



RESEARCH ARTICLE

Exploring Roland Barthes's Theoretical Framework in A.T. Greenblatt's "Give the Family My Love"

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ARTICLE INFO	ABSTRACT
Received: Sep 17, 2024 Accepted: Nov 29, 2024	This study critically analyzes A.T. Greenblatt's short story "Give the Family My Love" through the lens of Roland Barthes's Five Codes Theory and levels of narrative description. By integrating Barthes's hermeneutic, proairetic, semantic, symbolic, and cultural codes, the research explores how these frameworks enhance reader engagement and uncover deeper meanings. We examine central themes such as isolation, connection, and the quest for knowledge within the context of environmental concerns. Barthes's denotative, connotative, and mythic narrative levels are also used to show how emotionally and culturally complicated Hazel's journey is. They frame it as both a physical and existential exploration. The study highlights the library as a transformative symbol of hope and interrogates the ethical dilemmas surrounding knowledge preservation. Ultimately, this research illustrates the enduring relevance of Barthes's theories in contemporary literary analysis, offering insights into the interplay between individual experiences and broader societal challenges.
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INTRODUCTION

Structuralism, as a human science, systematically examines the fundamental structures underlying human experience, behavior, and production (Tyson, 2006, pp. 209-210). This framework analyzes literature as one of many human experiences. Structuralists prioritize understanding the structural systems intrinsic to literary texts, focusing on the codes and rules shaping narratives, while thematic content is considered secondary. In contrast, post-structuralism emerges as a critical response to structuralism, challenging the notion of fixed meanings in language. Post-structuralists argue that language's inherent fluidity allows multiple interpretations of a single idea (Belsey, 2002, p. 5). This perspective expands the scope of literary analysis, enabling diverse readings of a single text.

One of the prominent figures in post-structuralism is Roland Barthes, a French linguist who advocates for a departure from traditional narrative interpretation. He views narratives as a "galaxy of signifiers" where readers actively co-create meaning (Barthes, 1974). Barthes introduces a framework of five codes that guide readers in uncovering various meanings within a text.

Application to "Give the Family My Love"

This paper delves into the intersection of Roland Barthes's Five Codes Theory and the levels of narrative description in A.T. Greenblatt's short story "Give the Family My Love," which appeared in *Clarkesworld Magazine* in February 2019. Greenblatt, a creative writer with a background in mechanical engineering, has gained recognition for her storytelling, including Nebula Award-winning works.

Using Barthes's three descriptive levels—denotative, connotative, and mythic—the analysis reveals the emotional and cultural richness of the narrative. The narrator structures the story as a series of voice messages to her brother, Saul, using an informal, conversational tone that combines introspection and humor. This stream-of-consciousness style immerses readers in the narrator's emotional state and reflections throughout her journey.

Narratology and Barthes's Contribution

Narrative forms have evolved alongside human communication, expanding in complexity with literacy to include various genres like stories, poetry, and novels. Narratology, as defined by the *Oxford Advanced Learner's Dictionary*, examines the structure of narratives and their components. Barthes's structuralist and post-structuralist theories significantly contribute to this field, offering analytical tools to decode narratives' deeper layers. This study demonstrates Barthes's lasting influence on literary criticism by linking traditional theories with modern narrative analysis. Through a close reading of "Give the Family My Love," it seeks to uncover hidden meanings, amplify diverse voices, and delve into the text's deeper cultural and emotional dimensions.

CONTEXTUAL BACKGROUND

Roland Barthes, a prominent French literary theorist, philosopher, critic, and semiotician, revolutionized literary theory and cultural studies with his groundbreaking ideas. Central to his contributions is the concept of "the death of the author" (1967), which challenges the traditional notion that an author's intentions should dictate the interpretation of a text. Barthes argued that the reader's engagement with the text constructs meaning, shifting the focus from authorial control to reader interpretation.

Barthes's exploration of "textuality" highlights the intricate relationship between language, signs, and cultural codes within texts. He viewed texts as complex webs of interconnected meanings shaped by societal norms and conventions. Furthermore, his work in semiotics, the study of signs and symbols, offered valuable insights into the generation of meaning in literature and culture. Through seminal essays like "S/Z," Barthes applied structuralist principles to dissect texts into smaller units of meaning, known as "lexias." This analytical approach enabled a profound examination of narrative techniques and structures, unveiling layers of significance within texts.

Overall, Barthes's influence extends to post-structuralism and contemporary literary theory, advocating for a dynamic view of literature open to diverse interpretations. His ideas challenge conventional notions of authorship and meaning, emphasizing the multifaceted nature of textual interpretation.

Roland Barthes's Five Codes Theory and Levels of Description in Narratives

This study applies Roland Barthes's theories to A.T. Greenblatt's "Give the Family My Love" by analyzing its narrative through the Five Codes framework and levels of narrative description. This approach highlights the story's complexity and thematic depth while demonstrating how Barthes's frameworks enhance interpretation and uncover nuanced meanings.

Hermeneutic Code (Enigma): The narrative's mystery, including Hazel's uncertain mission, the Librarians' motives, and the ultimate outcome, builds suspense. This analysis examines how Greenblatt uses enigmas to engage readers in unraveling the uncertainties of Hazel's quest.

Proairetic Code (Action): Hazel's physical challenges, including her suit malfunctioning and the alien environment, create tension and urgency. The study explores how Greenblatt uses these sequential events to intensify emotional engagement.

