

AI-Assisted Co-Intelligence: Unveiling Authorial Intent and Creativity in Modern Short Stories

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Abstract

The intention of the author in creating a work of literature has been rejected since the advent of New Criticism. This paper challenges the rejection of authorial intent by exploring how AI-assisted analysis of modern literature provides fresh insights into authorial influence. This AI-assisted analysis is based on the four principles of co-intelligence—an approach emphasizing collaborative and collective intelligence. Such analysis covers the flaws of AI and emphasizes the need to understand authorial intent in the process of interpreting and appreciating a piece of fiction. Further, a teaching pedagogy based on the concept of co-intelligence is designed by the researcher to provide a model for the instructors and students for AI-assisted analysis of literary texts. Ultimately, this paper highlights the dynamic interplay between human authorship, AI, and co-intelligence in literary analysis, presenting the shortcomings of literary analysis done through AI-assistance, highlighting the irreplaceability of human creativity.

Keywords: Authorial intent, literary analysis, AI, co-intelligence, human creativity.

Traditionally, human storytelling has been done by humans based on intent, empathy and lived experiences embedded with consciousness and emotional depth. This was rooted in the ability to imitate which differentiates humans from other animals (Aristotle, 1951). While AI can create complex and engaging narratives that may evoke human reactions, these narratives lack the required human intent which is the

essence of storytelling. In literary criticism, to study a work of fiction by considering its authorial intention was rejected and called the 'intentional fallacy (Wimsatt & Beardsley, 1982).' This was further upheld by structuralism which saw texts as self-contained systems (The Editors, *Encyclopaedia Britannica*), and by deconstruction which dismissed this and focused on textual meaning arising from diverse discourses (The Editors, *Encyclopaedia Britannica*). Then Barthes (2024, trans.) declared the 'death of the author' by giving the reader's interpretation absolute importance. This paper seeks to challenge the rejection of authorial intent by exploring how AI-assisted analysis of modern literature can provide fresh insights into authorial influence. The AI-assisted analysis will be based on the four principles of co-intelligence. Further, a teaching pedagogy has been designed by the researcher which is based on the concept of co-intelligence. This pedagogy provides a model for the instructors and students for AI-assisted analysis of literary texts.

The complex, engaging and interactive fiction generated by AI today lacks human intent, emotional depth, and consciousness. Capitalizing on the Transformer architecture, Large Language Models (LLMs), the most advanced of AIs, create context-aware and coherent writing by predicting rather than recalling text. AI, thus, could generate large combinations and re-combinations of unrelated ideas, adding to them little randomness, to create innovative and novel ideas which may appear creative to the general reader (Mollick, 2024). To the expert, these ideas lack originality or depth. The reason for such superficial creativity lies in the primary function of AI—to make the user happy (Mollick, 2024). Unlike AI, human authors create narratives that are written with conscious intention and possess emotional depth and meaning. This paper explores the authorial intent in the selected modern short stories to point out the peculiarities of human creativity. Through the application of AI-assisted pedagogy based on the four rules of co-intelligence, this paper reveals the unique creativity of human authors of the selected modern short stories.

Modern Short Story: An Individual's Response to Society

The short story, as a literary art form, requires an author to write in a condensed manner and express more in fewer words and characters, mostly within a linear plot. Edgar Allan Poe, the pioneer of the short story, points out that brevity and coherence are the essential features of

this form of literature. Elaborating further, he adds that this form tells a brief tale that can be read in one sitting and has coherence sufficient to hold the attention of the reader from the beginning to its end (Lawrence, 1917). “The short story, more than any other form of literature, must have individuality; and to have it it must be impregnated with the personality of the writer. It is from this source that it derives its colour, its charm, its power to arrest and please” (Dawson, 1909). The form of the short story was the individual’s response to the society. In the nineteenth century, the short story as a form and genre of literature had emerged on account of the Industrial Revolution, the advent of the bourgeoisie, improved literacy rate and lack of wars. People became busy in their occupations which allowed them little time for entertainment. In such a scenario, the short story was a feasible source of quick entertainment for the employed and the housewives from the middle class. The short story became the voice of the individual who was getting disillusioned and isolated as the world expanded itself and became more unknown and mysterious due to the advent of General Purpose Technologies like the steam engine (Mollick, 2024). As a result, the short story became more and more laced with the inner workings and personality of the author and his apprehensions and observations of the world around him. The sparse, abrupt and condensed form of the short story complemented these concerns and it became a linear plot about a singular problem at hand of a few flat characters. These narratives were often woven out of the personal experiences of the author and their reaction to it. Universal events like poverty, war, and political protests were presented from an individual’s perspective and how the individual coped with it.

