Chapter 1 : The Norton Anthology of English Literature: The Victorian Age: Review: Summary

Literature in a Changing Age and millions of other books are available for Amazon Kindle. Learn more Enter your mobile number or email address below and we'll send you a link to download the free Kindle App.

Egyptian hieroglyphs with cartouches for the name " Ramesses II ", from the Luxor Temple , New Kingdom The history of literature follows closely the development of civilization. Please improve it by verifying the claims made and adding inline citations. Statements consisting only of original research should be removed. April Learn how and when to remove this template message Different historical periods are reflected in literature. National and tribal sagas, accounts of the origin of the world and of customs, and myths which sometimes carry moral or spiritual messages predominate in the pre-urban eras. The epics of Homer , dating from the early to middle Iron age , and the great Indian epics of a slightly later period, have more evidence of deliberate literary authorship, surviving like the older myths through oral tradition for long periods before being written down. The plot is for more than just entertainment purposes; within it lies information about economics, psychology, science, religions, politics, cultures, and social depth. Studying and analyzing literature becomes very important in terms of learning about our[who? Through the study of past literature we[who? This can even help us to understand references made in more modern literature because authors often make references to Greek mythology and other old religious texts or historical moments. Not only is there literature written on each of the aforementioned topics themselves, and how they have evolved throughout history like a book about the history of economics or a book about evolution and science, for example but one can also learn about these things in fictional works. Canto I" [22] and expresses his opinions through his character Childe Harold. Through literature we are able to continuously uncover new information about history. It is easy to see how all academic fields have roots in literature. Eventually everything was written down, from things like home remedies and cures for illness, or how to build shelter to traditions and religious practices. From there people were able to study literature, improve on ideas, further our knowledge, and academic fields such as the medical field or trades could be started. In much the same way as the literature that we study today continue to be updated as we[who? As a more urban culture developed, academies provided a means of transmission for speculative and philosophical literature in early civilizations, resulting in the prevalence of literature in Ancient China , Ancient India , Persia and Ancient Greece and Rome. Many works of earlier periods, even in narrative form, had a covert moral or didactic purpose, such as the Sanskrit Panchatantra or the Metamorphoses of Ovid. Drama and satire also developed as urban culture provided a larger public audience, and later readership, for literary production. Lyric poetry as opposed to epic poetry was often the speciality of courts and aristocratic circles, particularly in East Asia where songs were collected by the Chinese aristocracy as poems, the most notable being the Shijing or Book of Songs. Over a long period, the poetry of popular pre-literate balladry and song interpenetrated and eventually influenced poetry in the literary medium. In ancient China, early literature was primarily focused on philosophy, historiography , military science , agriculture, and poetry. The most important of these include the Classics of Confucianism , of Daoism , of Mohism , of Legalism , as well as works of military science e. Ancient Chinese literature had a heavy emphasis on historiography, with often very detailed court records. In ancient India, literature originated from stories that were originally orally transmitted. Early genres included drama , fables , sutras and epic poetry. The Vedas are among the oldest sacred texts. The Samhitas vedic collections date to roughly â€" BCE, and the "circum-Vedic" texts, as well as the redaction of the Samhitas, date to c. In ancient Greece, the epics of Homer , who wrote the Iliad and the Odyssey , and Hesiod , who wrote Works and Days and Theogony , are some of the earliest, and most influential, of Ancient Greek literature. Classical Greek genres included philosophy, poetry , historiography, comedies and dramas. Plato and Aristotle authored philosophical texts that are the foundation of Western philosophy , Sappho and Pindar were influential lyric poets , and Herodotus and Thucydides were early Greek historians. Although drama was popular in Ancient Greece, of the hundreds of tragedies written and performed during the classical age , only a limited number of plays by three authors still exist: Aeschylus , Sophocles , and Euripides. The plays of Aristophanes provide the only real examples of