Semantic Code (Deeper Meanings): Hazel's reflections on isolation and humanity's failures convey symbolic significance, particularly around themes of loss, hope, and existential purpose. This research highlights how Greenblatt infuses the narrative with emotional depth and philosophical resonance.

Symbolic Code (Thematic Contrasts): The story contrasts hope and despair, with the Library symbolizing humanity's potential for redemption amidst environmental and cultural collapse. This code reveals how the narrative critiques resilience and ethical responsibility.

Cultural Code (Societal Influences): References to environmental destruction, familial ties, and the preservation of knowledge ground the story in contemporary issues. The analysis connects Greenblatt's fictional world with real-world socio-cultural concerns.

Levels of Narrative Description

Barthes's **levels of narrative description** further illuminate the text's structure. The **denotative level** emphasizes Hazel's physical isolation and challenges. The **connotative level** explores deeper emotional and thematic associations, such as humanity's failures and Hazel's reflections on home. The **mythic level** situates Hazel's journey within universal archetypes, such as the hero's quest, highlighting its timeless relevance.

By employing these codes and levels of description, Barthes's framework enables a nuanced exploration of narratives, highlighting their multifaceted meanings and cultural resonance. This methodology provides invaluable tools for examining texts through structuralist and post-structuralist lenses, fostering a deeper understanding of the dynamic interplay between text, reader, and culture.

LITERATURE REVIEW

The application of Roland Barthes's structuralist theory, particularly his five narrative codes—hermeneutic, proairetic, semantic, symbolic, and cultural—has proven instrumental in uncovering the multidimensional nature of literary texts. Numerous studies have employed this framework to analyze short stories and narratives, yielding rich insights into their structural and thematic complexities.

Lashari (2012) conducted a study applying Roland Barthes's narrative structure model and A. J. Greimas's actantial model to the Sindhi short story *Municipality and Stray Dogs* by Khair-un-Nisa Jaffery. The research explored the relevance and applicability of these models to the selected text. They first analyzed and applied Barthes's five narrative codes, then applied Greimas's model to comprehensively evaluate the story's structure and narrative dynamics. The study highlighted the practical implications of these theoretical frameworks in understanding and interpreting fiction.

Zaib and Mashori (2014) conducted a nuanced post-structuralist analysis of Shahraz's short story "A Pair of Jeans," utilizing Barthes's five codes to explore its multilayered meanings. Their qualitative study suggests that the protagonist Miriam's clothing symbolizes a connotative subversion of her innocence, positioning her as a representation of imperfection. By examining thematic polarities such as modernity versus traditionalism and analyzing referential symbols like "jeans" and "duppata," the study underscores the cultural dimensions of the narrative. The authors conclude that applying

Barthes' theory enhances comprehension of the story's genre and themes while fostering a modern interpretive approach.

Similarly, Waseem Hassan Malik et al. (2014) analyzed Bina Shah's "The Optimist" through Barthes's framework, revealing structural intricacies embedded within the text. The study highlights binary oppositions, particularly in the contrasting perspectives of characters Adnan and Raheela, whose cultural and ideological differences underscore the theme of divergence. The authors assert that Barthes' codes facilitate deeper engagement with the story, enabling readers to appreciate its thematic richness and structural complexity.

Zaib et al. (2017) extended this approach to Sara Suleri's memoir "Boys Will Be Boys: A Daughter's Elegy," decoding its underlying complexities through Barthes' five codes. The study identifies the enigmatic quality of the narrative, compounded by culturally rich references and the exploration of gender differences, as potential challenges for novice readers. Their rigorous analysis demonstrates that Barthes' framework enhances accessibility and deepens the reader's understanding of the memoir's thematic and structural dimensions.

Expanding the application of Barthes's theory, Güzel (2023) conducted an in-depth analysis of Edgar Allan Poe's "The Black Cat." Through Barthes's codes, the study unveils intricate themes such as the duality of love and hate, emphasizing the protagonist's psychological transformation. Güzel highlights the necessity of active reader engagement in interpreting the text's enigmatic qualities, demonstrating the framework's relevance in unraveling Poe's narrative complexities.

Similarly, Sundas Khan et.al, (2023) applied Barthes' codes to John Cheever's "The Enormous Radio," exploring its social and cultural dimensions. The analysis examines how the characters Jim and Irene articulate tensions between personal and societal issues. Ahmad argues that Barthes' codes not only enhance the aesthetic experience of readers but also provide a deeper understanding of the narrative's themes and genre.

These studies collectively validate the efficacy of Barthes' five codes in literary analysis, illustrating their ability to uncover the richness and complexity of diverse narratives. By offering tools for decoding structural and thematic elements, Barthes' framework facilitates a nuanced engagement with texts across cultural and literary contexts, advancing both the theoretical and practical dimensions of literary criticism.

RESEARCH GAP

This study addresses a significant research gap in the application of Roland Barthes' Five Codes Theory to A.T. Greenblatt's short story "Give the Family My Love." Existing literature has largely neglected an in-depth analysis of this narrative through Barthes's framework, particularly in relation to the three levels of narrative description—denotative, connotative, and mythic. Moreover, although other works have utilized Barthes's codes to explore various themes, their application to the themes of isolation, connection, and environmental concerns in Greenblatt's story has not received enough attention. These themes, deeply resonant with contemporary socio-cultural issues, warrant further examination. By integrating Barthes's theoretical approach with these narrative and thematic elements, this research aims to enhance the interpretation of Greenblatt's work, uncover hidden meanings, and foster a deeper engagement with the text. Ultimately, it seeks to contribute fresh insights to both theoretical and practical discussions in literary studies, underscoring the enduring relevance of Barthes's codes in contemporary narrative analysis.

