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The articles I read were all published academic essays related to the “flipped classroom” and on-line and off-line blended teaching for my future research is on “A Practical Study on On-line and Off-line Blended Teaching Approach in English Language Programmes for English Majors in Colleges in China”

Alison King, ‘From Sage on the Stage to Guide on the Side’, *College Teaching*, 41(1), (1993),pp.30-35

The study is based on constructivist theory of learning and developed cooperative and collaborated learning in college classrooms. This essay is always considered the one stimulated the innovation of “flipped classroom” in the later study and practice.

King points out that students should be “placed at the center of the process --actively participating in thinking and discussing ideas while making meaning for themselves. (pp.30) And the professor should considerably “shift” in roles from a “sage” who knows everything and do most of the talking on the stage to a guidance who “orchestrates the context, provides resources, and poses questions to stimulate students to think up their own answers.” (pp.30)

King’s innovation of classroom teaching and learning begins from small changes to incorporate “practical active-learning activities” to “typical lectures” and then construct a “more formal approach of cooperative learning, to substitute the lectures”(pp.30-31). King listed several learning activities can be incorporated into lectures and found “think-pair-share” is the easiest method to implant and “Guided Reciprocal Peer Questioning” is an interactive learning procedure that can be widely used in group learning process. “Jigsaw”, “Constructive Controversy”, and “Co-op Co-op” is also applicative method in cooperative learning.

King draw the conclusion that cooperative learning could impel students to help each other and gain higher learning achievement. In addition, it enable them to “move away from the reproduction of knowledge toward the production of knowledge” and cultivate their critical thinking and enhance their capacity of problem solving.

Gruba, Paul & Hinkelman, Don & Cárdenas-Claros, Mónica. ‘New technologies, blended learning and the “flipped classroom” in ELT’. *The Routledge Handbook of English Language*

Teaching. Hall, G. (Ed.). (2016). London: Routledge. pp.135-149

Digital technologies impel the English Language Learning professionals to reconstruct the learning and teaching methods and approaches. This chapter analyzes 2 approaches-- "blended" approach and "flipped" approach to implement new technologies into English language teaching.

The essay indicates that we stepped from the CALL(computer assisted language learning) era into an age that inseparably blended "technology, theory and pedagogy" and will launch to a period that "computer become a normal, routine part of ...teaching" and learning. (pp.136) Accordingly, learning and assessment of ELT should be reconstructed and the essay discussed on how to realize the conceptualizations. "Five pedagogical dimensions--actions, groupings, timings, text and books" that helps implementing blended learning presented in Gruba and Hinkelman's previous study(2012) are further discussed in this essay(pp.138).

"Flipped classroom", as "a type of blended learning" which inverted content learning to the procedure of online self-study before class and discussing and processing activities in class is expected to improve the effectiveness of "communicative activates" (pp.140).

The essay further discussed the influences of new technologies on teacher education, gaming, mobile learning in English language teaching and point that the further direction of ELT is to fully integrate the techniques in language teaching and illustrated the significance of new technology in ELT classroom, programmes, profession and research respectively.

Bishop, Jacob Lowell, and Matthew A. Verleger. "The flipped classroom: A survey of the research." ASEE national conference proceedings, Atlanta, GA. Vol. 30. No. 9. 2013.

This is an essay presenting the history, definition, theoretical framework, general result and the further directions for research on the flipped classroom based on dozens of researches. The authors concluded that although some of students are indolent in the transforming, the students' perceptions of the flipped classroom are positive in main and interactive classroom activities are welcomed in general. The paper indicate that the limitations of the researches are inadequate time length of the research(mostly shorter than a semester) and improving the class design based on "the existing research and the theoretical framework" of "flipped classroom"(pp.12)

From my point of view, the most valuable significance of this essay is the sorting of the history, definition and the theoretical framework of the “flipped classroom”. The definition given by the authors regard the flipped classroom as “an educational technique” with “interactive group learning activities inside the classroom, and direct computer-based individual instruction outside the classroom”, with which I agree. However, I can hardly consent with their denying the classes without providing videos as outside classroom activity to be the “flipped classroom” for I consider all types of activities, if used appropriately, should be confirmed for the “flipped classroom”. Theoretically, “flipped classroom” is founded on student-centered learning theories, such as learning styles theory, peer-assisted learning, collaborative learning, cooperative learning, problem-based learning and active learning. I am enlighten by the suggestion of learning from these correlative theories when doing my own research and practice.

Zhou Ping. ‘*Flipped Classroom Based on Modern Educational Technology and Its Theoretical Foundations*’ *TEFLE*,2015(162),pp. 72-77

This is also an essay which traced the history and theoretical foundations of “flipped classroom” written by a Chinese researcher.

Zhou regards Eric Mazur’s “peer instruction” as the guiding ideology of “flipped classroom”. According to Zhou, the characteristics of the flipped classroom are “flipping” on roles of teachers and students, on learning procedures, on learning environment and on attitude to “on-line games” which is a supplementation to most of other professions who are studying on the “flipped classroom”. The 3 theoretical foundations of the “flipped classroom” illustrated by Zhou are instructional design theory, constructivism and gamified learning theory.

The flipped classroom approach gained attention in China since 2011 and the basic model of the practice is the same as it in the United States which can be divided into “before class”, “in class” and “after class” in teaching procedures and “on-line” and “off-line” regarding the learning environment. Therefore, Zhou define the “flipped classroom” as a web-based learning supported by modern educational technology with which I am partially agree. As far as I am concerned, the essence of the “flipped classroom” is to flip the roles of teachers and students and the content in different learning procedures, thereby changing the learning attitude of students and stimulating their study, whereas advanced technologies are means to implement it. This definition overemphasizes the role of the web platform and technology and weaken the essence of “flipping” of the “flipped classroom”.

Xu Xiaoqiu and Wei Bei, 'Students' Online Learning and Course Evaluation: A Case Study of Advanced English Course'. *TEFLE*, 2018(184), pp(24-28+34)

This paper investigates the learning of an online course "Advanced English" in a college in Nanchang, China. The research was based on the statistical data automatically generated by the online learning platform as well as results from questionnaires and interviews to investigate the learning effectiveness of on-line teaching, the students' satisfaction of learning experience and the evaluation to the teaching design of this programme.

