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Literary

Texts

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.. أمانى العيد

Literary Texts 3.1+2+3



AYDI 2022/T

LECTURE NO. 1

13.05.2022

HELLO EVERYONE!

The subject of **Literary Texts I** focuses mainly on poetry. We will read poetry through different eras of the English history. We will learn about the figures of speech, meter, rhyme scheme, etc.

In this course, we will start with the definition of poetry and a historical review (PP. 7-16).

Then we will talk about the Elizabethan poetry.

After that, we will move to poetry in the Seventeenth & the Eighteenth Centuries.

Then, we will study the Romantic poetry, and we will end up reading about the Victorian poetry.

What is poetry?

It's a medium to express feelings and thoughts. It can express imagination.

FIGURES OF SPEECH:

Poetry is not only about rhyme, but it also contains poetic devices called 'figures of speech.' For example, metaphor, simile, personification, etc.

What is **simile** /siməli/?

Student: it is a comparison مقارنة between two things using the words 'like' and 'as.'

Professor: good. How to differentiate between **metaphor** and **simile**?

Metaphor is a comparison between two things that are not similar ليسا

متشابهين.

Notice that in simile; we use the words 'like' and 'as' when we compare two things. However, in metaphor, we compare between two things without the use of 'like' and 'as'. This is the only difference.

For example,

- My students are as busy as the bees. (simile)
- My students are like the bees. (simile)
- My students are bees. (metaphor)
- He is the apple of my eye (metaphor)
- Life is like a box of chocolate. (simile)
- Life is a box of chocolate. (metaphor)

- Time is a thief. (metaphor)

Personification التشخيص

It is when you assign the qualities إضفاء صفات of a person to something that is not human.

e.g. the stars are dancing.

Dancing is a human quality. This means that we have Personification here.

Alliteration is the repetition of the initial sounds of several words in a group. (In the same line)

تشابه اللفظ الأول بين عدة كلمات

- She sells sea shells by the sea shore. (s/ sh)

Allusion التلميح: it is also a figure of speech that is a reference in one literary work to an element of another literary work.

It is a brief and indirect reference to a person, place, thing or idea of historical, cultural, religious, literary, or political significance.

It doesn't describe in detail the person or thing to which it refers; it's just a passing comment. The writer expects from the reader to possess enough knowledge to grasp the allusion and its importance in poetry.

- Both act like a **Romeo** in front of her.
(Reference to Shakespeare's Romeo and Juliet) (Literary allusion)

- This place is like a **Garden of Eden**. جنة عدن
(Reference to the Bible. (Religious/Biblical allusion)

Anastrophe التقديم والتأخير بين عناصر الجملة, also known as inversion, is a literary technique in which a writer changes the normal order of words.

- **Patience I lack.**

The original sentence: **I lack patience,**

It is more poetic and musical to invert the order of words.

- **Gracious she was.**

The original sentence: **She was gracious.**

Anaphora تكرار اللفظ في عبارتين متتاليتين: it is the repetition of the same word or group of words at the beginning of successive clauses,

sentences or lines

For example:

This royal throne of kings, this sceptred isle,
This earth of majesty, this seat of Mars,
This other Eden, demi-paradise.

In sonnet 18 we have examples of Anaphora:
So long as men, so long with this
Nor lose position nor shall death
and often and every

Hyperbole المبالغة

Exaggerated statements or claims not meant to be taken literally.

Example:

- I am so hungry I can eat a horse.
- I have a million things to do.

Personification التشخيص :

It is when you assign the qualities of a person to something that is not human.

Example:

- The stars danced
- The flowers nodded.

Pun التورية / التلاعب اللفظي : a play on words wherein a word is used to convey two meanings at the same time.

Example:

- The other day I held the door open for a clown. I thought it was a nice jester. (Joke)

("Jester" sounds like "gesture." When you do something nice for someone it is a nice gesture. This pun is funny because it is a nice gesture to hold the door open and the clown (the jester) was nice.)

- A boiled egg in the morning is hard to beat. (Joke)

'Hard to beat' means (1) irresistible (for breakfast) and (2) hard to break (refers to its solidity, i.e. you struggle when you want to peel it).

- Bikes can't stand on their own, because they are two-tired. (Joke)

Two-tired: (1) two tires; (2) too tired.

These examples are funny.

Onomatopoeia الكلمة تكتب مثل صوت الذي تعنيه : **it is the sound meaning.**

There is a similarity between the word itself and its sound.

This word comes from Greek and means 'the sounds I make.'

Example:

- splash – spray – ding dong, bang, click
- murmur,
- whisper
- mew, bark, etc.

Polysyndeton تعدد حروف العطف : **it is the use of several conjunctions in close successions especially where some could otherwise be omitted.**

Example:

- He ran and jumped and laughed for joy.

Why do poets use Polysyndeton?

I will give you an example for the Old Testament.

"And every living substance was destroyed which was upon the face of the ground, both man, and cattle, and the creeping things, and the fowl of the heaven; and they were destroyed from the earth: and Noah only remained alive, and they that were with him in the ark.")Genesis 7:37)

What does this add to the text?

We can say that polysyndeton is the deliberate insertion of conjunctions into a sentence for the purpose of "slow[ing] up the rhythm of the prose" so as to produce "an impressively solemn note

They do so to make sure that the reader will slow down and understand the message.

This used mostly in religious books and poetry.

Apostrophe المناداة : **it is a figure of speech sometimes in which a speaker directly addresses someone or something that is not present or cannot respond in reality. The addressee can be absent, dead, imaginary person, or an inmate objet, or an abstract idea.**

- Oh Moon thou climb'st the skies.
- Oh! Stars and clouds and winds, ye are all about to mock me

Oxymoron التضاد :

Two contradictory adjectives or words. They are usually an adjective and a noun.