a genre of comic drama known as Old Comedy , the earliest form of Greek Comedy, and are in fact used to define the genre. Controversial, religious, political and instructional literature proliferated during the Renaissance as a result of the invention of printing, while the mediaeval romance developed into a more character-based and psychological form of narrative, the novel , of which early and important examples are the Chinese Monkey and the German Faust books. In the Age of Reason philosophical tracts and speculations on history and human nature integrated literature with social and political developments. The inevitable reaction was the explosion of Romanticism in the later 18th century which reclaimed the imaginative and fantastical bias of old romances and folk-literature and asserted the primacy of individual experience and emotion. But as the 19th century went on, European fiction evolved towards realism and naturalism , the meticulous documentation of real life and social trends. Much of the output of naturalism was implicitly polemical, and influenced social and political change, but 20th century fiction and drama moved back towards the subjective, emphasizing unconscious motivations and social and environmental pressures on the individual. Writers such as Proust , Eliot , Joyce , Kafka and Pirandello exemplify the trend of documenting internal rather than external realities. Genre fiction also showed it could question reality in its 20th century forms, in spite of its fixed formulas, through the enquiries of the skeptical detective and the alternative realities of science fiction. The separation of "mainstream" and "genre" forms including journalism continued to blur during the period up to our own times. William Burroughs , in his early works, and Hunter S. Thompson expanded documentary reporting into strong subjective statements after the second World War , and post-modern critics have disparaged the idea of objective realism in general. Mitchell, for example, explains how one author used young adult literature to describes a state of "wonder" she had experienced as a child. It also suggests that neurological development hinders actualizing this and a person becomes estranged from his or her true self. Poetry A calligram by Guillaume Apollinaire. These are a type of poem in which the written words are arranged in such a way to produce a visual image. Poetry is a form of literary art which uses the aesthetic qualities of language including music, and rhythm to evoke meanings beyond a prose paraphrase. Prose and Literary fiction Prose is a form of language that possesses ordinary syntax and natural speech , rather than a regular metre ; in which regard, along with its presentation in sentences rather than lines, it differs from most poetry. Eliot suggested that while: They offer some of the oldest prose writings in existence; novels and prose stories earned the names "fiction" to distinguish them from factual writing or nonfiction, which writers historically have crafted in prose. Novel [edit] A long fictional prose narrative. In English, the term emerged from the Romance languages in the late 15th century, with the meaning of "news"; it came to indicate something new, without a distinction between fact or fiction. Walter Scott defined it as "a fictitious narrative in prose or verse; the interest of which turns upon marvellous and uncommon incidents", whereas in the novel "the events are accommodated to the ordinary train of human events and the modern state of society". Summarizing the variable definitions of the novella, William Giraldi concludes "[it is a form] whose identity seems destined to be disputed into perpetuity". Edgar Allan Poe , or the clearly modern short story writers e. Genres related to the essay may include the memoir and the epistle. Natural science[edit] As advances and specialization have made new scientific research inaccessible to most audiences, the "literary" nature of science writing has become less pronounced over the last two centuries. Now, science appears mostly in journals. Scientific works of Aristotle , Copernicus , and Newton still exhibit great value, but since the science in them has largely become outdated, they no longer serve for scientific instruction. Yet, they remain too technical to sit well in most programs of literary study. Outside of " history of science " programs, students rarely read such works. Philosophy[edit] Philosophy has become an increasingly academic discipline. More of its practitioners lament this situation than occurs with the sciences; nonetheless most new philosophical work appears in academic journals. Major philosophers through history— Plato , Aristotle , Socrates , Augustine , Descartes , Kierkegaard , Nietzsche —have become as canonical as any writers. Some recent philosophy works are argued to merit the title "literature", but much of it does not, and some areas, such as logic , have become extremely technical to a degree similar to that of mathematics. History[edit] A significant portion of historical writing ranks as literature, particularly the genre known as creative nonfiction , as can a great deal of journalism, such as literary journalism. However, these areas have become extremely