SIGNIFICANCE OF THE STUDY

This research addresses a critical gap by applying Barthes's Five Codes Theory to enhance the interpretation of contemporary narratives, particularly A.T. Greenblatt's "Give the Family My Love," within the context of significant environmental and societal issues. By exploring themes of isolation,

connection, and the pursuit of knowledge, the study links literary analysis to urgent global challenges such as climate change and social fragmentation. Through the lens of Hazel's journey, the analysis investigates the tension between personal aspirations and communal responsibilities, reflecting contemporary anxieties regarding environmental degradation and its societal implications. Hazel's experiences articulate modern struggles against isolation, emphasizing the necessity of fostering connections—familial, communal, and ecological—as a means to address fragmentation and promote collective action. Additionally, the research underscores the dual utility of Barthes's framework, demonstrating its effectiveness in unpacking narrative complexity while also illustrating how literary criticism can engage with ecological and social justice themes. This emphasizes literature's potential to raise awareness, cultivate empathy, and stimulate critical discourse around pressing global issues.

Ultimately, the study affirms the significance of literature in informing our responses to contemporary challenges, highlighting the enduring relevance of Barthes's theories in understanding narratives as reflections of the human condition in a rapidly evolving context.

STATEMENT OF THE PROBLEM

Despite the significance of Barthes's theories in literary analysis, there is insufficient exploration of their application to A.T. Greenblatt's "Give the Family My Love." Existing literature lacks a comprehensive examination that integrates Barthes's frameworks, focusing on themes of isolation and environmental concern within the narrative. We need a nuanced analysis to show how these theoretical frameworks enhance reader engagement and interpretation.

RESEARCH OBJECTIVES

Literary analysis often seeks to unveil the multifaceted layers of meaning within a text, yet the integration of theoretical frameworks can enhance this endeavor significantly. This study focuses on A.T. Greenblatt's short story "Give the Family My Love," employing Roland Barthes's Five Codes Theory as a lens through which to deepen our understanding of its narrative complexities. By systematically applying Barthes's three levels of narrative description—denotative, connotative, and mythic—this research aims:

1. To apply Roland Barthes's Five Codes Theory to A.T. Greenblatt's short story "Give the Family My Love" in order to uncover deeper narrative meanings.
2. To integrate Barthes's three levels of narrative description (denotative, connotative, and mythic) to enhance the thematic analysis of isolation, connection, and environmental concerns.
3. To provide a framework that demonstrates how Barthes's theories can bridge traditional literary criticism with contemporary narrative analysis within short fiction.
4. To contribute new insights to literary studies by exploring the intersections of Barthes's codes, thematic elements, and contemporary socio-cultural issues relevant to Greenblatt's narrative.

RESEARCH QUESTIONS

By examining how Barthes's codes illuminate underlying themes, the study seeks to answer how these narrative codes enhance the reader's interpretation and engagement with the text. Furthermore, this study evaluates the investigation using the following research questions.

1. How can the application of Barthes's Five Codes Theory reveal underlying themes within A.T. Greenblatt's "Give the Family My Love"?

2. In what ways do the three levels of narrative description (denotative, connotative, and mythic) deepen the understanding of the story's exploration of isolation, connection, and environmental concerns?
3. What role does Barthes's code theory play in enhancing reader interpretation and engagement with the text?
4. How does the integration of Barthes's theoretical frameworks inform our understanding of contemporary socio-cultural issues reflected in Greenblatt's narrative?

RESEARCH METHODS

This research adopts a mixed methodology that combines narrative analysis and qualitative analysis to investigate A.T. Greenblatt's short story, "Give the Family My Love," through the framework of Roland Barthes's Five Codes Theory.

METHODOLOGICAL APPROACH

Narrative Analysis: This method focuses on deconstructing key elements of the narrative, including plot structure, character development, and thematic motifs. By examining these components, the analysis reveals how they contribute to the emotional depth of the story and enhance reader engagement. We will focus on the development of tension and resolution, as well as the motivations and transformations of the characters, especially in light of broader societal concerns about isolation and environmental challenges.

Qualitative Analysis: This component explores the nuances of language and context within the text. It explores how specific linguistic choices create emotional resonance and cultural significance, and how the narrative situates within its socio-cultural milieu. Additionally, qualitative analysis captures reader responses, illustrating the diverse interpretations informed by individual experiences and cultural contexts.

By integrating these methodologies, the research highlights the dynamic interplay between narrative structure and thematic complexity, ultimately enriching our understanding of Greenblatt's literary work (Barthes, 1977; Riessman, 2008).

DATA COLLECTION

The data collection procedure begins with a comprehensive textual analysis that centers on narrative components such as plot structure, character development, and thematic exploration. Summaries and notes document preliminary observations, facilitating an initial understanding of the material. We employ Roland Barthes's Five Codes Theory to enrich the analytical framework, allowing for the identification and annotation of hermeneutic, proairetic, semantic, symbolic, and cultural codes (Barthes, 1968). Simultaneously, we distribute qualitative questions to collect a diverse range of reader responses, influenced by their unique cultural backgrounds. This triangulation of data sources—textual analysis, theoretical framework, and reader feedback—aims to provide a holistic understanding of the text.

