

AI in Digital Humanities: Using AI-Generated Poetry as a Tool for Literary Studies

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Abstract

Artificial Intelligence (AI) has a profound impact on digital humanities, and creative writing and literary analysis are the frontier research areas it is re-shaping. This study investigates the potential quality of AI-generated poetry as a tool for literary investigation, with particular emphasis on interpretation of poetical texts, development in ways poetry is expressed and implications. A thorough qualitative analysis of AI-produced poetry shows its stylistic traits, thematic integrity and implications for authorship. Several issues of ethical interest surround originality, biases in the AI training datasets, and the effect of human and authorial creativity. (Berry, 2011; Boden, 2018; Hayles, 2017).

Keywords: Artificial Intelligence, Digital Humanities, Computational Poetry, Literary Analysis, Authorship, Creativity

Introduction

Artificial Intelligence has dramatically changed Digital Humanities in literary studies (Berry, 2011). The AI-generated poetry which used to be only one experiment among many, now becomes the subject of serious scholarship. This article explores how AI-generated poetry makes its unique literary analysis, challenges existing ideas of creativity, and opens fresh interpretative-clues (Dobson, 2020). It uses qualitative methods such as close reading, thematic analysis and critical hermeneutics to investigate what AI poetry means for literary scholarship. (Braidotti, 2013)

The theoretical framework guiding this study integrates posthumanist philosophy, computational creativity, and digital hermeneutics (Braidotti, 2013; Hayles, 2017). The interplay between human creativity and algorithmic processes is examined to determine how AI-generated texts fit into the broader landscape of literary studies (Moretti, 2013).

Methodology

This study adopts a qualitative research approach, utilizing the following methods:

Close Reading and Textual Analysis: AI-generated poems are

analyzed for linguistic style, thematic depth, and structural composition (Moretti, 2013). This method allows for a nuanced exploration of how AI replicates or deviates from human poetic conventions (Underwood, 2019).

Comparative Literary Analysis: Selected AI-generated poems are compared with human-authored works to identify stylistic similarities and differences (Belford, Kuber, & Duffy, 2018). This method aids in comprehending both the distinctiveness of human literary expression and AI's ability to mimic poetic forms. (Zhang, Zhang, & Liu, 2021).

Thematic Analysis: The analysis of AI-generated poetry looks for recurrent themes, motifs, and narrative coherence. (Floridi, 2019). This investigation explores whether AI poetry reflects preexisting patterns or exhibits creative initiative. (Boden, 2018).

Critical Discourse Analysis: To comprehend larger views on AI's involvement in creative writing, discussions about AI-generated poetry in academic and popular literature are examined. (Rettberg, 2020). This approach places AI poetry in the context of current discussions about authorship, uniqueness, and aesthetic merit. (Grimmelmann, 2020).

Ethical Inquiry: The wider influence of computational creativity is evaluated by critically analyzing ethical concerns including authorship attribution, bias in AI training datasets, and the cultural ramifications of AI-generated writing. (Bolukbasi et al., 2016).

Research Gap

Research on AI-generated poetry is still limited, despite the fact that the technology's role in prose generation has been extensively examined. The following gaps are identified:

Lack of Rigorous Literary Analysis: There aren't many studies that use recognized critical frameworks to methodically analyze AI-generated poetry. (Boden, 2018).

Insufficient Thematic Exploration: The depth and coherence of themes in AI poetry remain underexplored (Floridi, 2019).

Neglected Pedagogical Applications: There is little information available on the use of AI poetry in teaching creative writing and literature. (Belford, Kuber, & Duffy, 2018).

Ethical and Philosophical Ambiguities: More discussion in the field of digital humanities is necessary about the implications of AI as a creative entity (Dobson, 2020; Hayles, 2017).

By addressing these gaps, this study aims to enhance the discourse on AI and literary studies.

AI-Generated Poetry in Literary Analysis

Stylistic and Thematic Considerations

Poetry produced by AI has a variety of stylistic variants and frequently imitates well-known literary styles. (Zhang, Zhang, & Liu, 2021). Qualitative analysis, however, shows discrepancies in emotional depth and thematic coherence. (Bender et al., 2021). This study investigates how AI models interact with literary traditions through close reading, determining whether they rely on statistical mimicry or introduce new stylistic features. (Underwood, 2019).

Interpretative Possibilities and Literary Value

By comparing AI-generated poetry with canonical works, this study explores how AI poetry can inform literary interpretation (Moretti, 2013). Scholars can use AI-generated texts to challenge conventional readings and highlight new perspectives on poetic structure and meaning (Manovich, 2020).

The Question of Creativity and Authorship

AI poetry challenges traditional concepts of authorship and originality (Grimmelmann, 2020). This study critically examines whether AI can be considered a co-creator or merely a tool that

reconfigures existing linguistic patterns. The implications of AI's involvement in literary production are discussed within posthumanist and digital humanities frameworks (Braidotti, 2013).

Pedagogical Applications of AI-Generated Poetry

Enhancing Literary Education

AI-generated poetry serves as an educational tool, enabling students to analyze poetic devices, explore linguistic structures, and engage in comparative analysis (Belford, Kuber, & Duffy, 2018). This study explores how AI poetry can be integrated into literature curricula to foster critical thinking and creative exploration (Floridi, 2019).

Limitations in Literary Pedagogy

Despite its pedagogical potential, AI poetry lacks the experiential and cultural consciousness of human-created literature (Hayles, 2017). This study examines the cognitive and creative limitations of AI-generated poetry and discusses the need for critical engagement in its educational applications (Bender et al., 2021).

Ethical and Theoretical Considerations

The Challenge of Authorship and Attribution

AI-generated poetry raises fundamental questions about ownership and intellectual property (Grimmelmann, 2020). This study analyzes legal and ethical frameworks related to AI-authored works and explores possible attribution models that reflect the collaborative nature of human-AI creative processes (Dobson, 2020).

Systemic Biases in AI-Generated Literature

AI poetry generators often reflect biases inherent in their training datasets (Bolukbasi et al., 2016). This study investigates how these biases manifest in AI-generated poetry and discusses strategies for ensuring more inclusive and diverse literary outputs (Berry, 2011).

Conclusion and Future Directions

AI-generated poetry presents both opportunities and challenges for literary studies. While it offers innovative tools for textual analysis and creative experimentation, it also necessitates a reconsideration of fundamental literary concepts such as authorship, meaning, and artistic value (Boden, 2018). Future research should focus on refining qualitative methodologies for evaluating AI-generated poetry, expanding interdisciplinary collaborations, and exploring the long-term cultural impact of computational creativity. By maintaining a critical perspective, scholars can ensure that AI serves as an enriching complement to literary studies rather than a reductive replacement for human creativity.

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