large, and often have a primarily utilitarian purpose: As a result, the writing in these fields often lacks a literary quality, although it often and in its better moments has that quality. Major "literary" historians include Herodotus , Thucydides and Procopius , all of whom count as canonical literary figures. Law[edit] Law offers more ambiguity. Some writings of Plato and Aristotle , the law tables of Hammurabi of Babylon , or even the early parts of the Bible could be seen as legal literature. Roman civil law as codified in the Corpus Juris Civilis during the reign of Justinian I of the Byzantine Empire has a reputation as significant literature. The founding documents of many countries, including Constitutions and Law Codes , can count as literature. Drama Drama is literature intended for performance. A play is a subset of this form, referring to the written dramatic work of a playwright that is intended for performance in a theater; it comprises chiefly dialogue between characters , and usually aims at dramatic or theatrical performance rather than at reading. A closet drama , by contrast, refers to a play written to be read rather than to be performed; hence, it is intended that the meaning of such a work can be realized fully on the page. Greek drama exemplifies the earliest form of drama of which we have substantial knowledge. Tragedy , as a dramatic genre , developed as a performance associated with religious and civic festivals , typically enacting or developing upon well-known historical or mythological themes. Tragedies generally presented very serious themes. With the advent of newer technologies, scripts written for non-stage media have been added to this form. War of the Worlds radio in saw the advent of literature written for radio broadcast, and many works of Drama have been adapted for film or television. Conversely, television, film, and radio literature have been adapted to printed or electronic media. Other narrative forms[edit] Electronic literature is a literary genre consisting of works that originate in digital environments. Films , videos and broadcast soap operas have carved out a niche which often parallels the functionality of prose fiction. Graphic novels and comic books present stories told in a combination of sequential artwork, dialogue and text. Literary techniques encompass a wide range of approaches: Literary devices involves specific elements within the work that make it effective. Examples include metaphor , simile , ellipsis , narrative motifs , and allegory. Even simple word play functions as a literary device. In fiction stream-of-consciousness narrative is a literary device.

Chapter 2 : WHO | World Mental Health Day

I am far from denying that there is much in liter ature which abides. I have tried to illustrate the prevalence of the conception of literature as some thing essentially fixed, not so much to dissent from it as to make plain to the reader that such is not the view of this book. I ask him to look at.

The best answer to any question. Ask a question, get a great answer. Learn from experts and access insider knowledge. In places such as southern Gaul or northern Spain, this collapse was a slow decline over several hundred years. In others, such as Britain, it was much more sudden and catastrophic. Modern surveys of archaeological and documentary evidence, such as those summarized by Bryan Ward-Perkins in The Fall of Rome and the End of Civilization show that this means a clear decline in material culture and technical capacity between the later Roman era and the seventh century. Factory-made, mass-produced ceramics that had been exported to the outermost corners of the empire were replaced with rough, homemade pottery. Evidence of luxury goods traded over long distances disappears from the record in all but the most elite gravesite finds. But much was lost in the turmoil. We have, for example, some correspondence between two monks from the ninth century discussing mathematical problems that, to modern eyes, look totally elementary but which were cutting-edge at the time. This was not due to any lack of "intelligence. But when the whole infrastructure of the earlier culture falls apart under a complex combination of economic and political failures and your region is assailed on all sides from successive waves of invaders and wracked internally by political division and warfare, there tend to be more important things to apply that intelligence to than building aqueducts or translating Aristotle from the Greek. If our civilization collapsed, we would still have the intelligence to design computer games or decorate loft apartments, but we would be using it to grow food, protect our crops, and survive. The myth of the Middle Ages as a "dark age" does not lie in the fact that things declined markedly after the fall of Romeâ€"they did. It lies in the idea that this situation persisted until the dawning of something called "the Renaissance," which somehow rescued Western Europe from the clutches of the Catholic Church, revived ancient Greek and Roman learning, reinvented "good" i. Advertisement This is the part of the story that is the myth. The revival of material culture came long before the so-called "Renaissance. With long-distance trade at a low ebb, European farmers had to be far more self-sufficient, and with populations lower, they had to be more labor-effective. Technologies and farming techniques that reduced labor and increased yields became increasingly required and saw an adoption of changes in the period between and that revolutionized agrarian production. The adoption of the horse collar and horseshoes made plowing more effective, and the wider use of the heavy mouldboard plow meant that heavy, fertile Northern European soils could be brought under production for the first time. Watermills began to proliferate through Europe, mechanizing not just flour production but also a range of other processes once done manually. This mechanization spread to use of tidal mills and, eventually, to the invention of lateral windmills. The range of processes driven by these new machines increased to include sawing masonry, driving trip hammers, automated forge bellows, and more. The resultant rise in production levels and standards of living from these technologies, combined with the end of the waves of invasion and greater political stability, paved the way for an upswing in the later Middle Ages. Contact with Jewish and Muslim scholars in Spain saw lost works by Aristotle, Ptolemy, Archimedes, and many others translated into Latin and returned to the West. In the same period, universities began to appear across Europe, setting up a network of scholarship. This medieval revival also saw further technological innovation, with major inventions such as the mechanical clock, eyeglasses, effective gunpowder weapons, and the printing press. Top Comment It was a cruel and dark world until the invention of the plural. And the idea that Greek and Roman learning was forgotten until the Renaissance is complete nonsense. It had always been preserved by the church, and when conditions in Europe stabilized in the later 11th century, Western Christian scholars went in search of the works that had been lost. The revival came in the 12th century, long before the Renaissance. What the scholars and artists of the Renaissance movement did do is elevate the idolization of the Greeks and Romans to a new and, at times, strangely regressive level. Advertisement The idea of the whole Middle Ages as a "dark age" therefore actually comes