From the point of view of literary criticism, the close reading and textual analysis of the short stories were challenging and varied. Modern short stories usually had an experimental writing style and subverted the conventional tropes, themes and literary elements of a conventional narrative. These elements of a modern short story make it unpredictable and therefore a good case to put through an AI to discover the textual innovation, creativity and intention of its author.

AI-Assisted Co-Intelligence: A Collaborative Method for Literary Analysis

Large Language Models (LLMs) like ChatGPT and many others, are the latest form of generative AI systems which fall under the category

of General Purpose Technologies. There is no set of instructions for its usage as well as no single manual providing all its limitations (Mollick, 2024). The user has to get acquainted by using AI for varied purposes—whether these be redundant, repetitive tasks or generation of innovative ideas—it has to be figured by trial and error. To make the results more effective, accurate, innovative and most importantly ethical, Ethan Mollick provides four rules for using AI for professional and personal purposes in his book *Co-Intelligence: Living and Working with AI* (2024). Since the technology is rapidly evolving, these rules are general and can be applied to any present or future version of LLMs. Co-intelligence is a collaborative and collective approach to using AI in today's world. Ethan Mollick talks about four rules of co-intelligence which are: invite artificial intelligence to the table, be the human in the loop, treat the AI as a human, and assume that the AI that you use is the worst one. These rules point out to understanding the way AI works and pushing it to its boundaries, ensuring that you share the work and do that part of it which you are very good at and give the rest to the AI, instructing and correcting the AI as one would do to a human and considering the present version of the AI as obsolete (Mollick, 2024).

The first rule of inviting AI to the table aims at gauging AI and its potential and limitations. AI, on the one hand, can generate a range of innovative ideas, but fails at tasks which require consistency and accuracy. The threat of privacy breaches and extreme dependency largely looms over us if we keep inviting AI for most of the tasks at hand. However, inviting AI to participate in professional and personal tasks will help us to minimize the time required for tasks such as report writing and creating presentations. It would also help to generate crude ideas that humans can then develop fully according to specific human needs by taking into consideration the specific personalized requirements according to the climate and culture of the community they live in. Ethical and legal perspectives about the implementation of AI-generated ideas would also be handled well by humans (Mollick, 2024).

This leads us to the second rule of co-intelligence, 'keeping the human in the loop.' The second rule asks the human to be the critical companion while interacting with AI. It invites human judgment to be an integral part of the decision-making process for complex operations and advises against complete automation. This resolves the issues of alignment of

this strange and alien machine which may not realize the moral, ethical and social norms of humans (Mollick, 2024). The third rule encourages humans to treat AI as a person, even though many AI experts are against it. Asking AI to assume the role of a particular professional would help to get more accurate responses about anything. Mollick (2024) proposes that humans can benefit from this collaborative co-intelligence by giving a persona to AI and continuously being part of the process of editing and guiding. The last rule is an extension of the second rule which advises the human user to consider the present version of the AI as the worst one. By this, Mollick (2024) argues that by considering the present version of AI as obsolete, humans will remember that if the previous three rules are not followed, AI will adapt and overtake them. The limitations that the current AI possesses are temporary and humans must adapt and change to develop a way of coexisting with artificial intelligence (Mollick, 2024).