The study found that the students are generally satisfied with the online course. The blended teaching model can "promote independent learning and has positive auxiliary function on improving classroom learning effectiveness", nonetheless limitations of current on-line programme teaching and class management are examined from the investigation(pp.27)¹. Xu and Wei suggests that the blended learning of this course should improve from 3 dimensions--online teaching design, learning support and class management. The teaching design should pay attention to "the correlation between on-line and off-line learning, consider learning objectives, learning content and students' characteristics" and reflect the "extensibility, cohesion and multi-modality of online resources"(pp.28)². Technology supporting is the foundation of proceeding on-line learning and teaching assistants are necessary in the team to guarantee the accomplishment of the online course development and the post-maintenance and management. On-line and off-line class management to trace the leaning condition, progress, participation and problems is an important link that cannot be neglected.

Zhang Mei & He Xi, 'A Study on the Adaptability of Blended College English Learning',*TEFLE*. 2020(4), (pp.89-93+14)

This essay analyzed the quantitative and qualitative researches on students' adaptability in blended learning in College English programme conducted among non-English major students and their teachers in an University in Chongqing in China, illustrates the results and findings from the research and proposes solutions and suggestions accordingly.

The research focused on "4 dimensions-- learners' attitude, learning resources and platforms, teachers' teaching and students' independent learning strategies" and found out the students can basically adapt blended College English learning in main whilst differentiation exist according to variables. Students from classes implementing "flipped classroom" approach behave better in all the 4 dimensions than those not in use "flipped classroom"(pp.90).

Zhang and He suggest 4 solutions to improve the adaptability to blended English learning and enhance effectiveness of the College English class as follows: "to strengthen the adaptive guidance of blended college English learning, to optimize college English learning resources and platforms, to develop college English autonomous learning strategies and to promote college English flipped classroom teaching"(pp.92-93).

Both essays are investigations on English language teaching in Chinese universities in blended model and problems found as well as solutions suggested. Both researches found that blended learning mode is advantageously to the effectiveness of English language learning. Some of the advice are similar--to enhance on-line learning instruction, to improve the learning resources and platforms, to encourage the autonomous learning and group discussion which are valuable to learn in my future practice and study. In addition, "flipped classroom" is proved an effective approach in implementing blended learning and solve many problems which confirms my expectation.

Post-colonialism

"Post-colonialism deals with the effects of colonization on cultures and societies".¹ To understand what post-colonialism is, first of all, we need to clarify two concepts associated with it-- imperialism and colonialism.

Imperialism, in particular corresponded with the expansion of the European countries in the 19th century is a political view or practice of extending power or dominion over another territory by "direct territorial acquisition or political and economic control." ²

1 Bill Ashcroft, Gareth Griffiths and Helen Tiffin, *Post-Colonial Studies: The Key Concepts* (Routledge, 2013). pp.168

2 The Editors of *Encyclopaedia Britannica*, *Imperialism*, (*Encyclopædia Britannica*, February 26, 2020)

Colonialism is the practice or view aiming to retain, consolidate or extend the imperial power, not only in the domination of the territory, but also the resource plunder, economic aggression, and the impacts on religion, language and culture.³

Post-colony was first proposed by historians after the World War II to describe the countries successfully expel the colonists and gain independence.⁴ From this aspect, as a concept of historical periodization, “post colonial” refers to the period after world wide colonization.

However, post-colonial is not the only relative term born after the colonialism. Neo-colonialism meaning ‘new colonialism’ raised by Kwame Nkrumah demonstrates the modifying of the means of the colonialism during and after the independence of the colonies.

The substance of colonialism and neocolonialism is the same-- the colonial control. The difference is that the former is the directly ruling and the new colonialism is indirectly controlling, Specifically speaking, colonialism mainly use armed force to militarily conquer and violently oppress to occupy, plunder and enslave the locals of colonies or affiliated countries. Neo-colonialism is the indirect domination in various covert ways to control, interfere and plunder the backward countries and regions.⁵

Before the word “post-colonial” became generalized, people often used “the third world” or “neo-colonialism” to refer to the situation that the former colonies or the backward areas in Asia, Africa and Latin America being oppressed and exploited by powerful countries. In fact, although “neo-colonialism” is the most popular in mid-20th century and post-colonialism arose after 1970s, they overlaps to a certain extent in terms of time. We can still analyze and criticize the current new-colonialism actions with post-colonial views.

Available at: <https://www.britannica.com/topic/imperialism>, Accessed: Dec. 26, 2020

³ Elleke Boehmer, *Colonial and Postcolonial Literature: Migrant Metaphors* (Oxford University Press on Demand, 2005). pp.2

⁴ Bill Ashcroft, Gareth Griffiths and Helen Tiffin, *Post-Colonial Studies: The Key Concepts* (Routledge, 2013).) pp.168

⁵ Bill Ashcroft, Gareth Griffiths and Helen Tiffin, *Post-Colonial Studies: The Key Concepts* (Routledge, 2013).) pp.146-147

In addition, Neo-colonial criticism and post-colonial criticism are neither contradictory nor incompatible. The term neo-colonialism is mainly used in political and ideological field, whilst post-colonialism and post-colonial criticism mainly prevail in literary and cultural circles. This is also the biggest difference between the post-colonialism and colonialism as well as the neo-colonialism. The post-colonialism mainly critique the colonial phenomena in knowledge, language, cultural and ideology and emphasis on literal and culture issues.

In the middle of the 20th century, the criticism to neo-colonialism mainly focused on political, military or economic conflicts and confrontation. Then, the post-colonial criticism which began to be popular in the 1970s and 1980s was mainly to expose and criticize the hidden colonial consciousness through the text and speech. This change came into being with the change of the form of the colonial control over the colonies or other underdeveloped countries and areas. With the gradual independence of the third-world countries--first politically and then economically, the control from the former empires on them had to change from politics and economy to ideology and culture.

Moreover, both colonialism and neo-colonialism are regarding to the domination of the powerful states to weak countries, however, the post-colonialism refers to the anti-domination thought and movement from the developing countries or the proponent of the post-colonialism.

Therefore, from this angle, the post-colonialism refers to the resists and confronts to the western powers on the aspects of culture, thought and discourse power.

The post-colonialist should also be cautious of problems of power alternation between "excolonial powers and the newly emerging superpowers"⁶.

