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## CHARACTER



Robert Buss, *Dickens' Dream* (1870)

In the unfinished watercolor *Dickens' Dream*, the nineteenth-century writer peacefully dozes while above and around him float ghostly images of the hundreds of characters that people his novels and, apparently, his dreams. This image captures the undeniable fact that characters loom large in the experience of fiction, for both its writers and its readers. Speaking for the former, Elie Wiesel describes a novelist like himself as practically possessed by characters who “force the writer to tell their stories” because “they want to get out.” As readers of fiction, we care about *what* happens and *how* mainly because it happens *to* someone. Indeed, without a “someone,” it is unlikely that anything would happen at all.

It is also often a “someone,” or the *who* of a story, that sticks with us long after we have forgotten the details of what, where, and how. In this way, characters sometimes seem to take on a life of their own, to float free of the texts where we

first encounter them, and even to haunt us. You may know almost nothing about Charles Dickens, but you probably have a vivid sense of his characters Ebenezer Scrooge and Tiny Tim from *A Christmas Carol* (1843).

A **character** is any personage in a literary work who acts, appears, or is referred to as playing a part. Though *personage* usually means a human being, it doesn't have to. Whole genres or subgenres of fiction are distinguished, in part, by the specific kinds of nonhuman characters they conventionally feature, whether alien species and intelligent machines (as in science fiction), animals (as in fables), or elves and monsters (as in traditional fairy tales and modern fantasy). All characters must have at least some human qualities, however, such as the ability to think, to feel pain, or to fall in love.

### Evidence to Consider in Analyzing a Character: A Checklist

- the character's name
- the character's physical appearance
- objects and places associated with the character
- the character's actions
- the character's thoughts and speech, including
  - content (what he or she thinks or says)
  - timing (when he or she thinks or says it)
  - phrasing (how he or she thinks or says it)
- other characters' thoughts about the character
- other characters' comments to and about the character
- the narrator's comments about the character

## HEROES AND VILLAINS VERSUS PROTAGONISTS AND ANTAGONISTS

A common term for the character with the leading male role is **hero**, the “good guy,” who opposes the **villain**, or “bad guy.” The leading female character is the **heroine**. Heroes and heroines are usually larger than life, stronger or better than most human beings, sometimes almost godlike. They are characters that a text encourages us to admire and even to emulate, so that the words *hero* and *heroine* can also be applied to especially admirable characters who do not play leading roles.

In most modern fiction, however, the leading character is much more ordinary, not so clearly or simply a “good guy.” For that reason, it is usually more appropriate to use the older and more neutral terms *protagonist* and *antagonist* for the leading character and his or her opponent. These terms do not imply either the presence or the absence of outstanding virtue or vice.

The claim that a particular character either is or is not heroic might well make a good thesis for an essay, whereas the claim that he is or is not the protagonist generally won't. You might argue, for instance, that Montresor (in Poe's *THE CASK OF AMONTILLADO*) or Ebenezer Scrooge (in Dickens's *A Christmas Carol*) is a hero,

but most readers would agree that each is his story's protagonist. Like most rules, however, this one admits of exceptions. Some stories do leave open to debate the question of which character most deserves to be called the *protagonist*. In *SONNY'S BLUES*, for example, Sonny and his brother are equally central.

Controversial in a different way is a particular type of protagonist known as an **antihero**. Found mainly in fiction written since around 1850, an antihero, as the name implies, possesses traits that make him or her the opposite of a traditional hero. An antihero may be difficult to like or admire. One early and influential example of an antihero is the narrator-protagonist of Fyodor Dostoevsky's 1864 Russian-language novella *Notes from the Underground*—a man utterly paralyzed by his own hypersensitivity. More familiar and recent examples are Homer and Bart Simpson.

It would be a mistake to see the quality of a work of fiction as dependent on whether we find its characters likable or admirable, just as it would be wrong to assume that an author's outlook or values are the same as those of the protagonist. Often, the characters we initially find least likable or admirable may ultimately move and teach us the most.

## MAJOR VERSUS MINOR CHARACTERS

The *major* or *main characters* are those we see more of over time; we learn more about them, and we think of them as more complex and, frequently, as more “realistic” than the *minor characters*, the figures who fill out the story. These major characters can grow and change, too, sometimes defying our expectations.