A combination of two terms that in regular language use are contraries

or incompatible. Milton's famous description of hell as containing "darkness invisible" is a good example.

- loving hate
- tragi-comedy
- seriously funny
- Frozen deserts.
- Original copy.

It is very important to understand the figures of speech because we are going to use them in prose and poetry. Next time, we will look at sonnet 15 by William Shakespeare. Sonnet 15 and Sonnet 18 are not found in the book. I dropped sonnet 20 because it is difficult.

Thank You

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LECTURE NO. 2

20.05.2022

HELLO EVERYONE!

William Shakespeare:

He is a famous writer and he is one of the most important dramatists and poets in English literature. He was born in 1564 and died in 1616. He is a renaissance poet; he is a 16th century poet. He was born in a town called Stratford-upon-Avon in England.



His parents are Mary and John. Mary was the daughter of a wealthy landowner (ابنة مالك أرض ثري). John was a glove maker (صانع قفازات) and a local politician (سياسياً محلياً).

Shakespeare went to study in Stratford Grammar school, but he had no university education. He had no university degree.

شكسبير لم يذهب الى الجامعة قط، ليس لديه أي شهادة جامعية.

Believe it or not, William Shakespeare did not receive any university education. However, he became a poet, an actor, and a playwright¹ (someone who write plays for the theatre).

He is often called England's National Poet. His work consists

¹ كاتب مسرحي

approximately of 38 plays, 154 sonnets, and 2 long narrative poems.

كان شكسبير يُلقب بـ "شاعر إنكلترا الوطني".

At the age of 18, he married Anne Hathaway with whom he had three children.

In 1592, he began his career in London as an actor and a playwright. He had connections with one of the most successful theatre company at that time called the Lord Chamberlain's Men.

Sometime between 1585 and 1592 he began a successful career in London as an actor, a writer, a part owner of playing company called the Lord Chamberlain's Men. This company was later known as the King's Men.

William Shakespeare is well known for his **sonnets**. Scholars are not certain when each of the 154 sonnets was composed, but evidence suggests that Shakespeare wrote sonnets throughout his career for a private readership (جمهور خاص). Critics praised the sonnets as a profound meditation on the nature of love, sexual passion, procreation, death and time.

أشاد النقاد بالسونيتات ووصفوها بأنها تأمل عميق في طبيعة الحب والمطفة الجنسية والإنجاب والموت والوقت. هذه كانت بعض الأفكار التي يكتب عنها شكسبير.

Over the centuries, some readers have argued that Shakespeare's sonnets are autobiographical and point to them as evidence of his love for a young man. Others read the same passages as the expression of intense friendship rather than romantic love.

There are two camps readers. One camp argued that the sonnets written by William Shakespeare were written as an example of homosexual² love for a man. The other camp argued against this idea and they said that these sonnets were written as an expression of intense friendship; a love for a friend.

جادل بعض القراء بأن قصائد شكسبير هي سيرته الذاتية ويشيرون إليها كدليل على حبه لشاب. قسم آخر من القراء كانوا ضد هذه الفكرة وقالوا إن هذه السونيتات كتبت كتعبير عن صداقة قوية.

The first 17 poems, traditionally called the **Procreation Sonnets** are addressed to the young man, urging him to marry and have children in order to immortalize his beauty by passing it to the next generation.

The sonnets from (1→126) are known as the **Fair Youth Sequence** because they are written to a fair lord; to a handsome young man.

Other sonnets express the speaker's love for the young man. They brood

² مثلي

upon loneliness, death, and the transience of life. They express ambiguous feelings for the speaker's mistress; and pun on the poet's name.
This is as for as the life of William Shakespeare is concerned.

Let's move to our first poem by William Shakespeare which is Sonnet (15):

Sonnet 15

By William Shakespeare

When I consider everything that grows
Holds in perfection but a little moment,
That this huge stage presenteth nought but shows
Whereon the stars in secret influence comment;

When I perceive that men as plants increase,
Cheered and check'd even by the selfsame sky,
Vaunt in their youthful sap, at height decrease,
And wear their brave state out of memory;

Then the conceit of this inconstant stay
Sets you most rich in youth before my sight,
Where wasteful Time debateth with Decay
To change your day of youth to sullied night;

And all in war with Time for love of you,
As he takes from you, I engraft you new.

This is our first sonnet by William Shakespeare.

Let's analyze it:

When I consider everything that grows

When I think about everything that grows on the planet whether they are plants, animals...

Holds in perfection but a little moment,

☞ **Holds in perfection:** remain perfect.

So the speaker is saying when I think of the growth of plants, the progress of humans, I found out that we are perfect for a very short time. We think that we are perfect, but this perfection lasts only for few minutes.

يقول الشاعر أنه عندما يفكر ملياً أنّ جميع الأشياء التي تنمو لا تبقى في حالة اكتمالها سوى لحظة قصيرة.

That this huge stage presenteth nought but shows

☞ **nought:** nothing

☞ **shows:** appearances.

Which stage he is referring to? He means **Life**. But this huge life presents nothing but appearances.

In "*huge stage*", what figures of speech do we have?

Student: a metaphor

Professor: Thank you! A metaphor is a comparison between two things that are different. So here we have a metaphor. The poet is comparing life to a huge theatrical stage.

This stage in which we perform ourselves and live our lives presents nothing to us but appearances.

هذا المسرح الكبير (الحياة) الذي نعيش فيه لا يقدم لنا سوى المظاهر.

Whereon the stars in secret influence comment;

What does the speaker here say about the stars? What have the stars do to our lives on this planet?

He is talking about the universe; the stars and the planets. The speaker here is saying that our lives that we live on this planet are under the influence and observation of the universe. Although we think that we are in control, especially when we are young, we think we are energetic, full of life, healthy, unstoppable, BUT the universe out there can change in a minute. It can change the course of our lives. The stars have the ability to make a comment. They have their saying.