For example, the United States has been carrying out its neo-colonialism under the guise of "anti-colonialism" since World War II to seize the colonial territory of old-fashioned colonialists, such as the Great Britain, France and the Netherlands. With the help of the superiority in economic, the United States manipulate in economics of other states, especially developing countries

6 Bill Ashcroft, Gareth Griffiths and Helen Tiffin, *Post-Colonial Studies: The Key Concepts* (Routledge, 2013). pp.146

indirectly by new instruments, such as international monetary agencies, multinational firms, cartels and foundations. Cultural and ideology infiltration is another important approach of American colonial dominating. It is mainly achieved through various educational and cultural Non-Governmental Organizations, such as art festivals, cultural communications, academic visiting, academic conferences and lectures, and literary and artistic awards. The use of publicity and education system is also an important channel. This has led to the result that the traditional cultural values of developing countries have been gradually replaced by western values.

From this perspective, post-colonialism also refers to the economic and cultural contradictions faced by the post colonial nations in the theoretical system of globalization in current society.

In the literary field, post-colonialism discusses the the literature in colonies or ex-colonies and about colonies or ex-colonies. Therefore, the object of the critique of post-colonialism can be divided into two types-- colonial literature and colonialist literature.

Colonial literature refers to the writing about colonial view and experiences during the colonial period which includes literary works written in Britain and other parts of the Empire. Some of the works, even if not directly mentioned the colonial issues, it formed and strengthened the perspective of Britain as the leading power of the world. The writers in colonial literature contributed to a complex attitude that imperialism became part of the order of the society.

In comparison, colonialist literature primarily concerned with colonial extension. In general, they are literature works written by Europeans and about the colonisation of western countries and the colonies controlled by them. It represented the point of view of the imperialists and based on the concept of the "superiority of European culture and the rightness of empire"⁷ aiming to mediate the relationship between the colonists and the colonized locals.

To conclude, post-colonial literary critique focuses on the reading and writing of literature related to "colonial topics". The literature works includes two aspects: the literature in colonial countries used to be or being, and the literature about colonies and colonial people in the imperialist countries. It focuses on how the literature influenced by the culture of the suzerain distorts the

7 Elleke Boehmer, *Colonial and Postcolonial Literature: Migrant Metaphors* (Oxford University Press on Demand, 2005). pp.2-3

ideology and culture of the colonies, and how the humbleness, underdevelopment, in-civilization of the colonies demonstrated through the literature of the colonial countries.

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2020

Edward W. Said and His Orientalism

Edward W. Said, who published the book *Orientalism* is the initiator of the Orientalism and is called one of the “Holy Trinity” of postcolonial theory together with Homi K. Bhabha and Gayatri Chakravorty Spivak.⁸

According to Said’s summary presented in his book, Orientalism refers to the the attitude towards Middle Eastern, Asian, and North African societies not only in political, but also in literal, academic, sociological, economic and other fields.⁹

⁸ Catherine Keller, *Postcolonial Theologies: Divinity and Empire* (Chalice Press, 2012) pp.8

⁹ Edward W Said, *Orientalism* (London: Routledge & Kegan Paul Ltd., 1978) pp.20.

The relationship between the West and the East in Orientalism often shown as the relationship of influence and being influenced, restriction and being restricted, giving and receiving. In general, Said oppose the dominant West seeing themselves as superior, developed, rational and flexible countries and is privileged to dominate, reconstructs and oppresses the weak East.¹⁰

"Orientalism...is not an airy European fantasy about the Orient but a created body of theory and practice in which, for many nations, there has been a considerable material investment".¹¹ Interestingly Said used the word "create" for creating is to invent a new thing that did not exist before.

In fact, the concept of the orient itself is an embodiment of Orientalism. As Chinese, we now often describe our country as an oriental country, and our culture is Oriental culture. However, during the history, the Chinese never considered themselves were in the east of the world, but in the center of the world. Therefore, the named of the country is "Zhong Guo" in pinyin which means "the country in the center". Since modern age, the saying of taking China an oriental country is in fact to describe ourselves from a western perspective. In addition, taking a look at the common used terms that specifically divided the East into the "Near East", the "Middle East" and the "Far East", we can see more clearly that it is the division of the world from the geographical position of Western countries, especially of European countries such as Britain and France.

When Said critique this comprehensible self-confidence of own culture and superiority in westerner's mind, he cited Crome's words:

"Want of accuracy... is ... the main characteristic of the Oriental mind. The European is a close reasoner; his statements of fact are devoid of any ambiguity; he is a natural logician, albeit he may not have studied logic; he is by nature sceptical and requires proof before he can accept the truth of any proposition; his trained intelligence works like a piece of mechanism. The mind of the Oriental, on the other hand, like his picturesque streets, is eminently wanting in symmetry. His reasoning is of the most slipshod description".¹²

¹⁰ Mahmood Mamdani, *Good Muslim, Bad Muslim: America, the Cold War, and the Roots of Terrorism*, (New York: Pantheon, 2004) pp. 32.

¹¹ Edward W Said, *Orientalism* (London: Routledge & Kegan Paul Ltd., 1978) pp.14

¹² Edward W Said, *Orientalism* (London: Routledge & Kegan Paul Ltd., 1978) pp.46

To demonstrate how westerners are endowed with the "natural" logical ability, the oriental's brain of "colorful street is needed to do the contrast. To demonstrate the "rationality" of westerners, the "irrationality" of orientals is needed. This is the purpose of Orientalism to create and narrate the East. The rationality of the west is exist relative to the comparing to the irrationality of the East. Similarly, without the wildness, weakness, evil and cruelty of the East, Western civilization, power, justice and goodness will not be able to show up. This is the reason why said revealed that the Orientalists "created" an "East"-- for the self-defining of the west, because the defining is not able to be constituted without comparing. Also because of this, Orientalists has been devoting to promote Orientalism, strengthening the images of oriental countries and oriental cultures to the looks that Westerners hope to see, solidifying stereotypes of the East, and consolidating their Orientalism ideological system in order to maintain the superior image of the West, the discourse power in international society, and its cultural hegemony. The east countries and oriental cultures can hardly gain their recognition but by complying with the preferences of the West.