Yet even though minor characters are less prominent and may seem less complex, they are ultimately just as indispensable to a story as major characters. Minor characters often play a key role in shaping our interpretations of, and attitudes toward, the major characters, and also in precipitating the changes that major characters undergo. For example, a minor character might function as a **foil**—a character that helps by way of contrast to reveal the unique qualities of another (especially main) character.

Questions about minor characters can lead to good essay topics precisely because such characters' significance to a story is not immediately apparent. Rather, we often have to probe the details of the story to formulate a persuasive interpretation of their roles.

## FLAT VERSUS ROUND AND STATIC VERSUS DYNAMIC CHARACTERS

Characters that act from varied, often conflicting motives, impulses, and desires, and who seem to have psychological complexity, are said to be *round characters*; they can “surprise convincingly,” as one critic puts it. Simple, one-dimensional characters that behave and speak in predictable or repetitive (if sometimes odd) ways are called *flat*. Sometimes characters seem round to us because our impression of them evolves as a story unfolds. Other times, the characters themselves—not just our impression of them—change as a result of events that occur in the story. A character that changes is *dynamic*; one that doesn't is *static*. Roundness and dynamism tend to go together. But the two qualities are distinct, and one does not require the other: Not all round characters are dynamic; not all dynamic characters are round.

Terms like *flat* and *round* or *dynamic* and *static* are useful so long as we do not let them harden into value judgments. Because flat characters are less complex than round ones, it is easy to assume they are artistically inferior; however, we need only to think of the characters of Charles Dickens, many of whom are flat, to realize that this is not always the case. A truly original flat character with only one or two very distinctive traits or behavioral or verbal tics will often prove more memorable than a round one. Unrealistic as such characters might seem, in real life you probably know at least one or two people who can always be counted on to say or do pretty much the same thing every time you see them. Exaggeration can provide insight, as well as humor. Dickens's large gallery of lovable flat characters includes a middle-aged man who constantly pulls himself up by his own hair and an old one who must continually be "fluffed up" by others because he tends to slide right out of his chair. *South Park's* Kenny is little more than a hooded orange snowsuit and a habit of dying in ever more outrageous ways only to come back to life over and over again.

## STOCK CHARACTERS AND ARCHETYPES

Flat characters who represent a familiar, frequently recurring type—the dumb blond, the mad scientist, the inept sidekick, the plain yet ever-sympathetic best friend—are called *stock characters* because they seem to be pulled out of a stockroom of familiar, prefabricated figures. Characters that recur in the myths and literature of many different ages and cultures are instead called **archetypes**, though this term also applies to recurring elements other than characters (such as actions or symbols). One archetypal character is the trickster figure that appears in the guise of Brer Rabbit in the Uncle Remus stories, the spider Anansi in certain African and Afro-Caribbean folktales, the coyote in Native American folklore, and, perhaps, Bugs Bunny. Another such character is the **scapegoat**.

## READING CHARACTER IN FICTION AND LIFE

On the one hand, we get to know characters in a work of fiction and try to understand them much as we do people in real life. We observe what they own and wear, what they look like and where they live, how they carry themselves and what expressions flit across their faces, how they behave in various situations, what they say and how they say it, what they don't say, what others say about them, and how others act in their presence. Drawing on all that evidence and on our own past experience of both literature and life, we try to deduce characters' motives and desires, their values and beliefs, their strengths and weaknesses—in short, to figure out what makes them tick and how they might react if circumstances changed. In our daily lives, being able to "read" other people in this way is a vital skill, one that we may well hone by reading fiction. The skills of observation and interpretation, the enlarged experience and capacity for empathy, that we develop in reading fiction can help us better navigate our real world.

On the other hand, however, fictional characters are not real people; they are imaginary personages crafted by authors. Fiction offers us a more orderly and expansive world than the one we inhabit every day—one in which each person, gesture, and word is a meaningful part of a coherent, purposeful design—one in which our responses to people are guided by a narrator and, ultimately, an author; one in which we can sometimes crawl inside other people's heads and know their

thoughts; one in which we can get to know murderers and ministers, monsters and miracle workers—the sorts of people (or personages) we might be afraid, unwilling, or simply unable to meet or spend time with in real life.