الكون لديه القدرة على التدخل بحياتنا وتغييرها جذرياً.

Here William Shakespeare is giving the stars a **human quality**; the ability to talk, the ability to intervene, and the ability to say something about the course of our lives. They have the ability to change things.

So in this line "*the stars in secret influence comment*" we have a **Personification** (التشخيص). What is a personification?

A **personification** is a figure of speech and it is when you assign the qualities of a person to something that isn't human.

So it is when you give a human trait to something that is not human. For example, in our poem the stars have the ability to speak and have a say on our lives.

التشخيص هو من المحسنات البديعية و يعني إعطاء صفة بشرية لجماد (أشياء غير بشرية).

When I perceive that men as plants increase,

When I think about the growth of our humanity and how they increased.
How they populated the earth just like plants.

Cheered and check'd even by the selfsame sky,

☞ **Cheered:** encouraged

☞ **checked:** here it means reprimanded, criticized, stopped.

Again, he is making an observation about the universe. He is saying, when I think about the progress that we made as humans; how we populate the Earth in huge numbers just like the plants, one day we are encouraged to grow and the next day we are reprimanded. We are stopped. So one day we feel strong, healthy, and energetic but we know this is not going to last forever. This is just a short phase.

The stars have the ability to stop the course of our actions; to stop the course of our energy, of our health. Whatever we are doing, there is something out of our control; you may call it stars, universe, guard or whatever you call it, we are imperfect. Our perfection and the fact that we are so young in this phase of our lives are not going to last forever.

يقارن الشاعر هنا تضخم عدد البشر بنمو النباتات. ويقول إنه في الحياة هناك وقت يشجعنا فيه الكون على النمو والتكاثر وفي وقت آخر يوقفنا عن الحياة ويشعرنا أننا زائلون.

Vaunt in their youthful sap, at height decrease,

☞ **vaunt:** to show off / to boast / to be proud (تَبَجَّح)

☞ **sap:** energy / health

He is describing humanity. He is describing people when they are young. When people are young, they show off because they are healthy, beautiful, handsome, energetic and full of life.

Vaunt in their youthful sap, at height decrease,

And wear their brave state out of memory;

☞ **brave state:** refers to being young.

What happened to young people? They will grow old and the state when they were young; when they were very brave and proud, they will be forgotten. You are showing off because you are young. However, humans when they are young, they do not know that their journey is at its highest degree. Eventually you will grow old.

“*at height decrease*” notice that these words are **contradictory**.

The poet here describes the phase when you are young. “decrease” is the opposite of “increase”. He is describing the course of life. We start young and then things start to go down as you grow old. So nothing lasts forever. That is what he is saying.

يتيهون بقوتهم في سنوات الشباب وفي أوج العمر يضمحلون، ويحملون عهد شجاعتهم خارج الذكريات. الشاعر يصف دورة الحياة؛ عندما نكون في ريعان الشباب نكون بكامل قوتنا و مليئين بالصحة والطاقة، لكن لا شيء يدوم. سنصبح كباراً في السن و نودع أيام الشباب.

Then the conceit of this inconstant stay

☞ **conceit:** conception / idea

☞ **inconstant:** changeable / unstable

Here the speaker is describing youth as an inconstant stay, which means a very short phase. It is changeable.

*Then the conceit of this inconstant stay
Sets you most rich in youth before my sight,*

This sonnet, as we said earlier, is part of the sequence entitled "Fair Youth Sequence". So it is written to a young man. So here he is talking about this young man.

☞ **you:** it refers to the young man.

He is saying "the whole idea of how young you are makes you very beautiful in my eyes in spite the fact that this phase is very short".

هذه القصيدة موجهة لشاب وسيم، فيقول الشاعر له أن فكرة صغر سنك وشبابك تجعلك وسيم جداً في نظري على الرغم أن هذه المرحلة قصيرة جداً.

*Where wasteful Time debateth with Decay
To change your day of youth to sullied night;*

☞ **debateth:** it means debate. Debate means join forces / fight

☞ **decay:** corruption

☞ **sullied:** blackened / very dark

Notice that the (T) in (Time) is capitalized and the (D) in (Decay) is capitalized.

Time and Decay are going to join forces against you. You are not going to stay young forever because you will grow old. "Decay" here refers to the fact that you will grow old. This is what he is saying.

So Time will join forces with Decay; with corruption to change the brightness in your youth into a very dark night; the night of being old.

It is interesting how he compares youth to the brightness of the day whereas he compares the old age to a very dark night.

ان الزمن سيتحد مع الذبول ليغير لمعان شبابك لليلة مظلمة للغاية.

*And all in war with Time for love of you,
As he takes from you, I engraft you new.*

☞ **he:** here it refers to Time. So Time is personified. So we have a personification. (تشخيص)

☞ **engraft:** renew.

I am going to have a war; a fight with time. Why? Because I love you so much, I am going to make you forever young. I am going to make you forever remembered. How is he going to engraft the young man? How is he going to make him new?

By writing this sonnet to this young man, he will make this fair lord remembered forever. It is true! Reading this sonnet today in 2020, he can

tell people of the beauty of the young man and the love that William Shakespeare had for this young man.

As Time tries to steal your youth, your success, your health and your energy, I will make you immortal by writing this poetry.

سوف أحارب الوقت وأجعل جمالك أبدياً وخالدأ عبر قلماتي.

The main idea of this sonnet is that nothing lasts forever. We think we are perfect, but we are very far from perfect. Perfection works only for a short time. Our youth, our beauty, our health, and our energy will not stay with us during our journey on this planet. But what makes us remembered is the people who love us. We will be remembered after we die by the people who love us. And also in the state of William Shakespeare the poet wrote this sonnet so that the young man will be remembered forever. He gives this man the gift of immortality.