DATA ANALYSIS

We use narrative analysis methods like thematic coding and character arc mapping to identify recurring themes and understand the characters' motivations, particularly in relation to themes of loneliness and environmental concerns. Additionally, we employ discourse analysis and contextual studies to scrutinize language use and the socio-cultural factors influencing the narrative (Gee, 2014). By integrating findings from both narrative and qualitative analyses, along with reader responses, this research endeavours to illuminate the complex relationship between narrative structure and thematic richness in the works of Greenblatt.

We deconstruct A.T. Greenblatt's "Give the Family My Love" in accordance with Roland Barthes's Five Codes Theory to reveal its implications. Barthes articulates these codes, which we analyze as follows:

The Hermeneutic Code ((Mystery and Suspense)

This code pertains to the mystery and questions that arise in the narrative. According to Selden .R et.al (2005), the hermeneutic code, or "enigma" code, encompasses the mysterious elements of a text that evoke reader curiosity. Throughout the story, Hazel's journey toward the Library is steeped in uncertainty and anticipation. Questions such as whether she will make it, what she will find at the Library, and the nature of the Librarians keep readers engaged. Hazel's exploration of the alien environment and her reflection on humanity's fate and her role in it complicate the narrative, framing her experience as one of discovery not just of knowledge, but of self.

The hermeneutic code involves elements that create anticipation and mystery, engaging the reader with questions that need to be answered.

"I'm beginning to regret my life choices, Saul. Also, hello from the edge of the galaxy."

The opening line immediately creates a sense of mystery about Hazel's current situation. It raises questions about her choices and evokes curiosity about what led her to this moment at the "edge of the galaxy." This introduction suggests imminent conflict and sets the tone for her emotional state throughout the story.

"But the explorer faction gave me a ride here, so that's got to count for something, right?"

This line introduces uncertainty regarding Hazel's acceptance by the Librarians. There is an underlying tension about whether she will be welcomed or rejected, making readers eager to learn about her fate as she approaches the Library.

"I'm beginning to regret my life choices, Saul."

This line immediately invites questions about what choices Hazel is regretting. It sets up suspense regarding her mission and the emotional stakes involved, making the reader curious about the circumstances leading to this moment.

"Oh god. I might actually die out here, Saul."

This line heightens the tension and raises the stakes dramatically. Hazel's potential death in an alien landscape creates urgency and a sense of danger, prompting readers to question whether she will indeed survive her journey.

"Hopefully the Librarians let me in, but if you don't get another transmission from me, you know what happened."

The suggestion of potential failure creates a palpable tension, making the reader wonder if Hazel will be accepted by the Librarians or if her efforts will end in tragedy.

"They said it was up to the Librarians who live in the Library."

This line heightens intrigue, as it emphasizes uncertainty about who will decide Hazel's fate and what criteria will be used, leaving the reader to question how authority operates within the alien societal structure.

"I'm not sorry, Saul. Just scared."

This admission creates tension as Hazel acknowledges her fear, making readers empathize with her vulnerability and uncertainty about her decision to embark on this mission.

"This planet doesn't exactly invoke the muse of letter writing."

This line introduces an initial mystery. Why is the planet uninspiring or bleak? It invites readers to ponder what kind of extra-terrestrial environment Hazel finds herself in, setting the tone of uncertainty that pervades the narrative.

The Proairetic Code (Action and Tension): The code of actions serves to construct suspense within the narrative, thereby engaging the reader's interest in forthcoming developments (Danesi, 2004). Hazel's physical struggle to make it to the Library within her failing suit builds a sense of urgency and suspense. Each step closer to her destination is a small victory, but with every distance measured, there are clear dangers—both from her environment and her deteriorating equipment. This physical journey parallels her emotional and psychological journey, emphasizing the stakes involved.

"And yes, I know how cliché that sounds. I've been to enough dinner parties and heard enough dinner party stories."

This reflection on dinner parties contrasts the gravity of her circumstances with mundane experiences, reflecting both on her past life and her current treacherous situation. The tension mounts as readers journey with her through her physical struggle towards the Library.

"750 meters. The good news is I can actually see the Library."

This line marks a transition from despair to a moment of hope, showcasing Hazel's determination and her physical struggle to reach the Library. The distance left creates a sense of urgency, as reaching the Library becomes a tangible goal.

"Shut up, Saul. I can hear you telling me in that big brother voice of yours: 'It's okay if you freak out, Hazel, just not right now' like you did when we were kids."

This indicates Hazel's internal conflict and builds tension as she grapples with feelings of fear and the pressure to stay calm. It also personalizes the narrative, showing her reliance on Saul's presence.

"I don't want to think about what'll happen if I trip."

This line encapsulates the physical tension Hazel feels as she navigates an alien environment where danger could arise from the simplest misstep, thereby enhancing the urgency and peril of her task.

"850 meters. I should have listened to you, Saul."

This line contributes to the tension by indicating an internal struggle and regret. It provokes intrigue about what led her to this point and foreshadows potential failure or success.

"I can actually see the Library."

This moment reveals incremental progress, yet it compounds tension as Hazel's situation continues to deteriorate: her suit fails, and the environment remains hostile. This duality of proximity to her goal while facing danger amplifies the action.

The Cultural Code (Societal Influences): This code relates to the societal norms, values, and knowledge that inform the narrative. Hazel grapples with her role as a potential saviour for humanity, and this burden reveals both personal and cultural dimensions of her identity. The story references anthropological perspectives and nuances of human connectivity and the survival of knowledge as moral imperatives, representing a bridge between humanity's past, present, and future. Cultural codes address how societal influences shape the narrative, themes, and character experiences.

"The people in R&D told me over and over again to take careful notes on everything I observe."

