myrtle's defiance of her husband's control portray these characters as strong, independent women who challenge the traditional gender roles of the time (Corrigan, 2017). The film's exploration of these female characters' struggles and their attempts to assert their agency within a patriarchal society provides a nuanced and thought-provoking feminist reading of the narrative.

In conclusion, the 2013 film adaptation of "The Great Gatsby" offers a compelling feminist perspective on the classic novel. By presenting a more complex and nuanced portrayal of the female characters, particularly Daisy Buchanan, the film challenges the traditional interpretation of the text and invites the audience to consider the ways in which gender and power dynamics shaped the lives of women in the 1920s. This feminist reading of the film provides a valuable contribution to the ongoing discussion and analysis of Fitzgerald's work.

The Great Gatsby, F. Scott Fitzgerald's iconic novel, has long been the subject of literary analysis and interpretation. Despite the extensive exploration of the novel's themes of wealth, love, and the American Dream, the application of Marxist and feminist theories can provide a unique perspective on the work. By examining the novel through these lenses, we can better understand the social and political dynamics that shape the characters' experiences.

Marxists view The Great Gatsby as a commentary on the class divide and the wealthy elite's exploitation of the working class. The lavish parties and extravagant displays of wealth Jay Gatsby hosts represent the luxury and excess of the upper class. At the same time, the struggles of characters like George Wilson and Myrtle Porter highlight the hardships faced by the working class (Tyson, 2006). Fitzgerald's portrayal of the stark contrast between the privileged and the disenfranchised suggests a critique of the capitalist system and the unequal distribution of power and resources.

Furthermore, a feminist lens can analyse the novel's treatment of gender roles and the position of women in society. The men in their lives often depict the female characters, like Daisy Buchanan and Jordan Baker, as objects of desire and commodities to possess (Fetterley, 1978). Their agency and autonomy are limited, and the social expectations and norms of the time constrain them. Myrtle Porter, in particular, symbolises the exploitation and objectification of women, trapped in an abusive relationship and ultimately facing a tragic end.

The Marxist and feminist interpretations of The Great Gatsby offer a nuanced understanding of the novel's social and political commentary. By examining the power dynamics, class structures, and gender roles within the narrative, we can gain a deeper appreciation for Fitzgerald's exploration of the complexities of the human experience. We can partly attribute the novel's enduring relevance and resonance with contemporary readers to its ability to illuminate the enduring issues of inequality, oppression, and the pursuit of the American Dream.

6.3. Comparing the Human and AI Interpretation of the Movie:

Both human and artificial intelligence interpretations of the movie *"The Great Gatsby"* address identical themes and convey identical ideas. This assertion holds valid from both a Marxist and a feminist perspective. The decisive component in distinguishing between the two interpretations is in the facts employed to articulate each perspective. To convey the themes of social hierarchy and female oppression in the film, the human analysis relied on the cinematic techniques employed in the film, as interpreted and understood by the analyst. The capacity to comprehend the context of a given event is an essential human faculty that enables us to evaluate information with enhanced precision and subtlety (Smith,12), the understanding of artificial intelligence relies on algorithmic resources. *"The Great Gatsby"* was released in 2013. The village provided the setting for the roadshow. Two hundred Marx, K., and Engels, F., released the manifesto in 2004. The manifesto was authored by those that adhere to communist ideology. The book was first published by Penguin in 1848. The ultimate consequence is a deficiency in originality, inventiveness, and discernment on the side of the individual. When AI is educated on impartial data, it can offer unbiased interpretations that are not influenced by the cognitive biases that might affect human judgement (Garcia ,78). Ultimately, human and artificial intelligence interpretations possess distinct strengths and weaknesses. Artificial intelligence (AI) performs the computational tasks involved in handling data, while people contribute by providing context, creativity, and emotional intelligence. An optimal approach usually involves a blend of both methods.

7. Conclusion:

In *The Great Gatsby*, Baz Luhrmann used numerous Cinmatique methods, including colour and flashbacks, to present American life during the Jaz Age. This chapter offers two readings of Baz Luhrmann's 2013 *film The Great Gatsby*—one from a human viewpoint and one from an AI viewpoint—to demonstrate his view of the Jaz Age.

General Conclusion

General Conclusion:

The present study distinguishes between AI and humans in interpreting literature. Literature is an art that uses written language to express itself, express ideas, and evoke emotions. As researchers, we aim to shed light on the pros and cons of using AI to understand literary works and determine if AI will eventually replace humans in this role.

The Reader sees literature as a real-life reflection of his world. As Samuel Johnson states, literature is a mirror in which each reader sees." (Johnso). When interpreting literature, the reader does more than just read or examine the plot. He is trying to explore and reflect on his own experiences and realities, searching for the most similar characters and uncovering the mystery of the literary relationship. Literature is the art of giving pleasure with a purpose." (Emerson). Furthermore, when a reader critiques a scholarly work, it represents the poet's overall perspective on the object. "The function of criticism is to see the object as in itself it is, not to see it about what other people have said about it." (Eliot), as a human critic, aims not to judge but to explore what is good and evil and defy expectations. "Criticism is not a matter of fault-finding; it is a matter of finding out what is good and bad in a piece of work, of discovering its merits and defects, of seeing how far it succeeds in doing what it sets out to do." (Coppard.)