By incorporating the four rules of co-intelligence, this paper proposes to articulate a pedagogy designed by the researcher to unveil the authorial intent and creativity of the selected short stories with AI assistance. This teaching pedagogy would be a step-by-step model for literary analysis. It is as follows:

- **Inviting AI to the Table:** The student and the instructor must be well-versed with the text, reading it thoroughly and discussing literary nuances of the text that personally appealed to them. Based on the course objectives, specific, detailed prompts which consist of two to four lines drafted in simple and clear vocabulary with instructions regarding the role and expected outcomes of the literary analysis are created by the instructor. The students are taught to create such prompts by practising them.
- **Being the Human in the Loop:** The students and the instructor must keep refining the prompts according to the requirements of the assignment at hand. Provide constructive feedback to AI to refine its output. This conversational method will ensure that the AI's responses keep getting better. Students develop problem-solving and critical thinking skills. This would become the basis of student-centred learning.
- **Treat AI Like a Person:** The student who is editing or the instructor who is guiding the AI should ask it to assume the role of an expert,

in this case, the role of language/literature student or instructor. This would be based on the course outcomes which have to be achieved after the completion of the course. Having a conversational tone, and treating the AI as co-editor will improve the quality of essays submitted by the students as well as the questions that the instructors provide their students for academic assessment. Thus, AI-assisted teaching learning will improve the overall output of both learners and instructors.

- **Worst Version of AI:** This step points out the importance of precaution, underlining the importance of adapting to the constant improvements taking place with AI and remaining at the top of it by being critical of the responses that it generates. Students must do a fact-check of all the information provided by the AI as it can only predict the next token and cannot recall. All responses by AI which require accuracy, precision or the practising of ethical human values or following legal laws should be cross-checked by the student or the instructor.

The four rules of co-intelligence can thus be incorporated in classrooms for quality of education. It would also enhance the competence of both students and instructors, provided that they remain human in this interaction, where they constantly correct, guide, and make the output ethically and legally appropriate.

AI-Assisted Co-Intelligence: Analysis of Selected Modern Short Stories

This paper reveals the authorial intent of the selected modern short stories with the help of AI-assistance which will be regulated based on the four rules of co-intelligence. The authorial intent will be studied by keeping the following objectives in mind:

- To reveal the literary elements in the selected texts with the assistance of ChatGPT 4o which would assume the role of a literary critic who is an expert in close reading and textual analysis of the selected short stories.
- To reveal the authorial intent of the selected short stories through AI assistance. It will showcase the creativity exhibited by the author to make his personal experience or intent public through the short story.
- To point out the creative as well as humane aspects of the selected

short stories which are discovered by practising the four rules of co-intelligence.

For such an analysis, two coming-of-age stories, namely *Through the Tunnel* (1955) by Dorris Lessing and *The Lottery* (1948) by Shirley Jackson. The following prompts will be put in ChatGPT 4o for the analysis of each of the short stories to fulfil the above-mentioned objectives.

- You are a literary critic who is an expert at close reading and textual analysis of modern short stories. Provide a comprehensive interpretation of the short story 'Name of the Short Story' by 'Name of the author of the said short story'.
- As a literary critic, take into consideration the biographical details of the author to reveal the authorial intent of the short story 'Name of the Short Story' by 'Name of the author of the said short story'.
- As a professor of English, explore the connection between the creative elements and authorial intent of the short story 'Name of the Short Story' by 'Name of the author of the said short story'.

For the first prompt, ChatGPT gave me the following response:

Figure 1. Through the Tunnel



Doris Lessing's "**Through the Tunnel**" is a nuanced exploration of a young boy's journey towards independence, framed through themes of maturation, identity, and psychological perseverance. Jerry, an eleven-year-old boy on vacation with his mother, seeks to assert his autonomy by swimming through an underwater tunnel, symbolizing his transition from childhood to maturity. The story contrasts the "safe beach," representing maternal protection, with the "wild bay," a symbol of danger and self-discovery. Jerry's decision to leave the safety of his mother's gaze and conquer the tunnel reflects his internal struggle for independence.

The **tunnel**, central to the narrative, serves as a metaphorical rite of passage. Its darkness and confinement symbolize the fear and uncertainty of growing up, while Jerry's training and eventual success represent his ability to master both his body and mind. The isolation Jerry experiences underscores the personal nature of his journey; though initially motivated by the older boys, his achievement is ultimately for himself, signifying the introspective and solitary nature of maturation.