This reflects societal expectations surrounding scientific research and exploration. It evokes the broader theme of human curiosity and the responsibility that comes with knowledge acquisition.

“This isn’t running away.”

This line captures a societal stigma about leaving one's home, potentially likening Hazel's journey to those who abandon their roots under societal pressure. It reflects on the duality of escape versus exploration and how society views those choices.

“You see, Saul, there’s so much that I’m witnessing in the Library that I’m not telling you, because the Librarians’ advanced tech would devastate our underdeveloped society.”

This context highlights cultural anxieties about technological disparities and the ethical responsibilities of knowledge holders in relation to those who are less informed

“You had three whole days to think of something and that’s the best you could do?”

This line shows the familial dynamics in the context of societal communication norms. It highlights the intensity of emotional connection within families and critiques how societal pressures can lead to frustration and misunderstandings.

“The only thing I want right now is to help save my planet.”

This reveals societal expectations surrounding responsibility and dedication to one's home, highlighting a deep conflict between personal desire and communal obligation.

“Remember our first big argument over this mission?”

This evokes familial bonds and societal expectations of duty and contribution. It reflects personal conflict against societal pressures regarding space exploration and environmental concerns.

“Your international reforestation project, which is definitely going to work.”

This line cleverly critiques societal beliefs about environmental initiatives, showcasing skepticism and irony about humanity's efforts to alleviate crises that the protagonist herself is trying to address through different means.

The Symbolic Code (Theme Contrast): Symbolic code involves the deeper, often binary oppositions present in the text. In this story, Hazel's alien experiences juxtapose the familiar with the unknown—her connection to Earth and familial bonds contrasts profoundly with the strangeness of the Library and its Archivists. Furthermore, the suit she wears symbolizes technological advancement but also vulnerability in contrast to the raw, unmediated alien knowledge she is seeking. The conflict between human limitations and alien capabilities underlies her existential contemplation.

The symbolic code deals with the contrasts and dichotomies that exist within the narrative, often highlighting deeper themes.

“The sky’s so stormy and green it looks like I’m trudging through the bottom of an algae-infested pond.”

This vivid imagery contrasts with the hope of discovering knowledge. It symbolizes the bleak and hostile reality of alien environments juxtaposed with the potential richness of discoveries within the Library.

“The Library, Saul, is magnificent.”

This declaration serves as a turning point in the narrative. It symbolizes hope, knowledge, and discovery, contrasting with the earlier themes of despair, fear, and regret. The Library represents the possibility of saving humanity.

“I have this working theory about the Librarians. Wanna hear it? Too bad, I’m going to tell you anyway.”

This symbolizes a blend of confrontation and openness, revealing the theme of communication—both the yearning for understanding and the barriers presented by vast cultural differences.

"I have zero interest in becoming an astronaut; space travel always seemed too risky and uncomfortable for me."

This line illustrates the contrast between Hazel's previous desires and her current reality. It serves to emphasize her personal growth and the theme of transformation in unexpected circumstances.

"They could have obliterated us if they wanted to. But they haven't."

This reflects the contrast between fear and possibility. While the aliens possess the power to destroy, their choice to study humanity signifies the themes of coexistence and potential salvation within the narrative.

"Rocky, empty, and bleak in all directions."

This stark description contrasts the idea of exploring new frontiers with the discomfort of isolation and danger, emphasizing the duality of exploration and vulnerability.

"The Library was built as a beacon for all sentient life."

The Library serves as a symbol of hope and salvation, contrasting the desolation outside. This demonstrates a profound thematic contrast between despair and potential redemption through knowledge.

"The Librarians are not to be messed with. Like seriously. Do not contradict them . . ."

This encapsulates a duality; the Librarians represent both wisdom and a formidable power that keeps human curiosity in check. This mirrors the environmental themes, where knowledge can be both a tool for progress and a possible source of destruction or control.

"The knowledge that I can potentially gain here is worth the risk. It's worth every cent of that 85 million..."

Here, the quest for knowledge is portrayed as both noble and fraught with danger. This duality emphasizes the human condition, where the pursuit of understanding often comes at great personal and ethical costs, paralleling contemporary concerns about ecological devastation and the lengths to which humanity must go to save itself.

Semantic Code (Deeper Meanings)

Barry (2002) asserts that a narrative's thematic elements intrinsically link to the semantic code. It emphasizes meanings that extend beyond the literal text, thereby illuminating themes and potential symbols that enrich the narrative depth.

"I don't regret reading all those fantasy sagas when we were kids. Only that I didn't get to read more."

This line alludes to the theme of knowledge and exploration, suggesting a contrast between her youthful imagination and the stark reality of her current situation. It hints at the importance of stories in shaping one's understanding of the universe.

"But the truth is I was trying to tell you something important."

This reveals Hazel's awareness of the gravity of her situation and her intent to convey critical information. It suggests a deeper connection between the individual and familial responsibility amidst the vastness of the unknown.

“There’s so much that I’m witnessing in the Library that I’m not telling you because the Librarians’ advanced tech would devastate our underdeveloped society.”

This line reflects the theme of knowledge and its ethical implications. It raises questions about what should be shared and the responsibilities that come with newfound understanding or power.

"It’s not like I can forget."

: This line reflects deeper psychological aspects of Hazel's experience—her inability to let go of the societal issues she left behind. The mention of her life choices resonates with themes of regret and responsibility, enhancing the reader's understanding of her character.

"But the truth is I was trying to work up the nerve to introduce myself to the head Archivist."