❖ Figures of Speech:

★ What is personification?

A **personification** is giving a human quality to a non-human object.

We have two examples of personification in sonnet (15):

➤ *Where wasteful Time debateth with Decay*

(Time) and (Decay) are capitalized so they are personified. They are going to join forces as if they are two armies. Here we are giving human qualities to inanimate objects; to abstract ideas.

(Time) و (Decay) لديهم صفة التشخيص هنا لأنهم سيوحدون قواهم للمحاربة وكأنهم جيشين.

➤ *As he takes from you, I engraft you new.*

(he) refers to Time. Time here is given the masculine gender. So it is personified.

★ Can you find me an example of **alliteration**? Do you remember what alliteration is?

It is the repetition of the same consonant sound at the beginning of words that are in close proximity to each other.

Example: *Sally sells sea shells by sea shore.*

The repetition of the /s/ sound and the /sh/ sound is an example of alliteration.

Can you find me alliteration in the poem?

Student: in line (4); (stars) and (secret). We have the repetition of the (s) sound.

Professor: Excellent! What else?

Student: in line (5) we have (perceive) and (plants). The alliteration is in the (p) sound.

Student: in line (6) we have (cheered) and (checked). The repetition of the (ch) sound is alliteration. Also (selfsame) and (sky) there a repetition of the (s) sound.

Professor: very good.

☆ We have a metaphor in line (3):

That this huge stage presenteth nought but shows

“huge stage” is a metaphor. He is comparing life to a theatrical theatre.

➤ Now we have a new figure of speech which is a simile.

☆ **What is a simile?**

A simile is a comparison between two things that are not similar by using (as) or (like). So the difference between a simile and a metaphor is the use of (as) and (like). We have examples:

Men as plants increase,

He is comparing humanity to the growth of plants.

❖ **What is a Sonnet?**

It means a little song, but it has certain characteristics. What are these characteristics?

السونيتة هي أحد أهم أشكال الشعر الغنائي وتتألف من أربعة عشر بيتاً بأوزان وقواف معروفة وتركيب منطقي. لها صفات محددة:

1) **It presents an argument** to the reader: so it has an argument.

تقدم حجة منطقية.

2) It is a poem **written in a certain format:**

You can identify a sonnet if it has certain features:

a- It has to have 14 lines.

All sonnets have 14 lines which can be broken down into 3 sections called quatrains and a couplet. A sonnet is divided into 3 quatrains and a couplet.

The couplet is the two lines at the end of a sonnet. They have **one idea** and the **same rhyme**³. The rhyme here is (you) and (new).

The quatrain is made up of four lines that have alternating rhyme.

b- A sonnet has to have a strict rhyme scheme/ pattern:

The **Shakespearean sonnet** or what we call the **English sonnet** has a specific rhyme scheme. We call Sonnet (15) an English sonnet or a Shakespearean sonnet.

³ قافية

The rhyme scheme of the English sonnet is (ABAB CDCD EFEF GG).

c- Every Shakespearean sonnet has to be written in a specific meter. We call it iambic pentameter.

An iambic pentameter is a poetic meter (بحر شعري) with five feet per line (هـ مقاطع في كل بيت) made up of alternating unstressed and stressed syllables.

Sonnet 18

By William Shakespeare

Shall I compare thee to a summer's day?
Thou art more lovely and more temperate:
Rough winds do shake the darling buds of May,
And summer's lease hath all too short a date;

Sometime too hot the eye of heaven shines,
And often is his gold complexion dimm'd;
And every fair from fair sometime declines,
By chance or nature's changing course untrimm'd;

But thy eternal summer shall not fade,
Nor lose possession of that fair thou ow'st;
Nor shall death brag thou wander'st in his shade,
When in eternal lines to time thou grow'st:

So long as men can breathe or eyes can see,
So long lives this, and this gives life to thee.

This is the amazing William Shakespeare! Can you remind me what a sonnet is?

It is a short song. It comes from the Italian word "sonetto". It has 14 lines written in iambic pentameter. So the entire sonnet is written in iambic pentameter. It is divided to three quatrains and a couplet.

السونيتة، كما قلنا في المحاضرة السابقة، هي أغنية قصيرة مكونة من 14 بيت مكتوبة بالبحر (iambic pentameter) و تكون مقسمة الى ثلاث رباعيات و ثنائية.

By the way, we have different types of sonnets. We are here studying the English sonnet or the Shakespearean sonnet. The English sonnet has a strict rhyme scheme, which is (ABAB CDCD EFEF GG).

السونيتة الانجليزية \ الشكسبيرية لها مخطط قافية محدد وهو (ABAB CDCD EFEF GG).

⊗ First Quatrain:

Shall I compare thee to a summer's day?

☞ **thee**: it is old English and it means (you).

Shall I compare you to a summer's day? This is the question that the first quatrain raises.

If you remember last time I told you that from sonnet (1) to sonnet (126) are called **the Fair Youth Sequence**. They are written to a young handsome man.

He is saying, shall I compare you to a beautiful summer day? He is so handsome. If you want to imagine that it is addressed to a woman, you can.

هل بإمكانني مقارنتك بيوم صيفي جميل؟

Thou art more lovely and more temperate:

☞ **Thou**: means (you).

☞ **lovely**: beautiful

☞ **temperate**: neither hot nor cold. It is moderate. (معتدل)

This language that he is writing in is called early modern English.

You are more beautiful and more moderate than this lovely summer day.

أنت أحلى واصفى وأكثر اعتدالا من هذا اليوم الصيفي الجميل.

He is not talking about Syrian summer. He is talking about the English summer. The English summer is neither cold nor hot.