In other words, fictional characters are the products not of nature, chance, or God, but of careful, deliberate **characterization**—the art and technique of representing fictional personages. In analyzing character, we thus need to consider not only who a character is and what precisely are his or her most important traits, motivations, and values, but also precisely how the text shapes our interpretation of, and degree of sympathy or admiration for, the character; what function the character serves in the narrative; and what the character might represent.

This last issue is important because all characters, no matter how individualized and idiosyncratic, ultimately become meaningful to us only if they represent something beyond the story, something bigger than themselves—a type of person, a particular set of values or way of looking at the world, a human tendency, a demographic group. When you set out to write about a character, consider how the story would be different without the character and what the author says or shows us through the character.

### Direct and Indirect Characterization: An Example and an Exercise

The following conversation appears in the pages of a well-known nineteenth-century novel. Even without being familiar with this novel, you should be able to discern a great deal about the two characters that converse in this scene simply by carefully attending to what each says and how each says it. As you will see, one of the things that differentiates the two speakers is that they hold conflicting views of “character” itself:

“In what order you keep these rooms, Mrs Fairfax!” said I. “No dust, no canvas coverings: except that the air feels chilly, one would think they were inhabited daily.”

“Why, Miss Eyre, though Mr Rochester’s visits here are rare, they are always sudden and unexpected; and as I observed that it put him out to find everything swathed up, and to have a bustle of arrangement on his arrival, I thought it best to keep the rooms in readiness.”

“Is Mr Rochester an exacting, fastidious sort of man?”

“Not particularly so; but he has a gentleman’s tastes and habits, and he expects to have things managed in conformity to them.”

“Do you like him? Is he generally liked?”

“O yes; the family have always been respected here. Almost all the land in this neighbourhood, as far as you can see, has belonged to the Rochesters time out of mind.”

“Well, but leaving his land out of the question, do you like him? Is he liked for himself?”

“I have no cause to do otherwise than like him; and I believe he is considered a just and liberal landlord by his tenants: but he has never lived much amongst them.”

“But has he no peculiarities? What, in short, is his character?”

“Oh! his character is unimpeachable, I suppose. He is rather peculiar, perhaps: he has travelled a great deal, and seen a great deal of the world, I should think. I daresay he is clever: but I never had much conversation with him.”

“In what way is he peculiar?”

“I don’t know—it is not easy to describe—nothing striking, but you feel it when he speaks to you: you cannot be always sure whether he is in jest or earnest, whether he is pleased or the contrary; you don’t thoroughly understand him, in short—at least, I don’t: but it is of no consequence, he is a very good master.”

- What facts about the two speakers can you glean from this conversation? What do you infer about their individual outlooks, personalities, and values?
- What different definitions of the word *character* emerge here? How would you describe each speaker’s view of what matters most in the assessment of character?

This scene—from Charlotte Brontë’s *Jane Eyre* (1847)—demonstrates the first of the two major methods of presenting character—*indirect characterization* or showing (as opposed to *direct characterization* or telling). In this passage Brontë simply *shows* us what Jane (the narrator) and Mrs. Fairfax say and invites us to infer from their words who each character is (including the absent Mr. Rochester), how each looks at the world, and what each cares about.

Sometimes, however, authors present characters more directly, having narrators *tell* us what makes a character tick and what we are to think of him or her. Charlotte Brontë engages in both direct and indirect characterization in the paragraph of *Jane Eyre* that immediately follows the passage above. Here, Jane (the narrator) tells the reader precisely what she thinks this conversation reveals about Mrs. Fairfax, even as she reveals more about herself in the process:

This was all the account I got from Mrs Fairfax of her employer and mine. There are people who seem to have no notion of sketching a character, or observing and describing salient points, either in persons or things: the good lady evidently belonged to this class; my queries puzzled, but did not draw her out. Mr Rochester was Mr Rochester in her eyes; a gentleman, a landed proprietor—nothing more: she inquired and searched no further, and evidently wondered at my wish to gain a more definite notion of his identity.

- How does Jane’s interpretation of Mrs. Fairfax compare to yours?
- How and why might this paragraph corroborate or complicate your view of Jane herself?