This reflects a deeper meaning about courage and authenticity. Hazel’s internal struggle to present herself highlights the broader theme of human vulnerability in the face of the unknown.

"I’m counting on it."

This line indicates Hazel's hope and reliance on the success of her mission, infusing it with emotional weight as she articulates a fundamental human desire for knowledge and understanding.

“The knowledge that I can potentially gain here is worth the risk.”

This line encapsulates a central theme: the pursuit of knowledge against personal cost. It highlights the intrinsic value Hazel places on information and its potential impact on humanity.

“I haven’t given up on humanity.”

This hints at themes of hope, resilience, and the struggle against despair. The reader is prompted to consider the broader implications of her mission and the collective future of humanity.

The above analysis of A.T. Greenblatt's "Give the Family My Love" through Barthes’s Five Codes Theory uncovers a complex array of themes, including the duality of hope and despair, the significance of knowledge and memory, and the complexities of human relationships amidst survival and exploration. This approach reveals how Greenblatt intertwines personal narratives with existential questions, offering a profound exploration of humanity's present and future. By applying Barthes's framework, the study highlights the themes of familial ties, fear, hope, and ethical responsibility, encouraging deeper reflections on the human condition and the role of knowledge in shaping our futures. Through a detailed line-by-line analysis, the story emerges as a rich narrative that invites readers to contemplate humanity's quest for understanding in an uncertain world.

THREE LEVELS OF DESCRIPTION

Analyzing "Give the Family My Love" by A.T. Greenblatt using Roland Barthes's Five Codes Theory alongside his three levels of description (denotative, connotative, and mythic) can provide a rich understanding of the narrative's emotional and cultural depth. We break down the key elements of the story into Barthes's five codes— enigma, action, referential, semiotic, and cultural—while framing the analysis through the three levels of description.

Enigma Code (Hermetic)

This code involves elements that create puzzles or questions for the reader to solve. Throughout the letter, Hazel’s journey to the Library raises several questions: Will she reach her destination safely? What will she discover at the Library? The tension in her voice, filled with uncertainty as her suit malfunctions, evokes a strong emotional response.

Denotative Level: Hazel describes her perilous journey to the Library, highlighting the challenges and risks involved, as well as her fears about her malfunctioning suit.

Connotative Level: The journey symbolizes the struggle for knowledge and understanding in a world that is increasingly inhospitable. Hazel's fears can reflect the anxiety of exploration and the quest for enlightenment. Her feelings of dread and isolation highlight her vulnerability against the backdrop of the grand unknown.

Mythic Level: The Library represents a mythical quest for enlightenment akin to the Hero's Journey archetype. Hazel's predicament underscores humanity's eternal struggle for knowledge and the sacrifices that often accompany such pursuits.

2. Action Code (Proaletic)

This code refers to actions taken in the narrative that indicate what will occur next. Hazel's preparations, her constant updates about her distance from the Library, and her reflections on her mission all serve to propel the narrative.

Denotative Level: Hazel is physically walking towards the Library, documenting her anxiety about her suit and the atmosphere.

Connotative Level: The act of walking can signify the arduous journey many undertake in pursuit of their dreams and aspirations. Each step indicates her determination, even as she battles doubt and fear.

Mythic Level: Walking toward the Library may echo archetypal journeys found in myths and tales of heroes embarking on quests—there are always trials that must be faced to attain wisdom and growth.

Referential Code (Referential)

This code relates to references to the world outside the story. Hazel references Earth, the R&D team, her family, and even her childhood with Saul.

Denotative Level: These references paint a picture of her identity, her past, and the cultural context against which she operates.

Connotative Level: By mentioning her family and the history with Saul, Hazel's connections evoke feelings of nostalgia and longing, grounding her in a relatable human experience.

Mythic Level: Referring back to Earth transforms the Library into a mythical place in contrast to her homeland, reinforcing the idea of seeking knowledge beyond one's origins, akin to many creation myths where characters leave their homes for greater truths.

Semioitic Code (Semioitic)

This code involves the signs and symbols present within the text itself. The Library, Hazel's suit, and the Archivists all serve as important symbols.

Denotative Level: The Library is depicted as gigantic, abstract, and sometimes terrifying, while Hazel's suit is both a protector and a source of anxiety due to its malfunctioning.

Connotative Level: The Library embodies untold knowledge and the weight of responsibility that comes with it. The suit represents both humanity's technological advances and their limitations, highlighting the tension between human vulnerability and ambition.

Mythic Level: In many mythologies, technology represents human potential and its inherent flaws. Hazel's reliance on her suit indicates a broader myth where human advancement can sometimes lead to dire consequences, thus mirroring the duality of progress.

Cultural Code (Cultural)

This code refers to the cultural beliefs and education that shape the narrative. The story is steeped in themes of exploration, discovery, and the value of knowledge.

Denotative Level: Hazel longs for records and research, reflecting her role as an anthropologist and the expectations of her mission.

Connotative Level: The exploration of the Library symbolizes humanity's larger pursuit of understanding oneself and one's history in a time of crisis. This notion can reflect cultural current themes surrounding environmental degradation and the affects of technological advancement.

Mythic Level: The tension between nature and technology is a central theme in many cultural narratives. Here, it reflects the mythos surrounding human curiosity and the ethical considerations of using technology to interact with extraterrestrial life, emphasizing the need for balance.

A.T. Greenblatt's "Give the Family My Love" skillfully employs the three levels of narrative description—denotative, connotative, and mythic—to explore themes of isolation, connection, and environmental concerns.