الشاعر يتكلم عن صيف إنجلترا فهو لا يكون حار ولا بارد، بل يكون معتدل الجو.

Rough winds do shake the darling buds of May,

☞ **Rough**: strong / wild / harsh (قوية)

☞ **buds**: small flowers or blossoms. (براعم)

Here he is saying that these strong winds shake the little flowers even in the month of May.

أحياناً تكون الرياح قوية في صيف إنجلترا. فالشاعر يقول هنا أن هذه الرياح القوية تحرك البراعم الصغيرة للأزهار حتى في شهر مايو/أيار.

And summer's lease hath all too short a date;

☞ **lease**: duration \ period of time (مدّة)

☞ **hath**: means has

He is speaking about the month of May when there are strong winds. Again he is speaking about the English summer. These rough strong winds shake off the flowers of the trees. The duration of summer is very short.

تكون مدّة الصيف قصيرة للغاية.

⊗ Second Quatrain:

Sometime too hot the eye of heaven shines,

☞ eye of heaven: it refers to the sun. (عين السماء هي دلالة على الشمس)

Here we have a **metaphor**.

And often is his gold complexion dimm'd;

☞ his: refers to the sun. [This may be a question in the EXAM]

☞ complexion: skin

☞ dimm'd: become dark / darkened / lacking the brightness. (تُظلم)

He says, one day it is too hot and the next day the sun is not there. It is windy. Again, he is describing how British summer is very changeable; one day it is rainy and other day it is sunny.

الصيف في إنجلترا متغير للغاية. يوم أو ساعة يكون الطقس مشمساً وفي يوم آخر ممطر و عاصف.

What figure of speech do we have in "his gold complexion"?

Student: personification

Professor: very good! It is a **personification**. Here he is giving a human quality to an inanimate object which is the sun.

لدينا تشخيص هنا بإعطاء صفة بشرية للشمس.

And every fair from fair sometime declines,

☞ fair: anything that is beautiful

☞ declines: gradually disappears. (يختفي تدريجياً)

Whatever you consider beautiful in life whether they are plants, animals or humans, nothing lasts forever.

لا شيء يدوم للأبد مهما كان جميلاً في الحياة.

By chance or nature's changing course untrimm'd;

☞ untrimm'd: stripped of its beautiful appearance. (مجرد)

He said in the previous line nothing beautiful, nothing energetic, nothing which you consider perfect for a while is going to last forever either by chance, or by the course of nature. Now you are young, later after few years, you will grow old. The same applies to animals, plants and everything. So nothing remains forever.

So whatever you consider to be beautiful will be stripped of its beautiful appearance either by the course of nature because this is the way things are or by chance.

كل ما تعتبره جميلاً سوف يتم تجريده من مظهره الجميل إما من خلال مجرى الطبيعة لأن هكذا تجري الأمور أو عن طريق الصدفة.

⊗ **Third Quatrain:**

But thy eternal summer shall not fade,

☞ thy: your

Earlier, he asked the question "Shall I compare you to a summer's day?" Here he says "But your eternal beauty shall not change; shall not fade away; shall not disappear". The addressee the young man in this question is way more handsome than the British summer.

لكن جمالك سرمدِيّ لن يزول.

Nor lose possession of that fair thou ow'st;

☞ ow'st: owe; to have or possess something. (يملك)

Your beauty will last forever. There is no question about it. Nor will you lose position of that beauty which you own.

ولن تفقد مكانة ذلك الجمال الذي تملكه.

Nor shall death brag thou wander'st in his shade,

☞ brag: show off / boast / to be proud of something. (تفاخر)

He is repeating the same idea. Death will not be able to be proud; death will not be able to boast or show off. Even when you are dying, death will not be able to be proud. Why?

حتى عندما تموت، لن يكون الموت فخور بموتك.

When in eternal lines to time thou grow'st;

☞ eternal lines: referring to his poetry

☞ grow'st: renewed

What do the lines refer to here? Lines here refer to the poetic lines; to the poem itself. My poetry is eternal. That is why death will not be able to approach you. Death will not be able to change the fact that you are going to stay eternal. He describes his poetry as something that has the ability to give life; to immortalize. So by my poetry, I will make you immortal. You will live forever. Time after time you will be remembered by my poetry.

سأبقيك على قيد الحياة عن طريق سطورِي. في كل وقت و كل زمان ستبقى حياً في أشعاري.

⊗ **The couplet:**

So long as men can breathe or eyes can see,

So long as there are people who are going to read the poetry of William Shakespeare

So long lives this, and this gives life to thee.

He is saying as long as there are people who will read the poetry of William Shakespeare, my beloved; my friend will live forever through my poetry.

So long as men have eyes to read this sonnet, this sonnet is going to live, and this sonnet will give life to you.

طالما الإنسان يتنفس و عينه تبصر فان هذه الأبيات ستعيش لتمنحك الحياة.

Do you have any question?

Student: is he talking about a female?

Professor: No, he could be talking about a male friend or a male beloved.

❖ **Figures of speech:**

- Sometime too hot the eye of heaven shines (alliteration)
- And often is his gold complexion. (personification)
- "So long", which stress the fact that this poem about the young lover will continue to exist as long as there are human beings on earth. (Anaphora)
- "So long lives this" has the subject preceding the verb. (Anastrophe)

Thank You

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LECTURE NO. 3

13.06.2022

HELLO EVERYONE!

Shakespeare and Ben Johnson lived in the sixteenth century. Now, we are going to move to a new era, which is the era of the seventeenth and eighteenth century.

Open your books on page (31). Let's read the section:

Queen Elizabeth died in 1603. There were no possible heirs ^{ورثة} her throne so her cousin, King James VI of Scotland, took over and was rechristened King James I of England.