For example, the only literature work of China won the Nobel Prize in Literature-- the novel "Big Breasts and Wide Hips" of Mo Yan, actually is in favour to the taste of Orientalists to a great extent. The Chinese men in the novel are cowardly and incompetent, even have no ability of fertility. Females in the novel, some are dissolute and incestuous, and some are obedient and virtuous. In the novel, the narrator is the illegitimate son of the mother and a Swedish priest, which also conforms to the view of Orientalism as a prove of the harmonious coexistence of Westerners and Easterners on the oriental land. Mo might not ingratiate the western literatus on purpose, however, it might be the correlation for the reason of the winning the Nobel Prize this work. Moreover, it is discussed that another reason facilitating the success of the this novel in the West is the translation. The novel is translated by Howard Goldblatt, an American sinologist. Goldblatt adopted domesticating translation to convey in the way that the English speakers are accustomed to that unavoidably brought in the perspective of a westerner which is in line with the westerners preference of Oriental literature. If this novel is translated by a Chinese people, it may not able to win the Nobel Prize.

To conclude, Said's Orientalism criticism on the post-colonialism was a challenge to the western traditional Orientalism from the perspective of the relationship between the East and the West. It analyzed the power discourse and operation strategy of the Orientalism and reveled that the essence of the Orientalism was the cultural hegemony of the western countries. Said's criticism on the Orientalism and the post-colonialism produced a remarkable result, which makes people rethink and interpret the political-intellectual culture and social identity created by colonialism and the Western domination.

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A Feminist Interpretation on *The Great Gatsby*

Introduction

The novel *The Great Gatsby* by the American writer Fitzgerald was published in New York in 1925. Francis Scott Fitzgerald is one of the most outstanding writers in American literature field in the 20th century. *The Great Gatsby* as his best work is considered a classic of American fiction and has often been called the Great American Novel¹³.

Through the narrator Nick, the novel tells the love story of poor young Gatsby and the upper class girl Daisy. Gatsby was a farmer's son in the Midwest of the United States. He enlisted in the army during the World War I. When he was stationed in the South with the army, he fell in love with Daisy and later had to separate with her because the army left for the battlefield. When Gatsby returned from the service in Europe, Daisy had married Tom, a dandy. Tom was rich, but he was morally corrupt, extremely selfish and has mistresses all the time after married. Therefore, Daisy was not happy in the marriage. The material satisfaction can not cover up her spiritual emptiness. After the war, Gatsby promoted parvenu and became millionaire within five years. His love to Daisy was still burning and he was dreamed to earn her back. After the fierce quarrel between the three--Daisy, Tom and Gatsby, Daisy drove in a mood of extreme confusion and madness and hit her husband's mistress Myrtle to death. Gatsby took the blame for the accident to protect Daisy and Tom hit Gatsby up to Myrtle's husband which lead to him gun-shot Gatsby to death.

¹³ Julia Martinez, The Great Gatsby, (Encyclopedia Britannica, August 07, 2019), Available at: <https://www.britannica.com/topic/The-Great-Gatsby>, Accessed: January 08, 2021

About this novel, most critics focus on the connotation of the story and discuss the broken of the "American Dream" reflected from the disillusionment of Gatsby's dream¹⁴. However, if we study the works from the perspective of feminism, we will find the great significance of the novel in portraying the American women in the period between the first and the second wave of feminism movement. Women at that time were deeply influenced and bound by the traditional patriarchal idea on the one hand, and have begun to wake up their feminist consciousness on the other hand. Unfortunately, they were still unable to get rid of the shackles of the patriarchal society and were more or less encountered with disappointment, misfortune and even death in love and marriage.

This essay focuses on the three heroes and two heroines in the novel and analyzes the status of females and view of women in American society at that age from the angle of female, such as Daisy and Jordan and perspective of males, such as Tom, Gatsby and Nick.

Feminism and Feminism Critics

Feminism holds that the present society is based on the male centered patriarchal system. Feminists believe that there is inequality between men and women in ideology, politics, economy, power relations, gender relations and other aspects, that is, men are superior to women and women suffer from discrimination, stereotype, objectification and oppression.¹⁵

Feminism began to rise in western society in the 17th century. In the long feudal society, people somehow, by all means and from all aspects, neglect, reduce and suppress women's value, ability and status.¹⁶

First of all, from the religious point of view, in Christianity, when God created man, he took one of Adam's rib and created Eve, which firmly placed women in the subordinate position of men. People think that a woman should obey a man, and the man is her master. That is to say, a woman can not live according to her own will--without a man, she can neither do anything nor accomplish anything. She will do what a man does. She should treat him as her master and serve

¹⁴ Shuyuan Bi, An Interpretation of *The Great Gatsby* from the Perspective of Feminist, MA Dissertation, (Hebei Normal University, 2013) pp.4

¹⁵ Xiaoyan Luo, A Feminist Perspective of *The Great Gatsby*, MA Dissertation, (Wuhan University of Technology, 2006) pp.10-19; Margaret Walters, *Feminism: A Very Short Introduction*. (London: Oxford University Press, 2005).pp.2-3

¹⁶ Margaret Walters, *Feminism: A Very Short Introduction*. (London: Oxford University Press, 2005). pp.1

him. She should be afraid of him and obey him. ¹⁷

From the perspective of biology,

“woman is weaker than man, she has less muscular strength, fewer red blood corpuscles, less lung capacity, she runs more slowly, can lift less heavy weights, can compete with man in hardly any sport; she cannot stand up to him in a fight. To all this weakness must be added the instability, the lack of control, and the fragility already discussed: these are facts. Her grasp on the world is thus more restricted; she has less firmness and less steadiness available for projects that in general she is less capable of carrying out. In other words, her individual life is less rich than man’s”.¹⁸

Therefore, the social status of women was very low in European countries before the 17th century. Married women have little rights, unless the husband voluntarily gives her rights. When the husband is alive, her property and her person entirely belongs to the husband for his enjoyment; in some countries, if the husband dies without a will, the woman’s property should be given to the husband’s relatives instead of to herself or her children.¹⁹ “The enslavement of the female to the species and the limitations of her various powers are extremely important facts”.²⁰

“Why is woman the Other?” asked the famous feminist Beauvoir, “our task is to discover how the nature of woman has been affected throughout the course of history; we are concerned to find out what humanity has made of the human female.”²¹

After the half of the 19th century, “a true women’s ‘movement’ began to emerge in England”²² which was lead by Barbara Leigh Smith. and the movements in this period is called the first wave of women liberation movement. This wave of feminism movement focused on the demand of gender equality of the whole life progress, including the equality between men and women in marriage, civil and political rights, educational rights and job opportunities. It opposed aristocratic privileges and polygamy, and emphasizes that there is no difference between men

¹⁷ Margaret Walters, *Feminism: A Very Short Introduction*. (London: Oxford University Press, 2005). pp.6-16