At the **denotative level**, the narrative presents Hazel's literal journey across a harsh, alien landscape, emphasizing her physical isolation and vulnerability. The descriptions of the barren environment, coupled with the challenges of her mission, highlight both her physical struggle and emotional distance from her loved ones.

The **connotative level** deepens this narrative, framing Hazel's journey as a metaphor for humanity's quest for knowledge amid environmental collapse and personal loss. Her reflections on missed opportunities and the emotional weight of her messages to her brother underscore broader themes of disconnection and resilience in the face of existential crises.

At the **mythic level**, the story aligns with archetypal narratives of human resilience and the pursuit of wisdom. The library symbolizes a timeless quest for salvation and understanding, while Hazel's journey mirrors a hero's confrontation with both external challenges and profound existential truths.

Together, these narrative levels create a layered exploration of personal and collective struggles, urging readers to reflect on humanity's responsibilities and the enduring search for meaning in an uncertain world.

Synthesis of Analysis

Through the integration of Barthes's five codes, we see how the emotional and cultural depths of "Give the Family My Love" unfold. The tension of Hazel's physical journey parallels her emotional and intellectual quests, balancing the struggle for survival with the desire for knowledge. Her interactions with Saul and references to her origins enhance the emotional landscape, offering readers a felt experience of her isolation and longing.

Ultimately, the Library becomes more than just a physical structure; it embodies the aspirations, fears, and ethical dilemmas of a species at a crossroads—a powerful reflection of humanity's potential and its cost.

Isolation

Manifestation in the Text: Hazel's journey begins from a space station, highlighting her physical separation from Earth and her complicated emotional state. This is not merely about geographical isolation; it also reflects an existential loneliness. Her departure implicates a break from her familial connections, as evidenced by her parting message, "Give your family my love." The haunting irony here is that her family will receive this message "six months too late," which amplifies the notion of isolation—both emotional and temporal.

Enigma Code (Hermeneutic Code): The repeated mention of her audience, Saul, serves as a mechanism for unveiling Hazel's isolation. Her need to share her thoughts and fears with someone hints at her desire for connection, which is particularly poignant when she is on the fringes of existence, separated by light-years.

Symbolic Code: The alien landscape symbolizes her isolation. It contrasts with her memories of Earth, accentuating her dislocation. The rocky, bleak terrain surrounding her while she traverses toward the Library serves to amplify the desolation of her journey, physically echoing her emotional state.

Connection

Manifestation in the Text: Despite her isolation, Hazel's communication with Saul continually reinforces the theme of connection. Throughout her monologue, her thoughts shift between her own struggles and her relationship with Saul, highlighting the innate human desire for connection, even across distances. The warm familiarity in her tone shifts to one of anxiety and fear as she navigates the alien world.

Referential Code (Denotative Code): The act of sending voice messages reflects an attempt to bridge the gap between her solitude and connection. By addressing Saul directly, Hazel establishes a platform for emotional connectivity amid her hazardous journey.

Intertextual Code: Hazel's references to shared experiences with Saul, including moments from their childhood, serve to connect her past to her present struggles, emphasizing the importance of shared history in overcoming isolation. By recalling their adventures and familial ties, she attempts to pull her memories forward to keep her connected to those she loves.

The following table that captures the five codes derived from the story "Give the Family My Love" by A.T. Greenblatt, along with explanations for each code:

Table: 1: Tthe five codes derived from the story "Give the Family My Love" by A.T. Greenblatt, along with explanations

Code	Explanation
Isolation	Hazel experiences both physical and emotional isolation throughout her journey. Physically, she is over thirty-two light-years away from Earth, moving across an alien landscape with no immediate human contact except for her communication with Saul. Emotionally, she grapples with feelings of loneliness and distance from her family and friends, highlighting her alienation from life back home.
Hope vs. Despair	The narrative reflects a continuous tension between hope and despair. Hazel harbors hope in the knowledge she can gain from the Library to possibly aid humanity's plight, yet she also grapples with despair over the deteriorating state of Earth and her fears of failure. This duality encapsulates humanity's struggle between striving for better futures and acknowledging painful truths.
Human vs. Alien Knowledge	The story presents a stark contrast between what humanity knows and what the alien Librarians possess. The Librarians have archived vast amounts of lost knowledge that could potentially aid humanity, yet Hazel recognizes that accessing this information comes with complications. This tension highlights humanity's limitations and the vast potential beyond their experience, emphasizing the desire for learning and understanding.

Code	Explanation
Fear and Anxiety	Hazel's journey is fraught with fear and anxiety, particularly regarding her safety while traversing the alien terrain and her suit's malfunction. Her worries about dying before reaching the Library serve as a central emotional tension throughout the narrative, representing the significant risks associated with space exploration and the fragility of her existence in such a harsh environment.
Family Dynamics	The theme of family is deeply embedded in Hazel's reflections and messages to Saul. She emphasizes her love for her family while also revealing the complicated dynamics involved in her decision to leave Earth. Hazel's connection to Saul serves as a lifeline, showcasing how familial relationships provide support and grounding amidst her journey into an uncertain future.

These codes together create a rich tapestry of themes that underpin Hazel's journey and her reflections on her life choices, the universe's knowledge, and her relationships with family and humanity.

The contrasting perspectives on knowledge between humans and aliens as portrayed in the narrative.

Based on the story "Give the Family My Love" by A. T. Greenblatt, here's a comparative table highlighting the contrasting perspectives on knowledge between humans and aliens as portrayed in the narrative.