Lessing's **use of imagery**—the idyllic safety of the maternal beach juxtaposed with the harshness of the rocky bay—enhances the psychological landscape of the story. The visceral description of Jerry's underwater ordeal captures the intensity of his struggle. Additionally, the **psychological realism** used to depict Jerry's evolving emotions—his need for independence, fear, and frustration—imbues the narrative with a deeper emotional complexity, as his inner turmoil mirrors the physical challenges he faces.

In conclusion, **"Through the Tunnel"** is a profound exploration of a universal coming-of-age experience, with the tunnel serving as a potent symbol for the challenges and uncertainties inherent in growing up. Lessing's delicate balance between external action and internal reflection reveals a story that is as much about emotional endurance as it is about physical achievement, making Jerry's journey emblematic of a broader human experience.



This response is condensed and brief and yet provides a good example of literary analysis which talks about themes, symbolism, and literary devices and interprets the concluding part of the story.

For the second prompt, ChatGPT 4o gave me the following response:

Figure 2. Through the Tunnel



Doris Lessing's **"Through the Tunnel"** reflects key aspects of her life, particularly her themes of independence, identity, and psychological endurance. Growing up in colonial Africa, Lessing was familiar with cultural alienation, which is mirrored in Jerry's exclusion by the local boys, symbolizing the outsider experience. This element of social isolation aligns with the colonial backdrop of her early years, where identity and belonging were contested.

Lessing's personal rebellion against societal constraints, especially those regarding gender roles, parallels Jerry's quest for independence from his mother's protective oversight. His journey through the tunnel represents a rite of passage, embodying the tension between dependence and autonomy, themes that recur throughout Lessing's works. The mother's role in the story reflects Lessing's ambivalence towards maternal authority, derived from her own complex relationship with her domineering mother.

The **tunnel** functions as a metaphor for psychological transformation, with Jerry's inner struggle symbolizing the broader theme of self-realization. Lessing's interest in **psychological realism** is evident in her detailed portrayal of Jerry's internal conflict, mirroring her exploration of human consciousness in her wider oeuvre.

In conclusion, **"Through the Tunnel"** serves as a reflection of Lessing's personal and thematic preoccupations: the journey from dependence to autonomy, the confrontation with social exclusion, and the psychological resilience required for self-growth. Understanding Lessing's biography deepens the interpretation of the story as a meditation on personal identity and psychological endurance.



This response to the analyses of the authorial intent in the short story is brief and accurate. However, it misses out on certain important and specific aspects of Lessing's biography which may have pushed her to

create such a short, fictional narrative about the parent-child relationship. The following quote is a testament to how the author perceived the parent-child relationship, “There is a whole generation of women,” she has said, speaking of her mother’s era, “and it was as if their lives came to a stop when they had children (Lessing, 1994).” The story seems to deliberately contrast Jerry’s mother with Lessing’s opinion. This is an example of the shortcomings of AI.

For the third prompt, ChatGPT 4o gave me the following response:

Figure 3. Through the Tunnel



In Doris Lessing’s “**Through the Tunnel**,” the creative elements—such as setting, symbolism, and psychological realism—are intricately connected to her authorial intent, particularly her exploration of independence, identity, and psychological growth.

The contrasting **settings**—the “safe beach” and the “wild bay”—reflect Jerry’s psychological journey from the comfort of maternal dependence to the dangers and challenges of self-assertion. This physical movement mirrors Lessing’s own thematic focus on breaking free from societal and familial constraints, a preoccupation shaped by her life experiences in colonial Africa and her rejection of traditional gender roles.

The **tunnel** itself functions as a potent **symbol** of a rite of passage, representing both the literal and metaphorical challenges of growing up. Jerry’s solitary preparation and eventual success convey a psychological transformation, which echoes Lessing’s broader interest in self-discovery and the internal struggles inherent in personal autonomy.

Lessing’s use of **psychological realism** is key to understanding her intent, as Jerry’s inner turmoil is detailed with emotional depth, reflecting the broader human condition of grappling with fear, isolation, and resilience. This mirrors Lessing’s interest in the complexities of human consciousness and her exploration of identity beyond external validation.

In sum, the creative elements of **setting**, **symbolism**, and **psychological depth** serve to reinforce Lessing’s authorial intent: to depict a nuanced, personal journey toward maturity and self-reliance, reflecting her lifelong engagement with themes of autonomy and self-identity.