## Characters, Conventions, and Beliefs

Just as fiction and the characters that inhabit it operate by somewhat different rules than do the real world and real people, so the rules that govern particular fictional worlds and their characters differ from one another. As the critic James Wood argues,

our hunger for the particular depth or reality level of a character is tutored by each writer, and adapts to the internal conventions of each book. This is how we can read W. G. Sebald one day and Virginia Woolf or Philip Roth the next, and not demand that each resemble the other. [. . . Works of fiction] tend to fail not when the characters are not vivid or “deep” enough, but when the [work] in question has failed to teach us how to adapt to its conventions, has failed to manage a specific hunger for its own characters, its own reality level.

Works of fiction in various subgenres differ widely in how they handle characterization. Were a folktale, for example, to depict more than a few, mainly flat, archetypal characters; to make us privy to its characters’ thoughts; or to offer up detailed descriptions of their physiques and wardrobes, it would cease both to be a folktale and to yield the particular sorts of pleasures and insights that only a folktale can. By the same token, readers of a folktale miss out on its pleasures and insights if they expect the wrong things of its characters and modes of characterization.

But even within the same fictional subgenre, the treatment of character varies over time and across cultures. Such variations sometimes reflect profound differences in the way people understand human nature. Individuals and cultures hold conflicting views of what produces personality, whether innate factors such as genes, environmental factors such as upbringing, supernatural forces, unconscious impulses or drives, or a combination of some or all of these. Views differ as well as to whether character is simply an unchanging given or something that can change through experience, conversion, or an act of will. Some works of fiction tackle such issues head on. But many others—especially from cultures or eras different from our own—may raise these questions for us simply because their modes of characterization imply an understanding of the self different from the one we take for granted.

We can thus learn a lot about our own values, prejudices, and beliefs by reading a wide array of fiction. Similarly, we learn from encountering a wide array of fictional characters, including those whose values, beliefs, and ways of life are vastly different from our own.

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The stories in this chapter differ widely in terms of the number and types of characters they depict and the techniques they use to depict them. In their pages, you will meet a range of diverse individuals—some complex and compelling, some utterly ordinary—struggling to make sense of the people around them just as you work to make sense of them and, through them, yourself.

## Questions about Character

- Who is the protagonist, or might there be more than one? Why and how so? Which other characters, if any, are main or major characters? Which are minor characters?
- What are the protagonist's most distinctive traits, and what is most distinctive about his or her outlook and values? What motivates the character? What is it about the character that creates internal and/or external conflict?
- Which textual details and moments reveal most about this character? Which are most surprising or might complicate your interpretation of this character? How is your view of the character affected by what you *don't* know about him or her?
- What are the roles of other characters? Which, if any, functions as an antagonist? Which, if any, serves as a foil? Why and how so? How would the story as a whole (not just its action or plot) be different if any of these characters disappeared? What points might the author be raising or illustrating through each character?
- Which of the characters, or which aspects of the characters, does the text encourage us to sympathize with or to admire? to view negatively? Why and how so?
- Does your view of any character change over the course of the story, or do any of the characters themselves change? If so, when, how, and why?
- Does characterization tend to be indirect or direct in the story? What kinds of information do and don't we get about the characters, and how does the story tend to give us that information?



### WILLIAM FAULKNER

(1897–1962)

#### Barn Burning

A native of Oxford, Mississippi, William Faulkner left high school without graduating, joined the Royal Canadian Air Force in 1918, and in the mid-1920s lived briefly in New Orleans, where he was encouraged as a writer by Sherwood Anderson. He then spent a few miserable months as a clerk in a New York bookstore, published a collection of poems, *The Marble Faun*, in 1924, and took a long walking tour of Europe in 1925 before returning to Mississippi. With the publication of *Sartoris* in 1929, Faulkner began a cycle of works, featuring recurrent characters and set in fictional Yoknapatawpha County, including *The Sound and the Fury* (1929), *As I Lay Dying* (1930), *Light in August* (1932), *Absalom, Absalom!* (1936), *The Hamlet* (1940), and *Go Down, Moses* (1942). He spent time in Hollywood, writing screenplays for *The Big Sleep* and other films, and lived his last years in Charlottesville, Virginia. Faulkner received the Nobel Prize for Literature in 1950.