If you remember when we talked about Queen Elizabeth I, she was a single Queen ^{عزباء}. She was known as the Virgin Queen because she decided to marry her country ^{تزوجت وطنها}. She devoted her life for the welfare of her country ^{كرست نفسها لتحقيق الرفاه لشعبها}. As a result, she was known as the Virgin Queen. She had no heir, therefore when she died, her cousin King James IV of Scotland, who was later on called King James I of England, became the new King.

The smooth bloodless transition of power was a great relief to the people of England. It did not appear, at that time, to be a prelude to

one of the bloodiest centuries in English history. Within less than half a century after James became king, England would be embroiled in a civil war that would result in the execution of his son King Charles I

That was the first time in the history of England that a King who is King Charles I was executed **تم إعدامه**. He was beheaded by the people.

The Parliamentarians, as a result, were not happy. There was a lot of political governmental corruption. That is why the Civil War took place between the Parliamentarians and Royalists **دارت الحرب الأهلية بين دعاة الجمهورية ودعاة الملكية**. The fruit of that Civil War was the execution of King Charles I; the son of King James I. It was the first time in the history of England that a King was taken to court, imprisoned and executed.

After the execution of King Charles I, the republic was born for the first time in the history of England. **So it was the end of English Kingdom and the birth of the Commonwealth; or the Republic.** It didn't last for very long.

It was called the **Commonwealth**, and was led by the puritan leader **Oliver Cromwell**.

The lord protector of the Commonwealth was called Oliver Commonwealth. He was a puritan. A **Puritan means someone who is anti-Catholic**.

Puritanism was adopted by the republicans. It was adopted by the parliamentarians; those who were against the King. They were anti-Catholics. They were Protestants. They wanted to go back to the pure essence of Christianity; the way they understood Christianity. It was a very strict form of Christianity. On Sundays, you have to go to church. If you don't go to church, you will be punished in public. If you are a woman, you have to dress in black and grey (dark colours). Colourful clothes were banned and no makeup **الألبسة الملونة والمكياج من الممنوعات**. On Sundays, you cannot play games if you are a child. It was not allowed. You cannot do any works or activities on Sundays. Sundays is the God's day. All that took place during the rule of puritans; under the rule of Oliver Cromwell. They abolished the theatres. The theatres were a taboo **حرام** Drawing was not okay. Going to a pub for a drink was not okay. It was prohibited.

They were extremely strict religiously speaking. They have a narrow-minded understanding of the **فهم ضيق للكتاب المقدس**. This was not the

change that people were looking for. It turned out to be something different. The puritans wanted to purify the church; they wanted to reform the church. They believed that the Anglican Church was corrupted. They created Puritanism to recreate Christianity; to reform the Anglican Church.

Eventually, the Puritans had to immigrate to the USA. The Commonwealth lasted for few years. Then England went back to be a Kingdom.

Literature was not insulated from the turbulent events that shook England, nor were poets who found themselves torn apart between two warring camps. Arguably, the poetry of the first half of the century was shaped entirely by the civil war and its repercussions, while the poetry of the second half exhibited a marked consciousness of the lessons learnt from the chaos of the war, and the dictatorial rule of Oliver Cromwell.

So the literature was influenced by all the changes; the political, the historical and cultural changes that took place in that era **تأثر الأدب كثيرا** بمقتضيات الحكم الجديد.

Poetic themes, motifs, topics, and varying styles in, and approaches to writing almost invariably reflect conscious reactions to the social, religious and political changes that befell England during the seventeenth century.

After the Restoration of the monarchy **عودة النظام الملكي** to England in 1660, it only seemed natural that the literature of the period would reflect a twofold tendency towards decorum and extravagance **الزخرفة**. This may appear to be contradictory, but is understood when one looks into the situation in England during the reign of Cromwell. Decorum and an unprecedented interest in form **الاهتمام** and order appear to be reactions to the excesses of the civil war while extravagance **المبالغة** a reaction to the sober austerity **التقشف الشديد** of the Puritanism that ruled England for over twenty years.

So you will find that poetry and literature in general at that period was dominated by two tendencies; either towards extravagance and decorum or the opposite; towards simplicity and purity.

Within less than half a century of the Restoration of the monarchy to

England the trauma caused by the century of the civil war was replaced by a sense of confidence, vitality, and achievement. By the beginning of the eighteenth century, the sense of decorum and order that became prevalent after the return of **Charles II to England from his exile in France transmuted in literature into what we now know as the Augustan age.** The name was after the Roman Emperor Augustus whose reign was marked by stability and splendour that nourished such great Roman poets as **Virgil, Horace, and Ovid.**

Towards the end of the eighteenth century, three revolutions would raise doubts about the Augustan ideals, as we will see in the Romantic Age.

These three revolutions were the French, the American and the industrial revolution.

Our first poet is George Herbert. (1593-1633)

- George Herbert's father died when the poet was only three. At sixteen, when he was a student at Westminster School and King's **Scholar of Trinity College, Cambridge**, he wrote two accomplished and devout sonnets.

Remember that a sonnet consists of fourteen lines and written in iambic pentameter. It has three quatrains and a couplet.

- His mother received the two poems with a letter announcing the young Herbert's dedication of his poetic powers to God

- His poetry was **religious.**

- His fellowship at Trinity required him to join the clergy within seven years, but after being elected public orator (a springboard into higher positions at court) he left his university duties to proxies while he pursued a secular career. Two terms as a member of the parliament evidently disillusioned him. He was ordained deacon, installed as canon of Lincoln Cathedral, and in 1630, having been ordained priest, received a living as rector of Bemerton. In 1629 he married his stepfather's cousin, and they adopted his two orphaned nieces. In addition to a prose treatise, he wrote many poems in both English and Latin. Shortly before his death, he sent his English poems to his friend, the Anglican clergyman, Nicholas Ferrar, asking him to publish them if he believed that they could "tum to the advantage of any dejected soul;" otherwise, Ferrar was to burn them.