¹⁸ Simone de Beauvoir, *The Second Sex*. trans. H.M.Parshley (Lodon: Jonathan Cape, 1953). pp.61

¹⁹ Margaret Walters, *Feminism: A Very Short Introduction*. (London: Oxford University Press, 2005). pp.17-25

²⁰ Simone de Beauvoir, *The Second Sex*. trans. H.M.Parshley (Lodon: Jonathan Cape, 1953) pp.63

²¹ Simone de Beauvoir, *The Second Sex*. trans. H.M.Parshley (Lodon: Jonathan Cape, 1953) pp.64

²² Margaret Walters, *Feminism: A Very Short Introduction*. (London: Oxford University Press, 2005) pp.56

and women in intelligence and ability.²³

The biggest success of the movements of the first wave is that women gain suffrage in major western countries one after another since 1893 first in the New Zealand. The United States, although a bit late, enfranchised women in 1920.²⁴

The second wave of feminism liberation movement began from 1960s to 1970s and is believed it is originated in the United States which lasted until the 1980s. Its keynote is to emphasize the naturalness of the division of labor between men and women and eliminate the phenomenon of unequal payment for the same work. It also required to get rid of the view of considering female as the subordination to men in the social relations, etc.²⁵

As one of the result of the impact of Feminist movement, feminist criticism was born in western countries, such as the Britain, France and the United States in the late 1970s. Feminist criticism, as one of the literary theories of present age, focus on female portray in the fields of culture and literature and it is a women-centered criticism whose research objects include women image, women writing and women interpreting, etc. Feminist critics require a new interpretation of literary works with a female vision. The purpose of it is to criticize the distortion of the women image in (male) literature. It also aimed to explore the female literary tradition differing from men and re-evaluates the literary history. In addition, it discusses the female consciousness and denounces the traditional masculine view and its oppression on women in literature and culture;. Moreover, it studies the unique style of writing and expressing of women and advocate the feminist writing as well as the writing environment of female writers.²⁶

From the angle of feminist critic, in the novel of *The Great Gatsby* which was written in and about the age between the two waves of feminist movements, we can see the bourgeon of women's consciousness. It is easy to find female figures in the novel who cut off their long hair, smoked and drank in public. However, women still can not get rid of the state of being objectified, belittled and marginalized. The following part of the essay will present the influence of the patriarchal ideology and tragedy of women in the masculine society in the novel and analyze the two main female characters in the novel-- Daisy and Jordan and discussed respectively from

²³ Margaret Walters, *Feminism: A Very Short Introduction*. (London: Oxford University Press, 2005). pp.41-55

²⁴ Margaret Walters, *Feminism: A Very Short Introduction*. (London: Oxford University Press, 2005). pp.46

²⁵ Margaret Walters, *Feminism: A Very Short Introduction*. (London: Oxford University Press, 2005). pp.56-67

²⁶ Elaine Showalter, *The Feminist Critical Revolution. The New Feminist Criticism: Essays on Women, Literature, and Theory*. ed. by Elaine Showalter (New York: Pantheon Books, 1985).pp.3-16

themselves and the attitude towards them from the three main male characters--Tom, Gatsby and Nick.

Analysis of Daisy and Jordan

The two female images were attached different types of cultural identities--Daisy is the representative of traditional female educated in a patriarchal environment whilst Jordan is an independent new woman after the World War I.

Daisy, the heroine of the novel, was gorgeous in appearance and noble in birth from the upper class. Rich family and luxurious life made her lost the ability of living independently and lead her to the spiritual anaclysis and economic dependence. She has been molded as a "vase" who is beautiful, lovely, cute, charming, romantic and obedient, sophisticated, cultured but uneducated.

Born in the wealthy family that owns "the largest of the banners and the largest of the lawns", she spend all day in social life in the best age of eighteen and no words mentioned that she had been educated in college. "She dressed in white...[in] a little white roadster, and all day long being surrounded by the excited young officers" and being indulged in becoming "the most popular of all the young girls in Louisville".²⁷

She was regarded "unthoughtful"²⁸ by Nick. The same disdain was from her husband Tom--a simple-minded brawn when she praised him and said "[he] is getting very profound...and reads deep books with long words in them".²⁹ Even in front of Gatsby-- an uneducated soldier, she thought he "knew a lot because [he] knew different things from her".³⁰

Daisy was romantic. She "whispered that [she would] like to just get one of those pink clouds and put [Gatsby] in it and push [him] around."³¹ With variously changed expression, she seems very cute and attractive, especially her voice.

²⁷ F Scott Fitzgerald, *The Great Gatsby* (Hertfordshire: Wordsworth Editions Limited, 2001).pp.48

²⁸ F Scott Fitzgerald, *The Great Gatsby* (Hertfordshire: Wordsworth Editions Limited, 2001).pp.10

²⁹ F Scott Fitzgerald, *The Great Gatsby* (Hertfordshire: Wordsworth Editions Limited, 2001).pp.10-11

³⁰ F Scott Fitzgerald, *The Great Gatsby* (Hertfordshire: Wordsworth Editions Limited, 2001).pp.95

³¹ F Scott Fitzgerald, *The Great Gatsby* (Hertfordshire: Wordsworth Editions Limited, 2001).pp.60

When she talked, "she leaned slightly forward with a conscientious expression". Her laughing was "absurd charming little laugh". "Her face was sad and lovely with bright things in it, bright eyes and a bright passionate mouth."³²

Her speaking was lazy, exaggerated and pretentious. When she met Nick in his first visiting to her house, she said: "I'm p-paralysed with happiness." and said Nick remind her of "a - of a rose, an absolute rose."³³ Sometimes, her speech was even a bit morbid: "What' ll we do with ourselves this afternoon?... And the day after that, and the next thirty years?"(pp.75)³⁴

However, her voice was "low, thrilling"³⁵, "glowing and singing"³⁶, making "the ear follows up and down, as if each speech [being] an arrangement of notes that will never be played again...[and] there was an excitement in her voice that men who had cared for her found difficult to forget; a singing compulsion, a whispered 'Listen', a promise that she had done gay".³⁷ Nick pointed that "Daisy's murmur was only to make people lean towards her"³⁸ and he said it was Daisy's voice--the "fluctuating, feverish warmth voice [like] a deathless song"³⁹ that seized Gatsby's heart. Settle discussed that Daisy's voice is "Siren voice"⁴⁰--it's fascinating and it's demagogic. That was the achievement and purpose of Daisy's cultivation that is to be the most suitable for men, please them, tempt them, let them listen to her and satisfy her.