It is observed that AI is repetitive. It does not go beyond the broader conventions of literary analysis. For example, the symbolic references of the red, tanned hand of Jerry’s mother, and the swimming goggles have not all been mentioned. Thus, the AI is good at responding with proper prompts but misses out on certain details.

The other short story selected for AI-assisted analysis is *The Lottery* by

Shirley Jackson. Following is the response to the first prompt given to ChatGPT 4o:

Figure 1. The Lottery



Shirley Jackson's *The Lottery* is a meticulously constructed short story that explores the disturbing consequences of blind adherence to tradition through its masterful use of irony, symbolism, and understated foreshadowing. The deceptive normalcy of the setting—introduced with descriptions of a warm, picturesque summer day—lulls the reader into a false sense of security. The small town, with its congenial atmosphere, serves as an ironic contrast to the violent ritual at the story's conclusion. This contrast is a key element of **situational irony**: a lottery, usually associated with fortune and rewards, is here an occasion for public execution.

The **symbolism** is central to the story's thematic depth. The **black box**, representing the tradition of the lottery, is old and dilapidated, yet the townspeople's reluctance to replace it symbolizes their unthinking attachment to outdated, brutal customs. Similarly, **the stones**—gathered innocently by children—become tools of violence, emphasizing the chilling normalization of cruelty within the community. The **lottery** itself serves as a metaphor for societal scapegoating and the arbitrary persecution of individuals in the name of preserving social order.

Jackson's **foreshadowing** is subtle but effective. Early mentions of the children collecting stones and the nervous, evasive conversations about other towns abandoning the lottery signal the dark outcome. These details, combined with the calm, methodical pacing, build an increasing sense of unease, which climaxes with the violent stoning of Tessie Hutchinson.

Thematically, Jackson critiques the dangers of **conformity**, **collective violence**, and the unquestioning obedience to tradition. The ritualistic brutality is accepted without moral interrogation, revealing how societal norms can mask and perpetuate inhumanity. Tessie Hutchinson's belated protest—"It isn't fair!"—serves as an indictment of how individuals only question injustice when personally affected, further highlighting the theme of **scapegoating**.

In conclusion, Jackson's minimalist prose and subtle irony enhance the story's critique of human nature and society. The contrast between the normalcy of the setting and the horror of the ritual, alongside the potent symbolism, creates a powerful allegory about the destructive potential of tradition and collective indifference.



This response is condensed and brief and yet provides a detailed analysis of this intense and horrifying short story. The subtle narrative style coupled with the suspense and strangeness of the end of the short story speaks volumes about Jackson's views on societal traditions and violence.

The following is the response to the second prompt on discovering the intention of the author behind writing this short story.

Figure 2. The Lottery



Shirley Jackson's *The Lottery* is widely interpreted as a critique of societal traditions, groupthink, and the often-unquestioned authority of cultural rituals. Her authorial intent, while never explicitly stated, can be discerned through a careful reading of the text in conjunction with Jackson's personal experiences and the socio-political context of post-World War II America.

1. Critique of Blind Tradition and Ritual

At the core of *The Lottery* is Jackson's critique of the destructive power of blind adherence to tradition. The townspeople participate in a ritualistic stoning without understanding its origins or questioning its necessity. The **black box**, a crucial symbol in the story, represents this unexamined tradition, showing signs of age and deterioration, yet the villagers refuse to replace it or change the process. Jackson's portrayal of this irrational adherence suggests her intention to highlight how societal rituals, even violent and inhumane ones, are often followed without critical reflection.

This critique is linked to Jackson's broader philosophical outlook, one that was shaped by her acute awareness of how tradition and authority can perpetuate violence under the guise of maintaining social order. The lottery in the story serves as a metaphor for the arbitrary scapegoating mechanisms present in real-world societies, where individuals or groups are often persecuted in the name of tradition, conformity, or societal stability.

2. Reflection on the Nature of Collective Violence

Jackson's intent is also to explore the nature of collective violence and how it is normalized within communities. The townspeople in *The Lottery* are ordinary people—neighbors, friends, family members—yet they are complicit in an act of violence without moral hesitation. Jackson uses **situational irony** to emphasize the disturbing ease with which society can justify cruelty. The violence is not driven by anger, hatred, or passion; it is cold, routine, and methodical. Through this portrayal, Jackson illustrates how human beings can engage in horrific acts when those acts are institutionalized and ritualized by societal norms.