from the early modern Renaissance and humanist movements and their denigration of their immediate forebears and idolization and idealization of the Greeks and Romans. Thus, the period between the Romans and this idealization in the early modern era became called the medium aevumâ€"the "ages in the middle," or the Middle Ages. They became traditionally characterized as a backward step, where art became "primitive" because only realistic art could be "good" art , architecture was "barbaric" or "gothic," and innovation was stagnant. These false ideas are still current partly because historians have only begun to revise our understanding of the Middle Ages quite recently and this is taking some time to seep into popular consciousness. But the prejudice against the Middle Ages is also driven by some strong cultural currents in our own time. Those with an animus against Christianity in general and the Catholic Church in particular like to cling to the old idea of the Middle Ages as a "dark age" because it suits their preconceptions about religion and forms a neat little fable where modernity is "good" and the medieval period is "bad. More questions on Quora:

Chapter 3 : A New Society: Economic & Social Change

The human mind has from its earliest days played with two opposite conceptions -- all is fixed -- all is changing. As men observe the diversities of human nature and the incessant movement of the physical world, they turn for relief and assurance to some ideal of stability and permanence. But they.

As the economy boomed, wages rose for most Americans and prices fell, resulting in a higher standard of living and a dramatic increase in consumer consumption. These changes were encouraged by the new mass media that included radio and motion pictures. Booming economy and consumerism. The number of cars on the road almost tripled between and , stimulating the production of steel, rubber, plate glass, and other materials that went into making an automobile. Henry Ford pioneered the two key developments that made this industry growth possible â€" standardization and mass production. Standardization meant making every car basically the same, which led to jokes that a customer could get a car in any color as long as it was black. Mass production used standardized parts and division of labor on an assembly line introduced by Ford before the war to produce cars more quickly and efficiently. Both innovations had a dramatic impact on price: Ford also created new management techniques that became known as welfare capitalism. These tactics, along with yellow dog contracts, through which employees agreed not to join a union, worked; union membership dropped by almost two million between and American industry produced thousands of consumer goods in the s, everything from automobiles to washing machines to electric razors. Mass consumption was encouraged through a combination of advertising, which created a demand for a particular product, and installment buying, which enabled people to actually purchase the product. When peace came, ad agencies used newspapers, mass circulation magazines, and radio to effect consumption patterns. The power of advertising even influenced religion. Providing the opportunity to buy on credit was also a powerful marketing tool. Businesses exhorted consumers to put a small amount down and pay off the balance in monthly installments, instead of saving money for an item and purchasing it with cash. The new woman and minorities. With a new look came new viewpoints and values, including a more open attitude toward premarital sex. Margaret Sanger, who had first promoted birth control before World War I as a means of sparing poor women from unwanted pregnancies, argued that the diaphragm gave women more sexual freedom. But the flapper represented only a small percentage of American women; for the overwhelming majority, life did not change that much. The sharp increase in the number of women in the labor force during World War I ended abruptly with the armistice. Female employment grew slowly in the s, mostly in occupations traditionally identified with women â€" office and social work, teaching, nursing, and apparel manufacturing â€" and women who worked were usually single, divorced, or widowed. Even with more women in the workplace, no progress was made on issues such as job discrimination or equal pay. At home, despite claims of creating increased leisure time, the myriad of electrical appliances on the market actually did little to alleviate the amount of housework women had to do. When given the vote, for example, women cast their ballot much the same way that men did, basing their decisions on class, regional, and ethnic loyalties rather than gender. Furthermore, although the Equal Rights Amendment was first introduced in Congress in , and Nellie Ross became the first woman elected the governor of a state Wyoming in the following year, there were still parts of the country were women could not hold public office. The black population of Chicago grew from less than 50, in to almost a , by Blacks were not the only minority on the move in the s. Neither the Quota Act nor the National Origins Act limited immigration from countries in the Western Hemisphere, and nearly , Mexicans entered the United States between and Commercial radio began in when Pittsburgh station KDKA broadcast the results of the presidential election. As the number of homes with radios rapidly increased from 60, in to more than 10 million in , the airwaves became the medium over which Americans got their news and entertainment. The business of radio was simple and supported the growing consumer culture: Studios built theaters that resembled palaces, featuring mirrors, lush carpeting, and grand names such as the Rialto and the Ritz. Hays , to control the content of films. On the stage, playwrights turned their attention to topics that had not been addressed before. Daring feats could also turn people into instant celebrities, as in the case of Gertrude Ederle