As to the love with Gatsby, Daisy was always wavering. She loved Gatsby and was stopped by the family when planing to go to New York to say goodbye and wasn't speaking with her family for weeks for this.⁴¹ She kept in touch with Gatsby when he left for the war to overseas but was nervous and despaired when she saw the future is uncertain and "all the time something within her was crying for a decision. She wanted her life shaped now, immediately and the decision

³² F Scott Fitzgerald, *The Great Gatsby* (Hertfordshire: Wordsworth Editions Limited, 2001).pp.8

³³ F Scott Fitzgerald, *The Great Gatsby* (Hertfordshire: Wordsworth Editions Limited, 2001).pp.8

³⁴ F Scott Fitzgerald, *The Great Gatsby* (Hertfordshire: Wordsworth Editions Limited, 2001).pp.75

³⁵ F Scott Fitzgerald, *The Great Gatsby* (Hertfordshire: Wordsworth Editions Limited, 2001).pp.8

³⁶ F Scott Fitzgerald, *The Great Gatsby* (Hertfordshire: Wordsworth Editions Limited, 2001).pp.11

³⁷ F Scott Fitzgerald, *The Great Gatsby* (Hertfordshire: Wordsworth Editions Limited, 2001).pp.8

³⁸ F Scott Fitzgerald, *The Great Gatsby* (Hertfordshire: Wordsworth Editions Limited, 2001).pp.8

³⁹ F Scott Fitzgerald, *The Great Gatsby* (Hertfordshire: Wordsworth Editions Limited, 2001).pp.62

⁴⁰ Glenn Settle, 'Fitzgerald's Daisy: The Siren Voice', *American Literature*, 57 (1985), 115-124

⁴¹ F Scott Fitzgerald, *The Great Gatsby* (Hertfordshire: Wordsworth Editions Limited, 2001).pp.49

must be made by some force of love, of money, of unquestionable practicality - that was close at hand".⁴² Soon after half a year, she found the way out to offer her the certain--she went back to the social intercourse again. Next year "in February she was presumably engaged to a man from New Orleans. In June she married Tom Buchanan of Chicago....--a wholesome bulkiness about his person and his position"⁴³

The day before the wedding, she was thoroughly drunk for she received a letter of gratulation from Gatsby. She told the bridesmaid Jordan: "Tell 'em all Daisy's change' her mine"⁴⁴ and cried and cried which made Jordan and the maid have no choice but to take her to the bathtub using cold water, ice and ammonia to get her sober. "She did not say another word".⁴⁵ Half an hour later, she present in the bridal dinner like nothing happened and the next day, she went to the wedding "without so much as a shiver" and was extremely be reluctant to leave her husband, even a moment.⁴⁶

It was not that she did not yearn for love with Gatsby neither had she struggled and revolted, however she finally compromised. She knew that the fierce resistance was powerless in the family under the powerful patriarchal social forces. She could only accept the reality and chose Tom because she was used to depending on others both mentally and materially.

Daisy's marriage was not happy. She seemed to live a rich and pleasant life, but in fact she was scared of her husband that once Tom left the table, she was relaxed "as if his absence quickened something within her".⁴⁷ Her talking was interrupted by her husband from time to time. Even when accusing her husband of injuring her finger, she used a coquettish way. What's worse is that Tom was dissolute. He never stopped having affairs after married.

When Daisy knew the baby she gave birth to was a girl, she "turned [her] head away and wept and said, 'I'm glad it's a girl. And I hope she'll be a fool - that's the best thing a girl can be in this world, a beautiful little fool.'"⁴⁸ This was the helpless sigh for her life at that time. As a woman in

⁴² F Scott Fitzgerald, *The Great Gatsby* (Hertfordshire: Wordsworth Editions Limited, 2001).pp.96

⁴³ F Scott Fitzgerald, *The Great Gatsby* (Hertfordshire: Wordsworth Editions Limited, 2001).pp.96

⁴⁴ "mine" was in fact an unclear speaking of "mind" for Daisy was extremely drunk at that time. F Scott Fitzgerald, *The Great Gatsby* (Hertfordshire: Wordsworth Editions Limited, 2001).pp.49

⁴⁵ F Scott Fitzgerald, *The Great Gatsby* (Hertfordshire: Wordsworth Editions Limited, 2001).pp.49

⁴⁶ F Scott Fitzgerald, *The Great Gatsby* (Hertfordshire: Wordsworth Editions Limited, 2001).pp.49

⁴⁷ F Scott Fitzgerald, *The Great Gatsby* (Hertfordshire: Wordsworth Editions Limited, 2001).pp.11

⁴⁸ F Scott Fitzgerald, *The Great Gatsby* (Hertfordshire: Wordsworth Editions Limited, 2001).pp.13

the patriarchal system, only living like a fool could she survive herself. It also implied that she could only keep blind to Tom's affair like a fool.

She was in fact not fool at all. She understood what she needed and what she is endowed. Her stupid and artificial speaking and behavior was actually trying to hide a woman's true feelings. Her indifference to Gatsby did not mean that she was not aware of her strong feelings, on the contrary, she was deliberately avoiding them, because she clearly realizes the pain contained in such feelings.

Although the loose morals of the husband and the miserable marriage made the friends look down on this marital relationship and her cousin Nick deemed that "the thing for Daisy to do was to rush out of the house, child in arms", however, "apparently there were no such intentions in her head".⁴⁹ In addition, when the chance of the twist of fate came forth that Gatsby came back with millions of wealth and love, she gave it up because she was informed that Gatsby's money was obtained by smuggling and all his identity was false. In the predicament of the patriarchal society, Tom was her best choice. Although she had to endure her husband's unfaithfulness and could not uncover it, his identity and wealth are solid and reliable.

For Tom, Daisy was just the beautiful "vase" he bought with plenty of money to show off his wealth and status. He had no sentimental attachment with Daisy. He was always away from home and was promiscuous in sex relations wherever and whenever. When Daisy and he just got married for two months and spending their honeymoon in Santa Barbara, Tom was published in a paper that he was with another woman-- a chambermaids of a hotel in a car accident; he left the hospital when their daughter was just born within an hour and the wife was still in the coma of the anesthetic; he kept being in affairs which made them had to leave Chicago and move to New York; and even so was not able to prevent him to keep a new mistress Myrtle-- the owner of a small garage in the slum.