Her depiction of the villagers' indifference toward the victim, Tessie Hutchinson, underscores Jackson's message about the **banality of evil**, a concept later articulated by Hannah Arendt. The villagers are not inherently evil; rather, they are ordinary people who have been conditioned by their society to accept and even participate in atroc. ↓

Figure 3. The Lottery

3. Gender and Power Structures

Jackson's own life experiences as a woman in a patriarchal society are also reflected in *The Lottery*. The depiction of women in the story—subordinate to men, passive participants in the ritual—reflects the gendered power structures Jackson witnessed and likely critiqued in her own society. Tessie Hutchinson's belated protest, "It isn't fair, it isn't right," resonates as a commentary on the limited agency of women within oppressive societal frameworks. Jackson's choice to have a woman as the lottery's final victim may reflect her critique of the ways in which women, in particular, are subjected to societal control and victimization.

4. Critique of Post-War American Conformity

Jackson wrote *The Lottery* in 1948, a period marked by heightened conformity and suspicion in American society, particularly as the country transitioned into the Cold War. The rise of McCarthyism and the fear of Communist infiltration led to widespread social anxiety and a collective urge to maintain stability through repression. Jackson's story can be read as an allegory for the dangers of such conformity, where dissent is punished, and individuality is sacrificed for the preservation of the status quo.

The town in *The Lottery* mirrors the kind of community Jackson lived in—small, rural, and deeply traditional. Her authorial intent was likely to critique how these communities, despite their appearance of civility, can harbor irrational and violent tendencies when their customs and traditions are unchallenged.

Figure 4. The Lottery

5. The Use of Irony, Symbolism, and Foreshadowing

Jackson's narrative techniques also reveal her authorial intent. She employs irony throughout the story, particularly in the way the title itself misleads the reader. A lottery is generally associated with winning or good fortune, yet Jackson uses it to denote a ritual that leads to death. This irony underscores her critique of societal norms that, while appearing benign or beneficial on the surface, can conceal deep violence.

Symbolism plays a central role in conveying Jackson's message. The black box represents the weight of tradition, its worn state reflecting the community's refusal to question or evolve their customs. The stones, which are initially gathered by the children in a seemingly innocent game, symbolize the tools of violence that every member of society wields—intentionally or unintentionally—when they uphold harmful traditions.

Foreshadowing is subtly employed to build tension and hint at the story's dark conclusion. The boys collecting stones, the unease of certain villagers, and the mention of other towns abandoning the lottery all signal that something is amiss, preparing the reader for the eventual revelation of the lottery's purpose. Jackson's careful foreshadowing amplifies the horror of the ending by gradually revealing the depths of the town's moral corruption.

Conclusion: A Complex Social Critique

In conclusion, Shirley Jackson's authorial intent in *The Lottery* is to offer a sharp critique of the dangers inherent in societal traditions, the susceptibility of ordinary people to engage in collective violence, and the rigid power structures that maintain social order. Through the use of irony, symbolism, and foreshadowing, Jackson crafts a story that reveals the unsettling truth about human nature: that even in the most civilized societies, individuals can become complicit in horrific acts when they cease to question the customs and rituals imposed upon them. Her work serves as a timeless commentary on the potential for inhumanity in communities driven by conformity and tradition, a reflection of the societal dynamics Jackson observed and experienced in her own life.

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In the case of this short story, the response generated by ChatGPT 4o is elaborate and more accurate. It points out the possible reason for Jackson to write this story—the critique of blind tradition and ritual, an honest reflection on the nature of mass hysteria, gender, and power distribution, and a scathing critique of post-war American conformity—which are reflected in the use of irony, symbolism, and foreshadowing in the story to point out to a complex social critique (Figure 2, 3, 4).

The following is the response to the third prompt given to ChatGPT 4o on the above-mentioned story:

Figure 5. The Lottery



As a professor of English, the connection between the creative elements and authorial intent in Shirley Jackson's *The Lottery* is fundamental to understanding how the story achieves its unsettling power. Jackson's creative choices, including her manipulation of **setting**, **irony**, **symbolism**, and **narrative structure**, serve to uncover the deeper critique embedded within the text—specifically her exploration of tradition, conformity, and collective violence.