in when she became the first woman to swim the English Channel. Similarly, following his solo flight across the Atlantic Ocean in March , Charles Lindbergh became without question the most famous person in America and perhaps the world.

Chapter 4 : Medieval history: Why are the Middle Ages often characterized as dark or less civilized?

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Interactive seeking Dynamic, fortuitous, and self-controlled information seeking behaviors. Squirreling The way youth extensively gather and keep information in the digital environment in the form of downloading. Remixing The creative reuse of information in order to produce new information or expressive materials. Tinkering Interactive mode of information production, which starts as an idea and the idea evolves by continual modification, trials and errors, and experimentation. Visualizing Affinity for visual and graphic display of information and synergistic integration of the use of text, image, and multimedia in their information behavior Type Two: Identity and Perspectives Self-expression The ways youth express themselves by producing and publishing information that reflect their identity and perspectives to the connected information world. Seeking Identity-related Information Information seeking regarding identity issues such as gender, race, and sexuality. Negotiating Value Systems The ways youth process diverse perspectives and deal with ambiguity when interacting with various information, people, and communities. Sense of Empowerment A greater ownership and a sense of agency over information activities as a result of new and innovative behaviors and the nature of the information environment in the digital age. Access to Collective Knowledge The ways youth access and contribute to the aggregated information that is developed by individuals, especially on the Web Collaborative Problem Solving Information behavior performed by two or more people working together in order to complete tasks or develop new information. This section presents selected findings from the study. These are characteristics that clearly represent the concepts of Radical Change theory when digital youth learn, create, and socialize. Interpreted through a lens of Radical Change theory, these behaviors have the potential to enhance a sense of agency in youth. Substantiated examples are from both Phase 1 research literature analysis and Phase 2 interviews with Scratchers findings. Youth in this study showed a greater ownership over their own learning in the digital environment through information seeking. The fact that contemporary youth have access to a range of information at their fingertips seemed to increase their confidence in learning new things, including knowledge and skills they have not been taught in school or from adults. A boy who is a Scratch Wiki administrator said that he learned the skills and knowledge needed to develop Scratch Wiki by looking around online: Contemporary youth can also look up information on sensitive topics that they are reluctant to ask other people to learn about, because nowadays they have access to information that was previously unavailable or difficult to access. Amanda Lenhart et al. Digital youth have access to collective knowledgeâ€"that is, the aggregated information contributed by individualsâ€"especially on the Web such as Wikipedia, online forums, and expert communities. It allows them to pursue in-depth knowledge on specialized topics in their interest area. While some youth with specialized interests can become discouraged due to the lack of local resources, the increasing availability of search engines, online forums, and networked publics permits them to access online resources for an initial introduction to a particular area. There were so many tricks in how to handle that stuff that it got pretty interesting. For example, they use and contribute to developing collective knowledge through Scratch Wiki. It is a community effort to generate a knowledgeable source on Scratch. Remixing provides a unique learning opportunityâ€"that is, learning by example. Remixing is the creative reuse of information or projects to produce new information or expressive materials. Once a project is remixed, the Scratch program automatically produces credit for the original project. An individual interviewee explained: So, remixing is a very important part of Scratch. And, the good thing is that because of all of this remixing, every single project out there is a tutorial. And then I will want to go add that to mine to make my scratch better than it already was. The Scratch Wiki administrators mentioned that they liked Scratch Wiki because it is a community effort by youth themselves: But, I mean, TV is just such a passive medium. You just look at it. And, I guess, I can still watch a nice movie, but it has to be nice. And, I like how Scratch allows me to do it, but I bet there are