- George Herbert sent his poems to his friend, Nicolas telling him if

you think my poems are good enough, publish them; if not, burn them! By "good enough", he meant whether they can help somebody return to god or not.

- The poems collected in *The Temple* (1633) represented, Herbert wrote, "a picture of the many spiritual conflicts that have passed betwixt God and my soul, before I could subject mine to the will of Jesus my master." Like John Donne, Herbert uses colloquial language *اللغة العامية* and conceits and dramatizes the meeting of a powerful intellect and intense faith.

- He describes his religious poems in his volume "the Temple" as a picture of the many spiritual conflicts that would pass between God and his soul.

- "Conceits" is the comparison between something tangible and something abstract.

Next time, we will deal with metaphysical poetry and the poem "Jordan" by George Herbert. As for now, we will deal with the poem "Easter Wings". It is a shaped poem *قصيدة شكلية* in which there is a relationship between the image and the content of the poem itself. So from the title "Easter Wings", the title has "Wings" and the shape of the poem consists of two wings. We have two stanzas and each stanza represents a wing. A shaped poem is a poem written so the lines form a physical pattern, usually related to the subject or the theme of the poem. It is also called concrete poem, visual poem (because it has an image), or sometimes it is called emblem poem. He wrote two shapes poems; "The Altar" and "Easter Wings". "The Altar" also has the shape of an altar.

- His single volume of poetry is a religious volume and it is known as "The Temple". The poems in this volume reflect Herbert's struggle to define his relationship to God, which is inseparable from the tensions and anxieties that were relevant in his society such as the relationship between the king and the subject, the lord and the courtier, the master and the servant, father and child, bride and bridegroom.

- So his religious volume of poetry reflects many other relationships that were prevalent in his society. His own depiction of the collection of poetry "The Temple" is apt, and he says describing this collection:

"a picture of the many spiritual conflicts that have passed betwixt God and my soul, before I could subject mine to the will of Jesus my master".

- "The Temple" became the major influence on the religious lyric

poets of the Caroline Age including Henry Vaughan, Richard Crashaw and Edward Taylor. So he became a very influential poet at his time.

Now, in the book we have the word "deacon". A "deacon" is an ordained minister of an order ranking below that of a priest. So a deacon is not a priest, but someone who is lower than a priest.

Also we have a "rector"; is a member of the clergy who has a charge of a parish. A parish is bigger than a church but smaller than a cathedral.

Also in the book we have the word "canon"; is one of the staff in a cathedral.

Our poem for today: **Easter Wings** by George Herbert

Easter Wings

**Lord, who createdst man in wealth and store,
Though foolishly he lost the same,
Decaying more and more,
Till he became
Most poore:
With thee
O let me rise
As larks, harmoniously,
And sing this day thy victories:
Then shall the fall further the flight in me.**

**My tender age in sorrow did beginne
And still with sicknesses and shame.
Thou didst so punish sinne,
That I became
Most thinne.
With thee
Let me combine,
And feel thy victorie:
For, if I imp my wing on thine,
Affliction shall advance the flight in me.**

As you can see, the poem has the shape of two wings of a bird. That is why we call it a shape poem.

Let's start with the title. What do we mean by (Easter)?

Student: it refers to the resurrection of Jesus Christ from the death.

Professor: yes. What else do you know about Easter?

Student: it is a celebration where they color eggs.

Professor: yes, coloring the eggs has a meaning. The egg in itself resembles new life; rebirth. Resurrection is about rebirth. It is about the overcoming of Christ over death. It is about the triumph of Christ over death.

Lord, who createdst man in wealth and store,

* **Lord:** here refers to Jesus Christ or God.

* **Man:** refers to humanity

* **store:** means abundance

This line takes us back to the book of Genesis سفر التكوين the first book in the Old Testament. In the book of Genesis it says that God created man and woman from his soul giving them the gift of reason. It was the beginning of the story of Adam and Eve. They were put in the Garden of Eden and they were given all what they need. They were given the fruit and they had authority over the animals. Everything was perfect for them. This is how He created them.

Though foolishly he lost the same,

* **he:** refers to humanity represented by Adam.

Adam and Eve foolishly lost wealth and store. They lost heaven. They lost abundance. The tree that they were not allowed to eat from was called the **Tree of Knowledge of Good and Evil**, and it was an apple tree. They were given permission from God to eat from all the trees in Eden except for this tree.

Adam and Eve did not listen to God. Instead, they chose to listen to the serpent. The serpent may be a symbol of Satan in this story. Satan told them don't believe God. If you eat from the tree, you will have power. You will be like God. You will have knowledge and you will become immortal. Poor Adam and Eve, they believe Satan and ate the forbidden fruit. After they ate from the fruit, they realized for the first time that they were naked. They were ashamed and they tried to run away from God. They tried to hide behind the fig trees. They were Immortal before the fall, and after the fall, they became mortal with warts. Then God came to Adam and Eve and asked them why they are hiding from Him. See how Adam and Eve were very pure and very childlike that they were hiding from God.

It was true. They gained knowledge of good and evil for the first time. Before eating the apple, they were so pure. They didn't know about shame, they didn't know about need and they didn't know about anything. They were immortal. So God was right. Once you eat from the fruit, you will

die. Before eating from the fruit, they were immortal. They were like God, but they lacked the knowledge of good and evil.

Decaying more and more,

* **Decay:** to become rotten and corrupt and eventually die / to die slowly

So once Adam and Eve fell away from the grace of God, there was illness, suffering, need, war, disease...etc.

Till he became

Most poore:

With thee

O let me rise

* **thee:** means you, and it refers to God.