1. Setting and Atmosphere: Deceptive Tranquility

One of the most striking creative choices Jackson makes is in her depiction of the setting. The story opens with a description of a peaceful, idyllic village on a clear, warm summer day. This choice of setting creates an atmosphere of normalcy and calm, drawing the reader into a seemingly benign environment. The picturesque village becomes a space where violence is unexpectedly concealed beneath a façade of community harmony. This juxtaposition between the ordinary and the horrific not only **subverts expectations** but also reinforces Jackson's intent to highlight the hidden brutality within everyday life. The contrast between the serene environment and the shocking conclusion serves as a critique of the ways in which violence can be normalized in familiar, even comforting, social spaces.

Jackson's use of setting aligns with her authorial intent to reveal how societies can mask their cruelty behind ritualistic practices. The creative decision to situate the lottery in such a mundane and placid environment increases the shock value of the climax and underscores her critique of unexamined tradition.

2. Irony: Inversion of Expectations

The creative use of **situational irony** is one of Jackson's most effective techniques. From the very title of the story, Jackson plays with the reader's expectations. A lottery typically connotes good fortune or reward, yet here it culminates in a violent execution. This inversion of a culturally familiar concept is a deliberate and ironic twist that reflects Jackson's intent to critique societal norms that mask violence and injustice under the guise of tradition.

By crafting the ritual of the lottery as an accepted, unquestioned practice in the town, Jackson intensifies the reader's horror when it becomes clear that the "winner" is sentenced to death by stoning. The use of irony is thus a key creative element that reveals her intent: to show how dangerous it can be when societies fail to question their customs, allowing violence to persist unchecked in the name of tradition.



Figure 6. The Lottery

3. Symbolism: Layers of Meaning

Jackson's creative employment of **symbolism** is central to how *The Lottery* communicates its themes. The **black box**, a key symbol in the story, represents the decaying yet enduring tradition of the lottery. Despite its old, worn-out state, the townspeople refuse to replace it, just as they refuse to abandon the ritual itself. The black box thus becomes a powerful symbol of the town's unthinking allegiance to tradition, no matter how irrational or harmful it may be. This symbolizes Jackson's critique of societal inertia and the way harmful customs can persist purely because they have "always been done this way."

Likewise, the **stones** gathered by the children at the beginning of the story are symbols of violence disguised as play. This early image of innocent children collecting stones, a seemingly harmless act, foreshadows the brutal role these stones will play in the ritualistic execution. Jackson's use of such symbols creatively links the beginning and end of the story, reinforcing the idea that cruelty and violence are woven into the fabric of the community's everyday life. These symbols support Jackson's broader critique of the dangers of normalized violence and the dehumanizing effects of societal customs.

4. Narrative Structure: Slow Unveiling of Horror

Another creative element that aligns with Jackson's authorial intent is her **narrative structure**. The story unfolds gradually, beginning with the mundane details of village life and only slowly building toward the revelation of the lottery's true purpose. Jackson's decision to withhold crucial information about the nature of the lottery until the final moments serves as a key element of suspense, drawing readers in with an expectation of harmless tradition, only to shock them with the final act of violence.

This **delayed revelation** is essential to Jackson's critique. By allowing the reader to become immersed in the everyday details of the town's ritual, she reflects how easily individuals can be complicit in societal violence without recognizing it for what it is. The townspeople themselves do not react with horror to the lottery; they accept it as a matter of course, just as the reader is initially led to accept it as a benign custom. Jackson's structural decision to gradually reveal the truth reflects her intent to expose the underlying dangers of complacency and the human tendency to conform to social norms without question.

Figure 7. The Lottery

5. Characterization: The Collective Over the Individual

Jackson's creative choice to focus less on the development of individual characters and more on the collective behavior of the village reflects her intent to critique societal dynamics. The characters in *The Lottery* are largely indistinguishable from one another in terms of their personalities, emphasizing the **depersonalizing effect of conformity**. The town operates as a single entity, reinforcing Jackson's message about the dangers of groupthink and the loss of individual moral responsibility within a collective.