more people who like to be productive, and it also allows them to be. With script you can basically do whatever you want. You can make a very big diversity of projects, and you can use it to make PowerPoint-like presentations with some graphics. I already did for school. The digital environment in particular offers young people the chance to be powerful and to express their identity and creativity. One particular time [I created Scratch projects] was just on my own. You can do a lot of things. And it kind of helps. So if you were feeling sad, you could go there, and you could just make a Scratch and just let it out. Socializing Youth have an intrinsic need for social and connected information behaviors. Digital youth, however, are capable of expanding the boundaries of their interpersonal information behaviors by interacting with diverse people and forming communities of practice beyond geographical restrictions. Despite that, Scratchers from different parts of the world collaborated all the time. Well, the weird [thing] about people collaborating on Scratch is that except for remixing, there is really nothing that helps you collaborate. And, people just find their way of doing it. So, there are Scratch Companies you might have heard of. So, people form a group using a gallery. They usually all just use technologies that were not intended to be used as a collaborative platform. They find their own way of collaborating. All interviewees in Phase 2 were actively interacting with others during their problem-solving or knowledge-creation activitiesâ€"that is, creation of an online magazine in IJIMS and development of Scratch Wiki and Scratch Resources. Scratch Wiki itself, in particular, is where youth collaboratively create knowledge about Scratch. The good thing about the Wiki is that it can be edited by everyone. And, still always stores older versions. During collaborative problem solving or creation activities, youth frequently exchange non-task-related comments or actions to build rapport and trust. It can help you make friendships and things, even without meeting, though it is kind of sad, like oh, you probably will never be able to meet this person. On Scratch, there are the forums. And as you use them, you start to see people and sort of generally become friends with some of them. If we share interest in something, then it helps. Another interviewee concurred that one could build relationships and trust online: We also have to, like, when meeting new people, you know, we have to assume good faith. Information seekingâ€"especially in which youth can choose what to explore in what order in the digital environmentâ€"allows them self-taught and autonomous problem solving. Beyond seeking and use, engaging in productive and creative information behavior seems to provide digital age youth with an enhanced sense of empowerment. As information creators, digital youth have a growing chance to be powerful and express their creativity and identity. They also create information collaboratively and contribute to the development of collective knowledge. Moreover, youth feel a sense of agency during their social interactions, especially when their voices are accepted and they can make a meaningful contribution to the information world to which they belong. As demonstrated in the study, Radical Change theory provides a unique perspective to ferret out the potential of non-traditional behaviors to empower youth who are immersed in digital culture. The theory, however, is not naive enough to overlook challenges in the digital environment. While most digital youth appreciate an increasing amount of information at their fingertips, processing a range of information demands a high level of thinking skills and information-credibility judgment. The creative information behavior of youth raises ethical issues concerning ownership as well as the problem of a digital participation gap, because advanced technologies that facilitate creation require a high cost. Collective knowledge can be challenged by quality concerns since anyone without traditional authority can contribute. Furthermore, constant connectivity and increasing online interaction bring up issues of privacy and online safety. Such challenges have implications for the future of Radical Change theory. Future of the Theory While the theory may not provide direct applications to all those challenges in the digital environment, Radical Change theory offers a valuable perspective for tackling the difficult issues for both professionals and scholars. I believe that the implications of the theory include the significant role of information professionals guiding and supporting digital youth in ways that do not stifle the digital age principles of connectivity, interactivity, and access. The principle of access can be seen as providing the foundation for Radical Change in both information resources and youth behaviors. The onus is on us, the adults who care for and work with young people, to guide them to it, give them the background to sort through it and interpret it, and write, edit, and publish it in books that give them the opportunity to reflect upon and absorb it. I offer the following diagram as a potential way that Radical Change theory can guide future

research. It is a framework for studying the information behavior of digital youth, radical resources, and the outcomes for youth in obtaining twenty-first-century skills. It depicts interaction between resources and people. Owing to its emphasis on the synergistic combination of users and information resources in the digital age,32 researchers can benefit from the theory in investigating how digital age resources and changing users interact and influence one another. Wilson, , Children and Teens in the 21st Century, ed. Jamshid Beheshti and J. Andrew Large Lanham, MD: Scarecrow Press, , 93â€" University of Toronto Press, Information Today, , â€"; Eliza T. Mizuko Ito et al. David Buckingham Cambridge, MA: MIT Press, , 49â€" Cecilia R Aragon et al.

Chapter 5 : What are characteristics of Modernist literature, fiction in particular?

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