On the other hand, AI views literature as a collection of textual data that requires mathematical examination and analysis. One of AI's main applications in literature is revealing the hidden aspects of literary works. Natural language processing and machine learning algorithms can achieve this. AI can identify patterns, connections, and hidden meanings that can shed new light on interpreting and understanding literary texts. "AI-powered tools can analyse large corpora of literary works, identifying common motifs, character archetypes, and narrative structures that may not be easily discernible to individual readers" (Elson & McKeown, 2010). AI serves as a critical observer of various forms of literature.

In addition to these conceptual contributions, AI can assist with more practical, tedious tasks associated with literary analysis. AI-powered tools can automate the processes of text extraction, annotation, and organisation, allowing researchers and scholars to focus on the more nuanced and interpretative aspects of their work (Bode & Podlubny, 2019). This can significantly streamline the research process and free up time for more in-depth exploration and discovery.

The movie by Baz Luhrmann 2013 used *"The Great Gatsby"* to show how the human brain and the machine came to different conclusions. This is because the film shows the reality of the American dream more straightforwardly and entertainingly while also being Baz Luhrmann's take on the F. Scott Fitzgerald book.

Look at my interpretation of the movie next to Edu's interpretation. You can see that Edu's interpretation is missing some details about the movie's writer and director. The EDU writer's interpretation also lacks evidence and does not give enough information. The movie's interpretation, according to Eduwriter, is more objective.

Eduwriter employs a variety of movie structures and research approaches. When facts limit the movie's interpretation, it loses originality, creativity, and emotional connection.

Before the film, human interpretation provides background information about the movie, its author, its character, and its director. It also highlights the differences between the movie and the book. During the movie, human interpretation changed a lot, which might explain how I dealt with Marxist and feminist points of view. This shows how people understand literary works as unique, creative, and personal. This led to the idea that people could use AI to improve their work more objectively.

In summary, AI can only serve as a helpful tool, never supplanting the human brain's subjectivity in literature, which primarily focuses on the human being. "Literature is the history of human hope." (Rukeyser)

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Résumé :

Dans une perspective féministe et marxiste, cette étude examine la disparité entre les êtres humains et l'intelligence artificielle dans leur interprétation des œuvres littéraires par le biais de la théorie de la réponse du lecteur (Reader Response Theory). L'article traite de l'adaptation cinématographique de The Great Gatsby en tant qu'étude de cas, évaluant son traitement de plusieurs thèmes et sa représentation de la vie américaine à l'ère du jazz. Le réalisateur de la vidéo aborde divers sujets liés aux femmes, aux classes sociales et à la société, en les examinant d'un point de vue à la fois féministe et marxiste. J'utilise une approche d'analyse descriptive pour sélectionner une partie du film qui reflète le point de vue du lecteur et sa compréhension du film, en se concentrant sur les questions associées au féminisme et au marxisme. Je compare ensuite cette interprétation et cette analyse avec celles d'un instructeur d'intelligence artificielle. La conclusion est que si l'intelligence artificielle (IA) peut être utile, elle ne peut pas remplacer totalement l'intellect humain dans l'analyse des œuvres littéraires.

Mots-clés : Intelligence artificielle, processus de langage naturel (NLP), réponse du lecteur, objectif et subjectif. Edu Writing.

الملخص

هــذه الورقــة البحثيــة تنــاقش التفــاوت فــي تفســير البشــر والــذكاء الاصــطناعي للأعمــال الأدبيــة مــن منظــور نســوي وماركســـي. تســـتخدم الدراســـة نظريـــة اســـتجابة القــارئ لتحليـــل الفــيلم المقتــبس عــن روايــة "غاتســـبي العظـــيم"، وتقـــيّم معالجتـــه للمواضـــيع وتصـــويره للحيــاة الأمريكيــة فــي عصــر الجـــاز. يــتم مناقشـــة العديـــد مـــن المواضـــيع المتعلقـــة بـــالمرأة والطبقـــات الاجتماعيـــة والمجتمـــع فـــي الفـــيلم مـــن منظـــور نســـوي وماركســـي. تســـتخدم الباحثـــة مـــنهج التحليـــل الوصـــفي لتحليـــل جـــزء مـــن الفـــيلم يعكـــس وجهـــة نظر القـــارئ، مـــع التركيـــز علـــى المســـائل المتعلقـــة بالنســـوية والماركسية. ثـــم يـــتم مقارنـــة هـــذا التفســـير مـــع مـــدرب الـــذكاء الاصـــطناعي، مـــع الاستنتاج بــأن الــذكاء الاصــطناعي لا يمكــن أن يحـــل محـــل العقـــل البشري في تحليل الأعمال الأدبية، على الرغم من فائدته في بعض الحالات.

الكلمات المفتاحية للدراسة هي الذكاء الاصطناعي، عملية اللغة الطبيعية، استجابة القارئ، الموضوعية والذاتية، النسوية، الماركسية.