The most individualized character, Tessie Hutchinson, only protests the lottery when she becomes

the victim, highlighting the hypocritical nature of moral outrage when it arises only from personal harm. Her fate further underscores Jackson's message about the **arbitrariness of societal scapegoating**, a process by which communities maintain cohesion through the ritualized persecution of individuals. By choosing to minimize individual character development in favor of the collective, Jackson's creative decisions emphasize her critique of how societies enforce conformity and violence without personal accountability.

Conclusion: The Intersection of Creativity and Critique

In *The Lottery*, Shirley Jackson's creative elements—her use of setting, irony, symbolism, narrative structure, and characterization—work in concert to reveal her authorial intent: a profound critique of tradition, conformity, and collective violence. These creative choices allow Jackson to craft a story that is deceptively simple on the surface but rich with meaning upon closer examination. Her careful manipulation of literary techniques not only enhances the story's impact but also illuminates the societal and psychological truths she seeks to expose. Through these creative elements, Jackson invites readers to question the rituals and traditions they uncritically accept, revealing the potential for cruelty and inhumanity in the most ordinary of places.

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As compared to *Through the Tunnel*, the responses to *The Lottery* are well crafted and detailed (Figures 5, 6, 7). Thus, we find that ChatGPT when provided with proper prompts provides more accurate answers.

Findings

The literary analysis of the selected short stories done through the application of AI-assisted pedagogy based on the four rules of co-intelligence had four findings, namely, (a) clarity and insights were found regarding the intention of the author in writing the selected short stories, (b) factors like climate, race and political scenarios and personal experience of gain or loss shaped the narrative of the selected stories, (c) Four rules of co-intelligence were useful to eliminate and cross check the analysis provided by AI, (d) human creativity can spring out of favourable and unfavourable circumstances, underlining the role of resilience and perseverance present in human nature.

Conclusion

In the digital age, classical literary theories could be revived to consolidate the irreplaceability of human creativity. While generative AI can create more participatory fiction, literature created by humans remains the most creative as it has a conscious intent behind its creation. Fiction created by humans has emotive qualities derived from personal experience. Furthermore, first-hand experiences of people and places

bring an emotional tone to the narrative, inviting the reader to empathize with the fictional characters and draw universal conclusions based on the individual's experience. This makes human fictional stories unique.

While AI gets the broader themes, motifs, symbolism and other literary devices, it fails to get the minute intricacies of human nature - the mixture of fear, worry and affection of Jerry's mother for him while she tries to understand the forced freedom brought on her by her husband's death or the chilling obviousness with which the youngest child of Mrs. Hutchinson is encouraged to pick a stone and participate in her killing, normalizing the mass killing under the pretext of tradition. Human consciousness and emotional intelligence are essential in understanding a literary text as human subjectivity and experience are inherent forces driving the sensitive process of creative writing. AI-assisted analysis consciously strengthens our understanding of this creative process while proving that human creativity is irreplaceable.

The collaborative approach of co-intelligence forms the basis of the AI-assisted pedagogy designed by the researcher. It helps to enhance the teaching-learning process by providing diverse possibilities to explore a literary text in a short time. Furthermore, it makes the students and instructors more critical of the texts by exposing them to diverse perspectives on the text. By following the rules of co-intelligence, they can avoid the 'unintentional fallacy' committed by AI due to its generalized patterns and predicting system based on tokens. Well-defined course objectives would lead to the creation of well-defined prompts for AI. Clear and detailed prompts based on role play and details about tone, and style, would provide refined and innovative responses from AI. Verifying factual information like publication dates and so on is important as AI cannot recall or extract information from a database. The AI-assisted pedagogy would provide the students with some crude ideas that they can improvise to write academically robust essays. Providing continuous feedback to AI in the form of corrections, and guidance would lead to the inculcation of critical thinking skills in the students and instructors. Lastly, by remembering that AI can go wrong at multiple points, the students and instructors would keep their dependence on AI to a minimum, treating it like a trainee rather than an expert educator. Co-intelligence reduces the ethical challenges associated with literary analysis and teaching of literary texts by keeping the human in the loop.

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