He was completely regardless of Daisy's feelings, let alone being careful for his misbehavior. He not only carried on the love affair, but also upgraded the clandestine affairs to the public and showing off his relationship with his mistress. "He turned up in popular cafes with her and, leaving her at a table, sauntered about, chatting with whomsoever he knew".⁵⁰ What's more, He pulled Nick-- Daisy's cousin to see his mistress Myrtle, and dragged him to the house he prepared for his mistress and asked him to stay and join in their fun. Obviously, Tom had no scruples at all,

⁴⁹ F Scott Fitzgerald, *The Great Gatsby* (Hertfordshire: Wordsworth Editions Limited, 2001).pp.15

⁵⁰ F Scott Fitzgerald, *The Great Gatsby* (Hertfordshire: Wordsworth Editions Limited, 2001).pp.17

and never thought there was anything wrong with his extramarital affairs. In Tom's eyes, the romantic relationships reflected his superior identity and status.

Although Tom was always out to have fun and mingle with women, he dislike Daisy to run around.⁵¹ The male-dominated patriarchy social environment determined his attitude and philosophy. An attractive woman of gentility and wealth being faithful to him was undoubtedly a great fulfillment to his masculist self-esteem. What makes him even more complacent was that he could act recklessly outside, as long as the marriage was stable. He wanted and needed to keep her in his own hands, because Daisy as a wife is a symbol of wealth and status. That was why Tom felt "the hot whips of panic" when he knew Daisy had been chased by Gatsby and was "slipping precipitately from his control".⁵² He began to explain: "once in a while I go off on a spree and make a fool of myself, but I always come back, and in my heart I love her all the time".⁵³ The aristocratic born Tom was very clear about the necessity of the "right" marriage to maintain his identity and social status.

Gatsby, the protagonist of the novel loved Daisy and there is no doubt about it. He strove desperately to make money, trying every means in which some were disgraceful and illegal. He had waited five years and bought a mansion located just across the bay of Daisy's house. Every weekends, he holds luxury parties filled with feast, wines and performances that were incomparable extravagant to make the author used almost two pages to describe in the novel of just over a hundred pages. The grand banquets attracted almost everyone in the upper class in New York and made Gatsby known to all. However, his only purpose of doing this was to "dispense starlight to casual moths... that [Daisy] could 'come over' some afternoon to a stranger's garden".⁵⁴

However, Gatsby's love to Daisy was not pure and sincere at the beginning. Daisy was the first noble lady Gatsby had ever seen and was the dream of many young men which "increased her value in his eyes".⁵⁵ When he first met Daisy that he was still an officer in the army, he did not take their relationship seriously and was "intended to take what he could and go."⁵⁶ "He knew that he was in Daisy's house by colossal accident"⁵⁷ and he got Daisy's preference relied on the

⁵¹ F Scott Fitzgerald, *The Great Gatsby* (Hertfordshire: Wordsworth Editions Limited, 2001).pp.66

⁵² F Scott Fitzgerald, *The Great Gatsby* (Hertfordshire: Wordsworth Editions Limited, 2001).pp.79

⁵³ F Scott Fitzgerald, *The Great Gatsby* (Hertfordshire: Wordsworth Editions Limited, 2001).pp.84

⁵⁴ F Scott Fitzgerald, *The Great Gatsby* (Hertfordshire: Wordsworth Editions Limited, 2001).pp.51

⁵⁵ F Scott Fitzgerald, *The Great Gatsby* (Hertfordshire: Wordsworth Editions Limited, 2001).pp.94

⁵⁶ F Scott Fitzgerald, *The Great Gatsby* (Hertfordshire: Wordsworth Editions Limited, 2001).pp.95

⁵⁷ F Scott Fitzgerald, *The Great Gatsby* (Hertfordshire: Wordsworth Editions Limited, 2001).pp.95

“false pretences” that he was “from much the same strata”⁵⁸ so that is reliable to give her a stable life. “So he made the most of his time. He took what he could get, ravenously and unscrupulously - eventually he took Daisy one still October night, took her because he had no real right to touch her hand”.⁵⁹

After his promotion in the army and becoming wealthy five years after returning from the war, Gatsby thought he could win Daisy back. He asked Daisy to commit that she had never loved Tom and he was the one she has always been loved when the three--Tom, Gatsby and Daisy were having a showdown. Although he loved her, he did not truly respect her. Instead, he objectified her as something of an equal value. He could not afford her when he was a youth who was worthless and penniless. When he had money, he thought he could certainly take her away at once like buying a jewelry. From this perspective, he was no different from Tom.

In the novel, Daisy’s good friend, her bridesmaid Jordan was a female figure which was in obvious contrast with the image of Daisy. If taking Daisy as a typical representative of the delicate and mincing lady of the upper class family who is repressed by the patriarchal society-- obedient and dependent, Jordan was the representative of the independent women with feminist consciousness after the first wave of feminism movement. Although grown up in the same city, the middle-class family background prevents Jordan from being pampered like Daisy. She chose a different way.

Jordan had her own profession-- in the field of sports which was considered occupied by males. Nevertheless, she was not only a professional golfer, but also a well-known female golfer with many awards and outstanding achievements and her pictures were often found on papers and magazines.

Unlike Daisy’s elegant and charming performances, her outlook, behaviors and character was unconventional or unorthodox and were sometimes opposite to the femininity which was in line with the standards of the male’s preference.

She had grey sun-strained eyes, a wan face-- charming and discontented.⁶⁰ Jordan had no intention of maintaining a ladylike posture like Daisy. “She was a slender, small-breasted

⁵⁸ F Scott Fitzgerald, *The Great Gatsby* (Hertfordshire: Wordsworth Editions Limited, 2001).pp.95

⁵⁹ F Scott Fitzgerald, *The Great Gatsby* (Hertfordshire: Wordsworth Editions Limited, 2001).pp.94-95

⁶⁰ F Scott Fitzgerald, *The Great Gatsby* (Hertfordshire: Wordsworth Editions Limited, 2001).pp.9

girl ...with an erect carriage, which she accentuated by throwing her body backward at the shoulders like a young cadet".⁶¹ "She wore ... all her dresses like sports clothes there was a jauntiness about her movements".⁶²

She also had no intention of pleasing a man with the voice full of variety and exaggeration like Daisy. Her "words, murrnurous and uninflected, [run] together in a soothing tune"⁶³, "fresh and cool, as if a, divot from a green golf-links had come sailing in at the office window".⁶⁴

She was unconstrained and unaffected, sometimes a little piquant that she "looked ... at [Nick] with polite reciprocal curiosity"⁶⁵ and she had no scruples about leaning over to eavesdrop on the talking of Tom and Daisy even though Nick was present.