Table: 2: A comparative table highlighting the contrasting perspectives on knowledge between humans and aliens

Aspect	Human Knowledge	Alien Knowledge
Nature	Limited and flawed, often filled with misunderstandings.	Vast, mysterious, and encompassing knowledge beyond human comprehension.
Example from Text	"We thought you would prefer to see our research in physical form."	"Every known solar system worth learning about."
Perception of Knowledge	Humans often feel overwhelmed and intimidated by the vastness of potential knowledge.	Knowledge is fluid, transformative, and part of a larger interconnected system that is beyond human perception.
Example from Text	"The good news is I can actually see the Library."	"The size of this room, you could fit a small town in here."
Accessibility	Knowledge is often inaccessible, outdated, or biased.	Knowledge is presented in an abstract and accessible manner,

Aspect	Human Knowledge	Alien Knowledge
		changing based on the observer's interaction with it.
Example from Text	"All of your search engines are either too crude or too biased."	"Our information would be inaccessible to you otherwise."
Response to Knowledge	Lives in fear of their limited understanding; confronted with despair and personal regrets.	Embraces the chaos and diversity of knowledge, understanding its value and striving to recover and learn from it.
Example from Text	"The possibility becomes a lot more tangible when you're walking across an inhospitable alien landscape."	"It was terrifying . . . and completely amazing, Saul."
Potential for Growth	Humans are desperate for answers but often hindered by their own limitations and misinterpretations.	The aliens, represented by Librarians and Archivists, possess advanced understanding and an inclination to help others.
Example from Text	"I can't come back, Saul. I barely started my information recovery project."	"The Library is a beacon for sentient life in the universe."

The integration of Barthes's concepts of the "Death of the Author" and "intertextuality" provides a nuanced lens to analyze A.T. Greenblatt's "Give the Family My Love." Barthes asserts that the reader, not the author, determines the meaning of a text, allowing us to interpret Hazel's journey as a reflection of humanity's existential struggles with climate change, isolation, and cultural preservation. Intertextuality enriches this narrative by connecting it to broader science fiction themes, emphasizing the Library as a symbol of lost knowledge and cultural resilience. This approach highlights Greenblatt's commentary on pressing socio-cultural issues, including environmental degradation and the quest for meaning amidst global crises.

Thematic Concerns

A.T. Greenblatt's "Give the Family My Love" employs a first-person epistolary narrative, using Hazel's voice messages to offer an intimate exploration of her psyche. This confessional style fosters reader empathy, vividly portraying her anxieties and struggles in a hostile alien environment. However, the fragmented and nonlinear structure has been critiqued for its lack of coherence, reflecting postmodern influences that prioritize character psychology over plot.

Broader Literary Context

Thematically, the narrative delves into the quest for knowledge, the burden of legacy, and the impact of existential threats on human relationships. Hazel's role challenges traditional gender norms in science fiction, blending vulnerability with strength in her dual capacity as anthropologist and

astronaut. The story also underscores ecological concerns, with the Library symbolizing both humanity's potential salvation and a cautionary tale of exploitation. Positioned within the speculative fiction tradition, Greenblatt's work echoes the social critique seen in authors like Octavia Butler and Ursula K. Le Guin, using alien worlds to reflect on survival, identity, and environmental responsibility.

Literary and Cultural Significance

Greenblatt's narrative captures personal struggles against the backdrop of societal responsibilities, emphasizing the urgency of confronting ecological crises. Hazel's cosmic adventures symbolize the despair of an increasingly bleak Earth, serving as a reminder of individual accountability in the age of climate change. The ethical complexities of advanced technology, exemplified by Hazel's flawed suit, invite reflection on our cultural responsibilities amid rapid technological advancements.

Ultimately, "Give the Family My Love" not only captivates readers but challenges them to engage with the pressing issues of sustainability and equity, urging a critical re-examination of the complexities of knowledge acquisition and stewardship in a precarious world.

FINDINGS AND CONCLUSIONS

This study's findings signify important opportunities for future research and literary analysis through the lens of Roland Barthes's Five Codes Theory and narrative frameworks in contemporary literature. A.T. Greenblatt's "Give the Family My Love" serves as a case study that reveals intricate themes and underscores the relevance of Barthes's theoretical constructs for similar narratives.

Future scholarly inquiries may explore the hermeneutic and proairetic codes in texts focusing on themes of solitude and knowledge acquisition in challenging contexts. Such investigations could enhance understanding of narrative strategies that foster reader empathy toward characters' struggles, particularly regarding human connectivity amid global crises like environmental and socio-political issues.

Additionally, examining semantic and symbolic codes in conjunction may illuminate how contemporary literature addresses human relationships, especially against the backdrop of ethical dilemmas related to knowledge acquisition. This line of inquiry could yield comparative analyses across genres and authors, enriching the discourse on literature's socio-cultural critiques.

Ultimately, the study advocates the sustained application of Barthes's frameworks to engage with and critique the complex narratives emerging in today's literary scene. By integrating classic literary theories with innovative analytical approaches, scholars can facilitate more dynamic discussions about literature's role in reflecting and shaping societal values and relationships. In conclusion, this research reaffirms the significance of Barthes's contributions to literary criticism as essential tools for exploring contemporary narratives and their implications for our shared human experience.

AUTHORS CONTRIBUTION

RJ - Conceived the idea, designed the paper, carried out the analysis and wrote the manuscript, IA , SG & HR- collected the Review materials, and helped to prepare references

AFA, SSK – Proof reading

All authors read and approved the final manuscript.

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