Notice here the poet George Herbert is comparing two situations; **the situation before the fall and the situation after the fall.** In contrast to the history of Adam and Eve our forefathers; George Herbert makes a choice to rise above that history of rebellion. So after the fall we have rebellion.

O let me rise

As larks, harmoniously,

* **larks:** it is a type of bird.

Let me rise and sing with you in harmony.

And sing this day thy victories:

And let me sing today your victory. What victory?

Student: the resurrection

Professor: yes! The victory of Easter refers to the Christ's triumph over death that was caused by Adam and Eve. We are mortal today because of what Adam and Eve did. What Adam and Eve did to us and to themselves is known as the original sin

Before the fall, Adam and Eve were living in Paradise. They were punished after they committed the sin. The poet is comparing these two states of existence. He wants to sing God's song of victory, which is the Easter song. He wants to sing the song of Easter, which is the song of freedom and resurrection.

Then shall the fall further the flight in me.

* **the fall:** refers to the fall of Adam and Eve.

* **further:** increase

* **the flight:** from suffering, conflict and sins to the bosom of God.

So Easter for George Herbert means liberation from the original sin and reunion with God.

We are human beings with a spiritual record. The soul cannot be separated from the body here on Earth. "we are spiritual beings living a human experience"

*** The Second Wing:**

My tender age in sorrow did beginne

* **tender:** in this context it doesn't mean soft. Here it means young.

He started his life as a young man in sorrow, in suffering, in sadness. We start our youth in suffering, even children suffer.

And still with sicknesses and shame.

His youth and our youth, not only starts with sorrow and sadness, but also with sickness and shame because he committed so many sins against God.

Thou didst so punish sinne,

That I became

Most thinne.

He knows that God can punish sins. His past is not very different from the past of Adam and Eve. It was characterized by rebellion, disobedience, sinfulness, conflict, and so on.

With thee

Let me combine,

And feel thy victorie:

For, if I imp my wing on thine,

* **thee:** God

* **combine:** unite

* **imp:** impress

* **thine:** yours

Here we have a metaphor. He is comparing himself to a bird and he is comparing God to a bird. And in a way, George Herbert's wing is kind of damaged and he needs God's support in order to fly. So he is saying; if he impresses his wing on God wings, he will be able to fly again. He is asking God to repair his damaged life and to change that history of shame and sinfulness into a brand new and clean history.

Affliction shall advance the flight in me.

* **Affliction:** his past suffering

* **advance:** capacity

Notice that he is repeating the same idea he emphasized earlier in the first stanza. He is saying; suffering on this earth will make me fly back to God.

So basically in the last two lines he said that his wing is damaged by the sins that he has committed in his past; in his youth. He says; my wing, my body, my soul is damaged by my history as well as by the history of my forefathers Adam and Eve. Therefore, if I want my wings to heal; if I want my life to change; if I want myself to be reborn again, I need to unite with God. Only by the grace of God, I will fly above the misery and the suffering of this life.

*** The Form of the Poem:**

Why do you think the lines in this poem have different length?

Student: It is the shape of the poem

Professor: The length of the lines has to do with the meaning of the poem. The short lines reflect man's poverty, misery, imperfection and mortality. The long lines describe human's hope, abundance and victory.

The form of this song is very different from any other poem because it is a shape poem. Content and shape are interrelated and interconnected in this poem Easter Wings:

1. The language itself describes the impoverishment of Man as the words become smaller and the line lengths decrease.

Notice how he cleverly chose the words in this poem. When he talks about wealth, abundance and union with God, he uses words like wealth, store, victory, and the lines are long. However, when he talks about the separation from God and the fall of Adam and Eve and the fall of humanity, the lines become short and the words change. He uses words like poor, foolish, decay...etc.

2. These two wings; the stanzas are the wings of Easter; the wings of freedom that Jesus offer to us by his death and resurrection.

3. Visually, as the stanzas descend and then ascend, the wings represent man's fall and eventually redemption and the destruction of man, followed by his salvation through his devotion to God.

As you can see, the lines go big at the beginning and they go smaller and smaller and then bigger and then smaller. This change; this descending and ascending, is the movement of the wing.

There is this idea that the wing is going up and down. When it goes up, there is this desire in George Herbert to unite with God; a desire to go back to the grace of God. When the wing goes down, it is pulled down by the gravity of our sins. It is very interesting in this poem to see the connection and the relationship between the form and the content.

4. These two stanzas are written in a shape of two wings. They also

represent the grace of God. How the grace of God works against the gravity of sin. So when we have short lines, they represent the gravity of sin which pulls you down. And when they go bigger, they represent God's grace. نعمة الله.

5. The falling and the rising pattern represent the theme of the Easter story. The top half of each stanza focuses on the problems caused by human sin. The bottom half of each stanza reflects the hope made possible by the resurrection of Jesus from the death.

This is as far as the relationship between the shape and the content is concerned.

I want you to extract the figures of speech and analyse the lines to know the meter of each of them.

Thank You

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احذر المحاضرات المسروقة!
[مكتبة العائدي لا تنشر محاضراتها على الإنترنت ونحن لا نتحمل مسؤولية أي نقص أو تشويه أو تزوير تجده في تلك المحاضرات. فالمرجع الرئيسي للمحاضرات هو المحاضرات الورقية فقط والتي يمكنك الحصول عليها من مقر مكتبة العائدي في المزة - نفق الآداب]

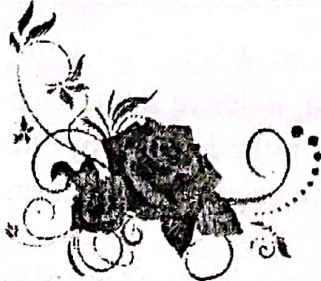


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