She was aloof and proud that "her chin always raised a little, as if she were balancing something on it which was quite likely to fall".⁶⁶ Her "complete self-sufficiency draws a stunned tribute from [Nick]".⁶⁷

Although Jordan had been to the banquet of the Gatsby's for many times, she was no like the most of other single girls in the party to "[put] their heads on men's shoulders in a puppyish... [or swoon] backward playfully into men's arms".⁶⁸ She took part in the social communication but do not indulge into it. She would "come out of the house" when she was fed up with the craziness and "stood at the head of the marble steps, leaning a little backward and looking with contemptuous interest down into the garden".⁶⁹

Unlike Daisy who reconciled to be a beautiful fool, Jordan had her own thinking and judgment.

⁶¹ F Scott Fitzgerald, *The Great Gatsby* (Hertfordshire: Wordsworth Editions Limited, 2001).pp.9

⁶² F Scott Fitzgerald, *The Great Gatsby* (Hertfordshire: Wordsworth Editions Limited, 2001).pp.33

⁶³ F Scott Fitzgerald, *The Great Gatsby* (Hertfordshire: Wordsworth Editions Limited, 2001).pp.14

⁶⁴ F Scott Fitzgerald, *The Great Gatsby* (Hertfordshire: Wordsworth Editions Limited, 2001).pp.98

⁶⁵ F Scott Fitzgerald, *The Great Gatsby* (Hertfordshire: Wordsworth Editions Limited, 2001).pp.9

⁶⁶ F Scott Fitzgerald, *The Great Gatsby* (Hertfordshire: Wordsworth Editions Limited, 2001).pp.7

⁶⁷ F Scott Fitzgerald, *The Great Gatsby* (Hertfordshire: Wordsworth Editions Limited, 2001).pp.8

⁶⁸ F Scott Fitzgerald, *The Great Gatsby* (Hertfordshire: Wordsworth Editions Limited, 2001).pp.33

⁶⁹ F Scott Fitzgerald, *The Great Gatsby* (Hertfordshire: Wordsworth Editions Limited, 2001).pp.28

She was “clean, hard, limited person, who dealt in universal scepticism”.⁷⁰ Daisy believed in every word that Gatsby said, but Jordan had reservations about Gatsby’s statement. Nick indicated that Jordan “instinctively avoided clever, shrewd men” and assess that it was “because she felt safer on a plane where any divergence from a code would be thought impossible”.⁷¹ From the angle of a female, it shows that Jordan has a sober judgment and choice.

The differences between Jordan and Daisy demonstrate that as “man [being] not a natural species but a historical idea, woman is not a completed reality, but rather a becoming”.⁷² Unlike Daisy cultured in a patriarchal family, Jordan’s father passed away early and she lived with an aunt who was extremely old. In the case, this relieves the constraints of the historical patriarchal culture from her growth and progress, so that she could live following her own bend.

On the other hand, the decent career enabled Jordan to achieve financial independence so as to free her from relying on men as well as the marriage. Therefore, Jordan could keep an independent personality and human dignity.

It may be due to these special temperaments that Nick was attracted to Jordan when he first saw her and fell in love with her day by day.

However, after the car accident, Nick felt fed up with those people as well as Jordan. The alert Jordan immediately saw the clues from Nick’s expression, and “turned abruptly away” without any hesitation.⁷³ In the last phone call with Nick, facing the refusal of him, she ended the relationship calmly without any pleading. When Nick decided to leave the east and went to see her specially, she listened to him and “lay perfectly still,...like a good illustration... and her chin raised a little jauntily.” “When [Nick] had finished she told [him] without comment that she was engaged to another man”.⁷⁴ No matter it’s true or not, as Nick previously commented on her that “she wasn’t able to endure being at a disadvantage”,⁷⁵ she always maintained a proud posture of not losing to others. It was not until Nick got up to leave that Jordan confess that it was Nick took the initiative to dump her and she had been dizzy for a while, but she had been

⁷⁰ F Scott Fitzgerald, *The Great Gatsby* (Hertfordshire: Wordsworth Editions Limited, 2001).pp.51

⁷¹ F Scott Fitzgerald, *The Great Gatsby* (Hertfordshire: Wordsworth Editions Limited, 2001).pp.38

⁷² Simone de Beauvoir, *The Second Sex*. trans. H.M.Parshley (Lodon: Jonathan Cape, 1953). pp.61

⁷³ F Scott Fitzgerald, *The Great Gatsby* (Hertfordshire: Wordsworth Editions Limited, 2001).pp.91

⁷⁴ F Scott Fitzgerald, *The Great Gatsby* (Hertfordshire: Wordsworth Editions Limited, 2001).pp.113

⁷⁵ F Scott Fitzgerald, *The Great Gatsby* (Hertfordshire: Wordsworth Editions Limited, 2001).pp.38

totally over it. It reflected the courage and calmness of a women in the new era in dealing with love and breaking up.

Conclusion

Daisy is like a flower, not much like her favorite rose, but like her name-- a delicate daisy flower. It can not grow tall, either blossom with big corona, and is so tender to tremble even in a breeze. She lives in an aristocratic family and is deeply influenced by patriarchal thoughts. In the case she has lost her capacity of living and thinking independently and she can only live by relying on a man. Even though she is not happy with her miserable marriage, she can only swallow the bitterness and bare with it. The ideological education of patriarchy she received from childhood has already tamed her and numb her to gradually accept that this is the fate of a woman.

Jordan, on the contrary, is more like a rose with a straight stem and sharp thorns that is unique and easy to be seen even among a large pile of flowers. Jordan is sharp-edged with clear cognition and independent mind. Of course, she is also independent financially which gives her more courage and competence not to cling onto the males and take the initiative to choose the men.

However, whether it is Daisy or Jordan, they are just flowers. None of them can be strong enough to grow into a tree and stand shoulder to shoulder with men and being treated equally. In their stories, males are still dominating whilst women are subordinate. Even for the males had been in love with these girls, like Gatsby to Daisy and Nick to Jordan, the ideology of the whole society at that age influenced them to more or less contempt, disrespect, control, suppress the females.

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